

**Southern New Hampshire University  
University College  
2016-2017 Catalog**

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**Published June 20, 2016**

# Welcome to Southern New Hampshire University

## Message from the President



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

It's certainly an exciting time to be a student at SNHU. President Obama has praised us for finding new innovative pathways to a degree. Fast Company has named us the 12th most innovative organization in the world in its World's 50 Most Innovative Companies. We ranked with such heavy-hitters as Apple, Google and HBO and were listed ahead of such industry giants as the National Football League, Starbucks and LinkedIn. We achieved such accolades on the basis of our innovative pathways to a degree and

our core mission of providing access. Our campus-based Degree-in-Three program, which uses a competency-based model to reduce time to graduation and the cost of a degree by 25 percent. Students studying with us online are part of the second largest non-profit program in the country.

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

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

Sincerely,

Paul J. LeBlanc, President

## **University Mission**

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

## **The Purpose of a University Catalog**

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

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

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

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

## **Catalog Content Subject to Change**

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

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## About SNHU

### Accreditations, State Authorization and Program Approvals

#### Regional Accreditation:

New England Association of Schools and Colleges

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

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of Southern New Hampshire University. Individuals may also contact:

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514  
781.425.7785  
cihe@neasc.org

The Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges is the regional accreditation agency for colleges and universities in the six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

NEASC's Commission on Institutions of Higher Education (CIHE) is recognized by the U.S. Department of Education as a reliable authority on the quality of education for the institutions it accredits. Recognition by the Department of Education provides access to federal financial aid for U.S. students attending institutions accredited by the Commission.

#### Programmatic Accreditations:

Accreditation Council for Business Schools and Programs (ACBSP)

The following programs offered by Southern New Hampshire University are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

- AS in Accounting
- AS in Business Administration
- AS in Computer Information Technology
- AS in Fashion Merchandising
- AS in Marketing
- BA in Advertising
- BA in Computer Information Technology
- BAS in Hospitality Administration

- International Bachelors of Business Administration
- BS in Accounting
- BS in Advertising
- BS in Business Administration
- BS in Business Studies
- BS in Computer Information Technology
- BS in Fashion Merchandising Management
- BS in Finance
- BS in Game Design and Development
- BS in Hospitality Business
- BS in International Business
- BS in Marketing
- BS in Retailing
- BS in Social Entrepreneurship 3
- BS in Sport Management
- BS in Technical Management
- MBA
- MS in Accounting
- MS in Accounting/Finance
- MS in Finance
- MS in Information Technology
- MS in Marketing
- MS in Operations and Project Management
- MS in Organizational Leadership
- MS in Sport Management

Accreditation Commission for Programs in Hospitality Administration (ACPHA)  
The Bachelor of Science (BS) in Hospitality Administration is accredited by the Accreditation Commission for Programs in Hospitality Administration.



## State Authorizations

As an institution that has students residing across the United States, Southern New Hampshire University (SNHU) is required to have authorization to operate in a number of states based on the activities it conducts in the states. SNHU is not required to have state authorization in all 50 states. Currently SNHU has the following state authorizations.

### [Commonwealth of Pennsylvania](#)

Department of Education  
333 Market Street  
Harrisburg, PA 17126-0333

### [Educational Approval Board](#)

201 W. Washington Ave., 3rd Floor  
P. O. Box 8696  
Madison, WI 53708

### [Indiana Board for Proprietary Education](#)

This institution is authorized by:  
The Indiana Board for Proprietary Education  
101 W. Ohio St., Suite 670  
Indianapolis, IN 46204-1984

### [Maine Department of Education](#)

23 State House Station  
August, ME 04333-0023

### [Maryland Higher Education Commission](#)

6 N. Liberty Street / 10th Floor  
Baltimore, MD 21201  
SNHU is registered with the Maryland Higher Education Commission

[Minnesota Office of Higher Education](#)

1450 Energy Park Drive, Suite 350  
St. Paul, MN 55108-5227

Southern New Hampshire University is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

[Montana University System](#)

Office of Commissioner of Higher Education  
2500 Broadway Street  
P.O. Box 203201  
Helena, MT 59620-3201

[New Hampshire Department of Education](#)

101 Pleasant Street  
Concord, NH 03301  
630.271.0257

[Utah Department of Commerce](#)

Division of Consumer Protection  
160 East 300 South, Box 146704  
Salt Lake City, UT 84114-6704

[Vermont Agency of Education](#)

120 State Street  
Montpelier, VT 05620-2501

[Wyoming Department of Education](#)

2300 Capitol Avenue  
Hathaway Building, 2nd Floor  
Cheyenne, WY 82002-0050

## **Exemption**

Some state regulations allow for institutions that meet specific criteria to apply for exemption in lieu of authorization. Based on state standards, SNHU has secured exemption in the following states:

[Alaska:](#)

Alaska Commission on Postsecondary Education  
PO Box 110505  
Juneau, AK 99811-0505

[Colorado:](#)

State of Colorado  
Department of Higher Education  
1560 Broadway, Suite 1600  
Denver, CO 80202

[Illinois:](#)

Illinois Board of Higher Education  
431 East Adams Street, 2nd Floor  
Springfield, IL 62701-1404

[Nebraska:](#)

Nebraska's Coordinating Commission for Postsecondary Education  
PO Box 95005  
Lincoln, NE 68509-5005

[Virginia:](#)

Commonwealth of Virginia  
State Council of Higher Education for Virginia  
101 North Fourteenth Street  
Richmond, VA 23219

## **Program Approvals**

The following programs are approved by the New Hampshire State Department of Education for Teacher Certification.

- BA in Early Childhood Education
- BA in Elementary Education
- BA in Elementary Education with Special Education
- BA in English Education
- BA in Middle School Mathematics Education
- BA in Middle School Science Education
- BA in Music Education
- BA in Social Studies Education
- BA in Special Education
- MAT in English
- MAT in Elementary Education
- MAT in Special Education
- MEd in Business Education
- MEd in Curriculum and Instruction
- MEd in Early Childhood Education
- MEd in Education Technology Integration Specialist
- MEd in Educational Administration
- MEd in Elementary Education
- MEd in English for Speakers of Other Languages (ESOL)
- MEd in Special Education
- MEd in Reading and Writing Specialist

The following programs have been approved jointly by the National Association for Sport and Physical Education (NASPE) and the North American Society for Sport Management (NASSM).

- - BS in Business Studies with a concentration in Sport Management
  - BS in Sport Management
  - International MBA with a specialization in Sport Management
  - MBA with a specialization in Athletic Administration
  - MBA with a specialization in Sports Management
  - MS in Sport Management

## Goals of the University

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

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

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

## History of the University

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

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

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

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

In the spring of 1981, the General Court of New Hampshire authorized New Hampshire College to award the Master of Human Services degree and the Master of Science degree in business-related subjects. That same year, to accommodate the two new rapidly expanding programs, the university purchased the former Mount Saint Mary College in Hooksett, which served as the "north campus" for many years. Operations have since been reconsolidated on the main campus. In 1988, the human services programs were transferred to Springfield College in Springfield, Mass.

The college continued to expand academic offerings throughout the 1980s and 1990s. The community economic development degree was first offered in 1982 and the Culinary Arts Program was established in 1983. New liberal arts and education majors were added in the early 1990s and in the last several years. The one-of-a-kind 3Year Honors Program in Business Administration was launched in 1997 and has since inspired the Degree in Three programs which makes it possible for those entering the School of Business to graduate in just three years with no evening, weekend or summer courses. Academic offerings again expanded in 1998 to include the Ph.D. in community economic development and the Doctor of Business Administration.

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

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

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

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

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

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

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

Improvements to the campus continued in 2013-2014 with the addition of an ultra-modern residence building, Tuckerman Hall. Tuckerman Hall boasts its own fitness center, double rooms with a shared bathroom and individual heating/cooling controls in all rooms. In the fall of 2014, the university opened the doors to a state-of-the-art 50,000 square-foot learning commons which will house the library, learning center, individual study rooms, a café, and so much more.

Today the university has three colleges—University College, the College of Online and Continuing Education and College for America.

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

## **The SNHU Community**

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

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

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

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

The university has approximately 3,000 traditional, full-time undergraduate day students and over 60,000 online students.

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

Academic support services at Southern New Hampshire University include:

- Shapiro Library (available online)
- Technical Help Desk
- Virtual Bookstore
- Academic Advising
- Online Career Services
- Disability Services

- SMARTHINKING (online tutoring) and Online Writing Center
- SNHUconnect
- Blackboard Orientation
- SNHU Wellness (which offers physical, mental, spiritual, emotional, social, environmental, financial, and occupational services)

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

## On Campus

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

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

## Academic Calendars

### Undergraduate Term Dates 2016-2017

Fall 2016 - 16FADAY	
Returning Student Check-In	Monday, September 5
Classes begin	Wednesday, September 7
Last day to Drop/Add a class	Tuesday, September 13
Columbus Day Holiday	Monday, October 10
Last day for students to withdraw from a class	Friday, November 11
Thanksgiving Recess	Wed. Nov 23 - Fri. Nov 25

Last day of classes	Tuesday, December 15
Final Exams	Fri. Dec 16 – Thurs. Dec 22

<b>Fall Term A 2016 – 16DY01</b>	
Classes begin	Wednesday, September 7
Last day to Drop/Add a class	Tuesday, September 13
Last day for students to withdraw from a class	Thursday, October 6
Columbus Day	Monday, October 10
Last day of classes	Friday, October 28

<b>Fall Term B 2016 – 16DY02</b>	
Classes begin	Monday, October 31
Last day to Drop/Add a class	Friday, November 4
Thanksgiving Recess	Wed. Nov. 23 – Fri. Nov. 25
Classes resume	Monday, November 28
Last day for students to withdraw from a class	Tuesday, December 2
Last day of classes	Thursday, December 22

<b>Spring 2017 – 17SPDAY</b>	
Returning Student Check-In	Monday, January 16
Classes begin	Tuesday, January 17
Last day to Drop/Add a class	Monday, January 23
Mid-Term Holiday	Mon. Mar. 13 – Fri. Mar. 17
Classes Resume	Monday, March 20



Last day for students to withdraw from a class	Friday, March 24
Last day of classes	Friday, April 28
Final Exams	Mon. May 1 – Fri. May 5
Commencement	TBA

<b>Spring Term A 2017 – 17DY03</b>	
Classes begin	Tuesday, January 17
Last day to Drop/Add a class	Monday, January 23
Last day for students to withdraw from a class	Thursday, February 16
Last day of classes	Friday, March 10

<b>Spring Term B 2017 – 17DY04</b>	
Classes begin	Monday, March 13
Last day to Drop/Add a class	Friday, March 24
Last day for students to withdraw from a class	Thursday, April 13
Last day of classes	Friday, May 5

<b>Summer 2017 – 17SUDAY</b>	
Classes begin	Monday, May 15
Last day to Drop/Add a class	Friday, May 19
Memorial Day	Monday, May 29
Independence Day	Tuesday, July 4
Last day for students to withdraw from a class	Friday, July 21
Last day of classes	Friday, August 25

Final Exams	Mon. Aug. 28 – Fri. Sept. 1
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<b>Summer Term A 2017 – 17DY05</b>	
Classes begin	Monday, May 15
Last day to Drop/Add a class	Friday, May 19
Memorial Day	Monday, May 29
Last day for students to withdraw from a class	Thursday, June 15
Independence Day	Thursday July 4
Last day of classes	Friday, July 7

<b>Summer Term B 2017 – 17DY06</b>	
Classes begin	Monday, July 10
Last day to Drop/Add a class	Friday, July 14
Last day for students to withdraw from a class	Thursday, August 10
Last day of classes	Friday, September 1

### **Graduate Term Dates 2016-2017**

Term	Term Begins	Term Ends
<b>Term 3 (16TW3)</b>	March 7, 2016	May 15, 2016
<b>Term 4 (16TW4)</b>	May 23, 2016	July 31, 2016
<b>Term 5 (16TW5)</b>	August 8, 2016	October 16, 2016
<b>Term 1 (16TW1)</b>	October 24, 2016	January 8, 2017
<b>Term 3 (17TW3)</b>	January 16, 2017	March 26, 2017
<b>Term 4 (17TW4)</b>	April 3, 2017	June 11, 2017

## ESL Term Dates

### Summer Term A

Classes Begin	Mon. May 16, 2016
Classes End	Fri. Jul. 1, 2016

### Summer Term B

Classes Begin	Tues. Jul. 5, 2016
Classes End	Fri. Aug. 19, 2016

### Term 1

Classes Begin	Wed. Sept. 7, 2016
Classes End	Fri. Oct. 28, 2016

### Term 2

Classes Begin	Mon. Oct. 31, 2016
Classes End	Fri. Dec. 23, 2016

### Term 3

Classes Begin	Tues. Jan. 17, 2017
Classes End	Fri. Mar. 10, 2017

### Term 4

Classes Begin	Mon. Mar. 20, 2017
Classes End	Fri. May 12, 2017

### Term 5

Classes Begin	Mon. May 15, 2017
Classes End	Fri. July 30, 2017

### Term 6

Classes Begin	Wed. July 5, 2017
Classes End	Fri. Aug. 18, 2017

## Unit of Credit

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

## Academic Standards

## Academic Honors

### President's List and Dean's List

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

### Alpha Chi Honor Society

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

### Alpha Phi Sigma Honor Society (Nu Iota Chapter)

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

Southern New Hampshire University's Alpha Phi Sigma Nu Iota chapter grants membership to undergraduate students and professionals of sound scholarship and character who support this mission. SNHU students are required to have a cumulative and major GPA of 3.2 or higher in the following degree areas: AS, JST, BS.JST, BS. JST and the following concentrations: PLE, CCR, THS, LLP. University College students are required to participate in one or more face to face activities as part of their membership. Membership is for life. Students honor and promote academic excellence, service, leadership and unity.

### Delta Mu Delta Honor Society

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

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

## **Eta Sigma Delta Honor Society**

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

### **Undergraduate Student Membership**

To be eligible for membership an undergraduate student must:

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

### **Graduate Student Membership**

To be eligible for membership a graduate student must:

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

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

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

## National Society of Collegiate Scholars

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

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

## Order of Omega

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

### Eligibility:

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

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

## Phi Theta Kappa Honor Society

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

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

## Pi Lambda Theta

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

At SNHU, there is a direct honors program where PLT extends membership to graduating students who have been identified by School of Education faculty as having satisfied the eligibility requirements. Graduate

students must have achieved a GPA of 3.9 or above; undergraduate students must have earned a 3.5 or above. All candidates must have demonstrated exceptional disposition through their education program.

## **Psi Chi Honor Society**

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

All undergraduate psychology majors/minors must:

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

## **Sigma Tau Delta Honor Society**

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

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

## **NBEA Award of Merit**

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

## **Academic Renewal**

### **Undergraduate**

Students who change majors/programs or withdraw and return may apply for academic renewal after at least one-year absence. This allows students to be considered as transferring from another institution. All academic regulations are the same as those for transfer students.

The following restrictions are imposed:

- It must be approved by the Scholastic Standing Committee.
- It may be granted only once to a student after at least a one-year absence.

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

NOTE: Academic renewal does not affect calculations utilized by financial aid to determined satisfactory academic progress.

## **Graduate**

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

Academic Renewal is granted at the discretion of the Graduate Scholastic Standing Committee for that student’s academic unit. Academic Renewal will only be granted once in the student’s graduate academic career at SNHU and cannot be reversed.

When students are granted academic renewal, the credit for courses with grades below “B-” is forfeited and the associated grades are excluded from the grade point average calculation. Courses with grades of “B-“or above will remain intact; their grades and credit will continue to be included in all credit and GPA calculations.

NOTE: Academic renewal does not nullify policies restricting the age of coursework or time limits on program completion. It also does not affect calculations utilized by financial aid to determine satisfactory academic progress.

## **Amendment of Degree Requirements**

The courses required for a specific degree are outlined in the university catalog. Any change in program course requirements must be approved by the student's program coordinator/department chair and school/associate dean. A form for this purpose may be obtained online or from the Office of the University Registrar. The completed and approved form must be received by the Office of the University Registrar before the change will become effective.

## **Ceremonial and Latin Honors**

### **Ceremonial Honors**



Ceremonial Honors serve to acknowledge outstanding academic performance for purposes of the commencement ceremony only. All students eligible to participate in the May commencement ceremony (and whose degree has not yet been conferred) are evaluated for Ceremonial Honors on the first business day of April of each year. Students whose degrees have been conferred prior to April 1 will be recognized at the commencement ceremony in accordance with the Latin Honors criteria (see below). Ceremonial Honors are awarded in accordance with the following requirements:

As of October 1, 2013:

Requirements		Acknowledgment	
Minimum Institutional Credits	Cumulative GPA		
Associate's=15 Bachelor's=45	3.500 - 3.699	Honors	Cum Laude
Associate's=15 Bachelor's=45	3.700 - 3.849	High Honors	Magna Cum Laude
Associate's=15 Bachelor's=45	3.850 - 4.000	Highest Honors	Summa Cum Laude

Prior to October 1, 2013:

Requirements		Acknowledgment	
Minimum Institutional Credits	Cumulative GPA		
Associate's=15 Bachelor's=45	3.000 - 3.499	Honors	Cum Laude
Associate's=15 Bachelor's=45	3.500 - 3.799	High Honors	Magna Cum Laude
Associate's=15 Bachelor's=45	3.800 - 4.000	Highest Honors	Summa Cum Laude

Students are not reassessed for ceremonial honors after the assessment date (the first business day in April). The list of students receiving Ceremonial Honors will be made available well in advance of the commencement ceremony. Students receiving Ceremonial Honors are presented with a gold tassel, the honor is read aloud as they walk across the stage, and it is noted in the commencement booklet. Ceremonial Honors are not recorded on the student's permanent official record, transcript or diploma.

## Latin Honors

Latin Honors are recognized on the student's permanent official record and reflected on the transcript and diploma.

As of October 1, 2013:

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

Bachelor's=60			
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**All program requirements and coursework completed.**

Prior to October 1, 2013:

Requirements		Acknowledgment	
Minimum Institutional Credits	Cumulative GPA		
Associate's=30 Bachelor's=60	3.000 - 3.499	Honors	Cum Laude
Associate's=30 Bachelor's=60	3.500 - 3.799	High Honors	Magna Cum Laude
Associate's=30 Bachelor's=60	3.800 - 4.000	Highest Honors	Summa Cum Laude

**All program requirements and coursework completed.****Credit Hour Definition**

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

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

This regulation became effective July 1, 2011 and is now in effect. While SNHU has historically applied the Carnegie definition of "credit hour" to determine the relationship between student/faculty contact time and academic credit awarded, the following policy, issued by the Provost, is meant to codify our practice and remind all academic administrators and faculty of our policy and its implementation.

**Face-to-Face Lectures/ Seminar/Discussion Courses**

Three credit hours will be awarded for fifteen weeks of two 75-minute classes per week (or the equivalent in 50-minute, or 150-minute sessions) with a normal expectation of two hours of outside study for each class session. For courses awarding some other number of credit hours, one credit will be earned for fifteen 50-minute sessions of classroom instruction in a term (or its equivalent) with a normal expectation of two hours of outside study for each class session. The Department of Education recognizes that institutions are innovating with new delivery models and is not making seat time the sole metric of credit hour equivalency. For non-traditional delivery, we permit the following equivalencies:

**Hybrid Courses**

A separate hybrid policy for University College was proposed in late 2010 and approved by the Academic Policy Committee on April 5, 2011. A parallel policy is in force in COCE. Both policies remain in effect, and are not changed by this document.

## **Fully Online Courses**

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

## **Individual Activity Courses (independent study, course by arrangement)**

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

## **Internships**

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

## **Credit by Examination and Prior Learning Assessment (PLA)**

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

## **Other Special Arrangements (study abroad, etc.)**

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

## **Unit of Credit**

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

## **Scholastic Standing**

### **Scholastic Standing Committee: Academic Suspensions, Scholastic Warnings, and related procedures**

At the end of each semester and at any other time deemed appropriate, the Undergraduate Scholastic Standing Committee will review the records of all students whose cumulative or semester grade point average is below 2.0. At the Committee’s discretion, possible outcomes include: Scholastic Warning, Continued Scholastic

Warning, Academic Suspension or Academic Dismissal. If allowed to remain at SNHU, students having academic difficulty will be referred to the appropriate academic support services. Students placed on Academic Suspension may appeal the decision to the Committee; Academic Dismissal, however, is considered final and no appeal is allowed.

## **Admissions**

### **Academic Articulation Agreements**

For information on high school articulation scholarships, please contact [One Stop](#).

For information on international articulation agreements, please contact the Office of International Admission at 603.645.9629.

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 with a grade of "C-" or better accepted for transfer credit, as specified in the articulation agreement.

The Office of Transfer Admission is always in the process of coordinating new articulation agreements with institutions throughout the region and country, but as of March 2015, active articulation agreements have been established with the following institutions:

Academy of Finance

Bunker Hill Community College

Cape Cod Community College

Community College of Rhode Island

Nassau BOCES Barry Tech - Culinary

Edmonds Community College

Florence-Darlington Technical College

Great Bay Community College

Holyoke Community College

Lodging management Program

Manchester Community College

Mass Bay Community College

Middlesex Community College

Mount Washington College

Nashua Community College

NHTI Concord's Community College

Northern Essex Community College

North Shore Community College

ServSafe

Southern Maine Community College

Thomas Nelson Community College

USNH Transfer Articulation System

For further information or to pursue forming an articulation agreement, please contact the Office of Transfer Admission at [transfer@snhu.edu](mailto:transfer@snhu.edu).

## Admission Requirements, Undergraduate

### Freshman Admission

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

The following items are required to be submitted for consideration:

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

### Freshman Admission Criteria

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

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

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

### Test Optional

Effective for the entering class in September 2011, Southern New Hampshire University moved to a Test Optional admission process. Students are no longer required to submit copies of their SAT or ACT scores to be considered for general admission to the university. The admission committee continues to place the strongest emphasis on a student's academic preparation in high school as the best predictor of success at the college level; however, please note that homeschooled students and students completing their high school diploma through an unrecognized, unaccredited program are required to submit copies of their SAT or ACT scores (with writing) to complete their applications.

## Early Action

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

## Rolling Admission

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

## Admission of Homeschooled Students

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

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

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

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

## Veteran Admission (Undergraduate)

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

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

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

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

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

## **Personal Interviews and Campus Visits (Undergraduate)**

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

## **Special Academic Programs Admission (Undergraduate)**

### **Creative Writing Majors**

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

### **Music Education Majors**

Undergraduate day students applying for admission to the Music Education Program at Southern New Hampshire University must complete an audition prior to enrolling at the university. The coordinator of the Music Education program will conduct and evaluate all auditions for students entering the major either before or after admission to the university. For more information or to schedule an audition, contact Rick Cook at 603.645.2537 or [r.cook@snhu.edu](mailto:r.cook@snhu.edu).

## **The University Honors Program Applicants**

Undergraduate day students applying for admission to The University Honors Program need to submit all of the items required for freshman admission. In order to be considered for The University Honors Program, an additional application form and essay are required (see application for topic). The director of The University

Honors Program will review the applicant's credentials for admission into the program. For more information on The University Honors Program, see The University Honors Program or contact Dr. Andrew Martino, the director of The University Honors Program at 603.668.2211, ext. 2285 or at [a.martino@snhu.edu](mailto:a.martino@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 and for The University Honors Program. Successful candidates generally have at least a "B" average in a challenging college-preparatory high school curriculum. An interview with the program director is required.

Applicants must first be accepted into a traditional four or three-year degree program prior to applying for the 3Year Honors Program in Business Administration.\*

For more information on the undergraduate day 3Year Honors Program in Business Administration, contact Kyle Viator at 603.644.3178 or at [k.viator@snhu.edu](mailto:k.viator@snhu.edu).

\*The 3Year Honors Program only accepts applicants for the fall term beginning in September.

### **Transfer Admission (Undergraduate)**

An applicant is considered a transfer student after completing a minimum of 12 college credits after high school graduation. Transfer students can apply to Southern New Hampshire University for the fall or spring semesters of each academic year. Southern New Hampshire University recognizes most work completed at other accredited institutions and welcomes transfer applications. In reviewing applications for transfer admission, emphasis is placed on postsecondary academic work completed. Most successful applicants have a cumulative college G.P.A. of a 2.5 or higher (4.0 scale). Southern New Hampshire University reserves the right to not accept as transfer credit capstones, co-ops, internships and student teaching taken at other institutions.

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

- A completed application (available online at <http://www.snhu.edu/admission/campus-undergraduate-admission/transfer-and-readmits>)
- Official transcripts from all colleges or universities previously attended
- A list of courses the student is currently enrolled in or plans to take prior to enrollment at Southern New Hampshire University.
- High School Attestation Form
- An official, final high school transcript will be required of some applicants, including but not limited to all applicants with less than 12 completed college credits at the time of application

### **Transfer Credit Evaluation Process**

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

In most cases, transfer applicants with associate degrees from accredited institutions are granted junior (upper division) standing. A maximum of 90 credits may be transferred toward a bachelor degree and 45 credits may be applied to an associate degree. Grades earned in courses taken at other institutions are not considered in



the calculation of the student's grade-point average at Southern New Hampshire University. Transfer students are expected to meet all academic residency requirements of Southern New Hampshire University.

## **International Transfer Credit Evaluation for Domestic Day Students**

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

## **Credit for Life Experience**

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

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

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

## **Internal Transfer (Undergraduate)**

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

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

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

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

## Admission Requirements, Graduate

### General Information

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

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

### Application

ALL graduate programs require the following:

- Completed application: Students are encouraged to apply online at [www.snhu.edu](http://www.snhu.edu). Applications may also be found online in PDF format suitable for printing.
- Completed bachelor’s degree (master’s for doctoral programs) from an accredited institution
- Application fee: \$40 for master’s programs; \$100 for doctoral programs. Make checks payable to Southern New Hampshire University. All application fees are non-refundable.
- Resume/Curriculum Vitae (NOTE: not required for the MEd in Field Based Education, MFA, MS in Healthcare Administration, MSM, MS in Nursing, and MS Psychology programs).
- Official transcripts reflecting conferral of prior degree (bachelor’s degree for master’s programs; master’s degree for doctoral programs). All transcripts are to be submitted from the original institutions. Southern New Hampshire University will order and pay for domestic transcripts for most programs once an application has been received.
- International Students must meet the [Admissions Requirements for International Students](#).

Applications are reviewed on a rolling basis unless otherwise noted.

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

	Applica- tion Deadline (date)	Inter- view	Letters of Recmmen- dation (#) *	Minimum GPA	Personal Statement /State- ment of Purpose	Other Requirements & Notes
EdD in Educational Leadership	None	Yes	2	2.75	Yes	1.) Completed master's degree.

Graduate Certificate, Business Administration	None	None	None	N/A	N/A	1.) Attestation Form 2.) General Assessment (Gen Ed 609) Form.
MA in Communication (Only offered online)	None	None	None	2.75	Yes	1.) Statement of Purpose: A 500-word essay that addresses your interest in the communication field and defends a position on the impact that technology has had, and will continue to have, on the field. 2.) A professional written writing sample from your field or previous education studies (i.e. editorial story, press release, research paper, communication plan, etc.). Sample must be 2-5 pages, double-spaced, with citations as needed. Analysis, research, technical writing and business writing are also acceptable.
MA in English (Only offered online)	None	None	None	2.75	Yes	1.) Statement of Purpose should be 200-500 words. 2.) Writing sample: critical analysis of a literary piece or research paper, minimum 5-10 pages, double-spaced.
MA in English and Creative Writing (Only offered online)	None	None	None	2.75	Yes	1.) Statement of Purpose should be 200-500 words. 2.) A creative writing sample of approximately 3-

						10 pages, double spaced (research papers are not acceptable). Writing must be entirely in the same genre (fiction, non-fiction, poetry or screenwriting). 3.) Genre can be independent of the genre the applicant chooses for his/her concentration
MA in History	None	None	None	2.75	Yes	1) One Statement of Purpose: a minimum of three pages (no line and spacing requirements) addressing your interest in the field of history. Provide an analysis of a primary source (original artifact, document, recording, etc.) of your choosing, clarify why the source is important, place it within its historical context, and explain what can be learned from it.
MAT in English	None	None	None	2.75	N/A	
MBA/MS in Business disciplines (all)	None	None	None	2.75	N/A	
MEd - Masters of Education (all)	None	None	None	2.75	N/A	1.) Students who are accepted to one of the Master of Education programs leading to initial NH certification will subsequently apply to the School of

						<p>Education Teacher Certification Program (TCP) sometime during their first four classes. At that time they will be required to submit passing Praxis I scores, recommendations from SNHU instructors, and a writing sample. Once accepted into TCP, students will complete the student teaching application process which then leads to the placement of students in their student teaching assignments. 2.) Students seeking initial licensure will be required to complete an Acknowledgment form and General Education Assessment (Gen Ed 609) form. 3.) Students seeking endorsement will be required to complete an Acknowledgement form and submit a copy of their current Teaching Certificate.</p>
MEd in Educational Leadership	None	None	None	2.75	N/A	<p>1.) A minimum of 3 years of classroom experience. 2.) Two references must be listed on resume to confirm teaching experience.</p>
MEd in Reading and	None	None	2	2.75	N/A	<p>1.) A minimum of 3 years of classroom</p>

Writing Specialist						experience. Candidates may apply during their third year of classroom teaching.
MEd/CAGS Field Based Education Program	None	None	None	2.75	N/A	1.) All applicants must have a teaching certificate, evidence of teaching experience, or access to a teaching situation. 2.) External Critique of Professional Educational Activities. 3.) Successful completion of ProFile Seminar (first credit of 35 credits required for MEd or 31 credits required for CAGS).
MFA in Fiction and Nonfiction (Requires face-to-face learning component)	04/07 12/01	None	3	3	Yes	1.) Applicants with a BA in a humanities discipline are preferred, but all qualified applicants will be reviewed. 2.) The letters of recommendation should be from those capable of assessing the applicant's preparation to succeed in a low-residency MFA program in writing. 3.) 30 pages of manuscript double-spaced and numbered in the genre (fiction/nonfiction) the applicant plans to study. 4.) 800-1000 word

						personal statement describing writing experience and commitment to writing. The applicant should Include an assessment of why s/he is a good candidate for the MFA program at SNHU.
MS in Community Mental Health and Mental Health Counseling	None	Optional	2 References required. See form: <a href="http://www.snhu.edu/~media/files/pdfs/pcmh-reference-form.pdf?la=en">www.snhu.edu/~media/files/pdfs/pcmh-reference-form.pdf?la=en</a>	2.5	N/A	1.) An essay responding to items as described on the application form.
MS in Data Analytics	None	None	None	2.75	N/A	1.) Resume required for evaluation but not acceptance.
MS in Nursing	None	None	None	3	N/A	1.) An active, unencumbered license to practice as a registered nurse.
MS-TEFL (Teaching English as a Foreign Language)	None	None	None	2.75	N/A	
PhD in International Business	04/01	Yes	3	3.5	Yes	1.) Completed master's degree (preferably in business or international business). 2.) Graduate Management Admission Test (GMAT) scores.

### Provisional Admission, University College

Provisional Admission may be extended to students with an undergraduate GPA (Grade Point Average) below 2.749 but above 2.0; or to students with an undergraduate GPA below 3.0 but above 2.67 for the MS in Nursing program. The provisional qualification is lifted for students who achieve a grade of "B" or better in EACH of their first two courses. Not all programs accept provisional admission, and some programs may use additional criteria for the determination of a provisional admission.

Provisionally accepted students who do not achieve unconditional acceptance in their program may, on a one time basis, request enrollment in a new program in another academic area. To be provisionally accepted into a new program, students must satisfy the admissions requirements of that new program. If provisional acceptance in the new program is granted, students must achieve a “B” or better in EACH of their first two courses. Students who do not earn a grade of “B” or better in the first two courses of the new program will be denied admission at the graduate level and will not be allowed to request enrollment in another program.

### **Provisional Admission, College of Online and Continuing Education**

Provisional acceptance may be extended to graduate students with an undergraduate GPA of at least 2.0 but less than 2.75. Not all graduate programs permit provisional acceptance. See Nursing Student handbook for provisional acceptance requirements in nursing.

Upon completion of nine (9) credits, provisionally accepted students with a 3.0 cumulative Grade Point Average (GPA) will be fully accepted to their academic program. Students who complete nine (9) credits with a cumulative GPA below 2.67 will be denied full acceptance and withdrawn from the program. Students who complete nine (9) credits and who have BOTH a cumulative GPA of at least a 2.67 and a term GPA of at least 3.0 will be allowed to continue as long as they maintain a 3.0 term GPA. When these students achieve a cumulative GPA of 3.0, they will be fully accepted. If these students fail to maintain a term GPA of 3.0, they will be denied acceptance and withdrawn from the program.

Provisionally accepted students who do not achieve unconditional acceptance in their program may, on a one time basis, request enrollment in a new program in another academic area. To be provisionally accepted into a new program, students must satisfy the admissions requirements of that new program and maintain a term GPA of at least 3.0. Students who do not maintain a term GPA of 3.0 will be denied acceptance and withdrawn from the program. In addition to maintaining a term GPA of 3.0, students must achieve a cumulative GPA of 3.0 or better in the new program to be fully accepted. Students who are denied full acceptance and withdrawn from the program will not be allowed to request enrollment in another graduate program.

### **Transfer Credit**

Please refer to the [Transfer Credit](#) policy.

### **Non-Degree Students**

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

### **Time Limitation**

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

### **Initial Enrollment**

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



## Internships

Internships for graduate credit are available in selected programs to full-time and part-time graduate students who have completed at least 18 graduate credits. Internships must be started and completed within a single academic term. Each candidate must submit a formal internship application, a resume, and a letter of intent to the COCE Advising Office during the first two weeks of the term prior to the internship term to set the placement process in motion.

## Student Teaching

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

## Practicum

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

## Admissions Requirements, International Students

### Application for an International Student

A complete application for an international student requires the following:

- A completed International Student Application, found at [www.snhu.edu/1489.aspx](http://www.snhu.edu/1489.aspx) or at [www.snhu.edu](http://www.snhu.edu).

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

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

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

- original academic records in English showing completion or attendance at a recognized institution
- attested copies of original academic records produced by an official body recognized and accredited by AICE (Association of International Credential Evaluators) or NACES (National Association of Credential Evaluation Services) recognized organization, or official SNHU representative
- scans of attested copies of original academic records by any recognized official body or official SNHU representative; originals or attested copies must be requested and must be submitted by the end of the first term/semester of enrollment at SNHU.

- **English Proficiency.** Proof of English proficiency or agreement to enter our full-time, intensive English as a Second Language (ESL) program. Southern New Hampshire University provides conditional admission for students needing ESL prior to entering a degree program.
- **Accepted Tests.** The following tests are accepted: TOEFL (The SNHU TOEFL code number is 3649), IELTS, Michigan, EF, ELS, PTE, and Cambridge.

**Bachelor's Degree Applicants.** Bachelor's degree applicants must demonstrate proficiency as evidenced by:

- TOEFL score of 71 and greater
- IELTS score of 6.5 and greater
- PTE score of 49 and greater
- ELS score of 111 and greater
- EF score of 107 and greater
- Michigan score of 85 and greater

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

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

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

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

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

- TOEFL less than 60
- IELTS less than 6.06
- PTE less than 43
- ELS less than 109
- EF less than 106
- Michigan less than 80

**Master's Degree Applicants.** Master's degree applicants must demonstrate proficiency as evidenced by:

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

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

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

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

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

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

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

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

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

## Admission Statuses

### Admission

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

### Unconditional Acceptance

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

## **Conditional Acceptance**

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

## **Denial**

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

## **Non-matriculated**

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

## **Readmission to SNHU**

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

## **Course and Program Enrollment**

### **Absence and Withdrawal Due to Military Service**

#### **Attendance**

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

#### **Withdrawal**

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

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

## **Attendance, Undergraduate**

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

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

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

## **Attendance, Graduate**

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

## **Academic Year**

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

## **Catalog Year**

A catalog year extends from July 1 to June 30. Students must follow the program requirements associated with the catalog year of their admission and/or start of study. Students who change their program of study must

fulfill the program requirements associated with the catalog year in effect at the time of the program change. Students who leave the university for more than a year must fulfill the program requirements associated with the catalog year in effect at the time of their return. While students are always afforded the privilege of moving to a newer catalog year, they are not permitted to move back. Students who wish to move to a different catalog year may file a request via a program modification form.

## **Change of Program or Major**

Undergraduate University College students who want to change their majors or add program components (ex. Minor, Cluster, etc.) may either complete the Program Modification form on mySNHU or pick one up from the Academic Advising Office. The completed and approved form must be received by the Academic Advising Office before the change will become effective. Students changing degrees or majors will be subject to the requirements associated with the catalog year in effect at the time of the change.

## **Financial Aid Enrollment Status Criteria**

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

## **Course Add and Drop**

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

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

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

## **Financial Aid Enrollment Status Criteria**

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

## **Course Load**

### **Full Time**

- A full-time academic load in the undergraduate day school is 12+ credits within a semester.
- A full-time academic load in Community Mental Health, Field-Based Education, Master of Science in English as a Foreign Language, Doctorate of Education in Educational Leadership, and the Doctorate of Philosophy in International Business is 6+ credits within a term/semester. Graduate students in residency or in dissertation status are also considered full-time.
- A full-time load in the Master of Fine Arts program is 12+ credits per term. A full-time load in the School of Business residential graduate program(s) is 9+ credits per semester.

### **Half-Time**

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

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

### **Financial Aid Enrollment Status Criteria**

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

### **Course Load and Restrictions, International Students**

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

### **Credit Overload**

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

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

## Concurrent Program Enrollments

### Enrollment in Multiple Programs Simultaneously

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

### Special Academic Options

#### Double Degrees

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

#### Second Degrees

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

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

### Course-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, who are unable to obtain a required course during the normal registration and scheduling process.

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)

## Criminal Background Check

Any SNHU student in an Education class is required to submit to a criminal records check through his or her local State Police prior to participating in any field experience. Students attending class on the Manchester, NH campus will be fingerprinted through Southern New Hampshire University, which will submit the fingerprints to the NH State Police. A fee will be charged for this service, equal to the fee assessed by the NH State Police. Students attending class at other locations or online should discuss with their instructor or advisor how to obtain a background check in their jurisdiction, and submit the results of the background check to SNHU. The results of this criminal record check remain valid as long as the student remains a continuously-enrolled student at SNHU. An additional criminal record check may be required by the school district where the student is placed for their student teaching experience.

## Dissertation Status

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

## Enrollment Statuses

### Matriculated

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

### Part-time matriculated

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

## Freshman Course Requirements

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

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

SNHU expects every graduate to be proficient in writing correct, coherent English. All entering freshmen are encouraged to participate in self-guided activities and self-place into either **ENG 099** or **ENG 120/ENG 122**. Students who do not participate in self-placement will be placed into either **ENG 099** or **ENG 120/ENG 122** at the discretion of the writing program. Students taking ENG 101 must pass a Basic Writing Competency Examination given at the end of the course.

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

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

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

## Independent Study, Undergraduate

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

## Independent Study, Graduate

- The course content is not offered in any regularly scheduled Southern New Hampshire University course.
- The independent study course will only apply to University College Graduate Programs.
- 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 department chair or program coordinator and the dean of the school agree to supervise and grade the student's work.
- All independent study courses will be at the 500 level or higher.
- All independent study courses will have a value of three to six credits, which will be specified on the application.
- The student and the supervising faculty member must communicate on a regular basis.

## Leave of Absence

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

Normally, an administrative leave of absence is granted for no more than one semester. Students who do not return as scheduled to the university following their one-semester leave of absence will be considered withdrawn from the university.

Under extenuating circumstances only, an undergraduate day student may apply for an administrative leave of absence from the university during the current semester; if granted, the student would be withdrawn from all

current courses. The student must be in good academic/disciplinary standing. “Extenuating circumstances” include the death of an immediate family member, military deployment, serious documented medical issues, and other such extraordinary situations. Depending on the reason for the leave of absence, supporting documentation may be required.

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

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

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

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

## **Religious Observance**

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

## **Second Major**

A student may elect to earn a second major by completing both the degree requirements associated with a primary major and the requirements of a second major excluding associated core courses. No more than 2 courses in the secondary major may overlap with the primary major. The student’s diploma will show the primary major; the transcript will reflect both majors.

## **Transfer Among SNHU Colleges**

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

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- **COCE or CfA Student Transferring to the UC**

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

- **UC Student Transferring to COCE or CfA**

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

## **International Student Transferring to COCE or UC**

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

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

## **Unearned F**

### **Unearned F Policy (Financial Aid Students)**

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

## **Undergraduates Taking Graduate Courses**

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

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

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

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

## Withdrawal from Class

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

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

- Withdrawal is student-initiated for conditions beyond the students' control (e.g., illness documented by a physician's letter). The course grade under these conditions will be "W." Documentation must be provided by the student and approved by the appropriate advisor and school dean.
- Instructor-initiated withdrawals are only available for undergraduate day courses. An instructor may initiate a course withdrawal in unusual or extraordinary circumstances, not as a means to prevent low grades. The instructor initiating the withdrawal must assign a course grade of "WP" (withdraw passing) or "WF" (grades failing). Instructor-initiated withdrawals must be approved by the school dean. VPAA/Provost Office approval must be obtained for withdrawals that are initiated on or after the 13th week of the undergraduate day school semester.

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

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

## Withdrawal from SNHU

Students may withdraw from the university by obtaining a withdrawal form from the Office of Academic Advising. International students must obtain forms and begin the process in International Student Services. Merely ceasing to attend classes does not constitute an official withdrawal, academically or financially. Failure to file a withdrawal form with the Office of Academic Advising 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. 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. Withdrawal from a class may have an impact on financial aid and/or billing charges, especially for students who have received federal Title IV loans.

No adjustments to account balances will be made; nor will withdrawal disputes be considered after 30 days from the end of the semester during which the student withdrew.

## Grades and Credits

### Audit a Course

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

### Awarding of Credit by Examination

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

### Credit for Courses in Other Postsecondary Settings

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

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

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

### Credit for Prior Learning through Portfolio

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.

## General Education Transfer Policy

Effective immediately for students transferring to SNHU beginning coursework in September 2013, the following takes effect:

**Model 1:** If a student has completed the AA in Liberal Arts at a regionally-accredited community college, then the only additional SNHU general education requirement students would complete is the SNHU Experience.

Additionally:

- Students will have to complete SNHU Foundation requirements (100 or higher level Math, ENG 120, ENG 200). Those who have not taken a second composition course would have to take ENG 200 upon transfer.
- Any dictated general education requirements for the student's intended program must be met.

**Model 2:** If a student has completed a portion of general education courses at another institution, or has completed an Associate's degree in a subject other than Liberal Arts, their courses would transfer in to SNHU in the categories listed below. Exact course equivalencies would not be required for transferred courses. The student would be required to complete a cluster and SNHU Experience.

General Education Categories for Transfer	33 credits
Subject Area	Credits
English Composition I and English Composition II	6
100-level or higher Mathematics	3
Fine Arts/Humanities/History	6
Social and Behavioral Sciences	6
Math, Sciences and Technology	6
Literature or Communications	3
General Education Elective (from any category)	3

SNHU General Education Program Requirements	12 credits
Courses	Credits

SNHU Experience	3
Integration Cluster	9

## Grade Change

Instructors are responsible for all grade changes. Concerns about incompletes, make-ups and grades should be directed to them.

## Grade Scale and GPA

### Grading System - Undergraduate

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

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

### Grading System - Graduate

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

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



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

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

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

30 QP divided by 15 CR = 2.00 GPA

## In Progress

"IP" grading: An IP ("in progress") grade will be given to students in courses with an end date falling outside the typical term structure, thereby increasing the visibility to students of the "in progress" grade.

## Incomplete Grades

### Purpose of Policy

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

## Guidelines

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

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

## Incomplete Grade Process

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

1. Prior to the grade due date, the instructor must complete the online [Incomplete Grade form](#), which automatically routes to the registrar's office for processing.
2. On the [Incomplete Grade form](#) the instructor indicates a deadline date (the "expiration date") of no more than 30 days from the date of the end of term when the student can submit the outstanding course work.
3. Provided that the instructor receives the student's completed course work on or before the expiration date, the instructor submits to the electronic [Grade Change form](#), that automatically routes to registrar's office authoring the student's grade be changed from "I" to the alpha grade earned.

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

## IP Grade

An IP/F grade will be used at the end of a term for the following courses to indicate whether a student who is in progress is passing or failing:

- Internships/Practicums
- EDU part A and part B courses
- Independent Honors Thesis (HON 401)
- EDU dissertation courses (EDU 943, 944, 945)

For internships, students will be enrolled in a credit-bearing section in their first term. At that end of that term, the instructor will input a final grade of "IP" if the student is passing, or "F" if the student is failing. If the grade is "IP", the instructor will include the expiration date that will be set for 2 weeks from the end of the internship contract date; this will allow for submission of the final project as well as instructor grading. The student will then be enrolled in a 0-credit section for each subsequent term until the internship is completed.

In each succeeding term, including the final term, the instructor will continue with the “IP”/”F” grading. After the last term ends, and prior to the expiration date, the instructor will submit a grade change form to the Office of the University Registrar (OUR) with the final alpha grade. The OUR will then change all IP grades for all sections of the internship to that final alpha grade.

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

IP grades may never extend beyond 1 year.

Note:

An “I” grade will be used at the end of a term for the following courses:

- Study abroad placeholders (UNIV 100)
- OCICU placeholders (UNIV 101)
- NHCUC placeholder (UNIV 103)
- Informal Consortium placeholder (UNIV 104)
- Learning Counts placeholder (UNIV 150)

## Repeating Courses

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

## Transfer Credit

### Purpose of Policy

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

### General Information

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

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

### Non-Institutional Credit Sources

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

### **Other External Undergraduate Credit**

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

1. **Credit by Examination.** Students may be awarded credit by passing examinations offered by College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES) Examination Program, the College Board Advanced Placement Examination (AP), the International Baccalaureate Diploma Programme (IBDP), ServSafe Certification exam, Series 7 – General Securities Representative Examination, NLN Nutrition Exam, New Hampshire Certified Management Program (CPMP), or Cambridge International Advanced-Level Examinations (A Level). For a complete list of the CLEP, AP, and DANTES exams that SNHU accepts, see the Office of the University Registrar's page and click the AP, CLEP, or DANTES Credit and Equivalencies link for up-to-date information.

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

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

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

### **International Transfer Credit**

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

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

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

### **Undergraduate Student Transfer Credit**

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

### **Appeal to Take a Course Elsewhere During Final Credit Hours**

Students are required to complete their last credit hours at SNHU; for students working toward their bachelor’s degree that requirement is the last 24 credit hours and for students working toward their associate degree that requirement is the last 15 credit hours. Occasionally students have a legitimate reason to request that an external credit be transferred in during their last credit hours. Students must submit both the “Request to Take Courses at Another Institution” as well as the “Petition to Amend” forms during their last credit hour requirement. The request will be approved as long as the student completes the external credit prior to the last 12 credit hours for a bachelor’s degree program and 9 credit hours for an associate degree program. Forms submitted during or after these credit hours will be denied. This policy will not exempt students from completing the total institutional credits.

NOTE: There are no “final year” or “final semester” residency requirements for active-duty service members, reservist and national guardsmen and their family members. Academic residency can be completed at any time while active-duty service members, reservist and national guardsmen and their family members are enrolled.

### **Graduate Student Transfer Credit**

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

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

- Master’s degree: a maximum of two graduate-level courses not to exceed six (6) graduate-level credits;
- Graduate certificate program or specialization: three (3) graduate-level credits;
- Low-Residency MFA students may transfer up to one (1) full semester of credit from another low-residency or full-residency MFA program in creative writing. A successfully completed semester at another low-residency or full-residency MFA program may be counted as one fifteen (15) credit semester in the Low-Residency MFA, which includes both residency and semester coursework.

NOTE: Students must complete the minimum Institutional Credit Requirements for each credential.

### **Transfer Evaluation Process**

When a student applies to SNHU and official transcripts are received, the Admission team compares and evaluates the SNHU course and the transfer course. The student then is sent a letter of acceptance along with transfer credit evaluation, listing all transfer credits accepted by the University and all courses remaining to be completed for a degree.

### **Request to Take Courses at Another Institution**

Students who are enrolled at SNHU and wish to take a course elsewhere, must submit a request by filling out the Request to Take Courses at Another Institution form to ensure that the course fulfills the desired requirement. Failure to obtain prior approval to take a course at another institution may lead to SNHU's not granting transfer credit for that course. The following information is required by the Office of the University Registrar:

- name of the institution;
- name and number of the course;
- anticipated completion date;
- course description; and
- student's reason for taking the course elsewhere.

Upon approval and once the course is completed, the student must arrange to have an official transcript sent to the Office of the University Registrar so that credit for the course may be applied toward degree completion. Note: Nursing students may not transfer credit for nursing courses once they have enrolled at SNHU.

### **Quarter Hour to Semester Hour Conversion**

One (1) quarter hour is equivalent to .67 semester hours. Two (2) semester hours of transfer credit for a transfer course that aligns to a corresponding SNHU course meets the required SNHU course equivalency. Students still must meet overall program and degree credit hour requirements.

### **Transfer Policy for SNHU-202**

Students in their first UC day term who have a combination of 30 or more external and / or internal credits are waived from SNHU 202, but may opt to enroll, based on advisor recommendation and / or personal preference. When these students are waived, one credit will be added to their FREE ELE requirement. As an exception to this policy, international students with fewer than 87 internal and/or external transfer credits are required to complete SNHU 202 (students transferring fewer than 12 internal and/or external transfer credits must take SNHU 101). Furthermore, any students required to take SNHU 202 in their first UC day term who believe that their extensive life and / or professional experience merit a waiver from SNHU 202, may contact the Assistant Dean of General Education for consideration. If a student is waived by the Assistant Dean of General Education from SNHU 202, one credit will be added to the student's FREE ELE requirement.

### **Waiver Eligibility for SNHU-303**

Students with extensive, up-to-date, professional experience may be waived from SNHU 303. Students seeking to be waived from SNHU 303 should contact the Assistant Dean of General Education at least 10 days prior to the registration period when the student would be expected to register for SNHU 303. If a student is waived by the Assistant Dean of General Education from SNHU 303, one credit will be added to her/his FRE ELE requirement.

## **Graduation and Commencement**

### **Commencement Participation**

#### **Petition to Graduate**

In order to graduate, students must Petition to Graduate. The Petition to Graduate link can be found under the Self Service section on the homepage of mySNHU.

## Undergraduate Day Students

The deadlines to petition to graduate and degree conferral dates for undergraduate day students are:

Petition by	Conferral Date
January 1st	April 1st, May 1st, May 12th & June 1st
April 1st	July 1st, August 1st & September 1st
July 1st	October 1st, November 1st & December 1st
October 1st	January 1st, February 1st & March 1st

## Graduate and College of Online and Continuing Education Students

The deadlines to petition to graduate and degree conferral dates for graduate and COCE students are:

Petition by	Conferral Date
November 1st	January 1st
December 1st	February 1st
January	March 1st
February 1st	April 1st
March 1st	May 1st
April 1st	June 1st
May 1st	July 1st
June 1st	August 1st
July 1st	September 1st
August 1st	October 1st
September 1st	November 1st
October 1st	December 1st

## Participation in Commencement

Students are permitted to participate in only one commencement ceremony per degree. Participation in the ceremony does not indicate degree completion. Degree conferral is only confirmed when recorded on the official transcript.

### Eligibility to Participate in the May Commencement Ceremony: March 31st Deadline

University College and College of Online and Continuing Education students must anticipate completing all program requirements by October 31st.

- Students who have up to 12 credit hours remaining to complete all program requirements as of the date of commencement will be allowed to participate.
- Students with more than 12 credit hours to complete all program requirements are not eligible to participate in the current year's commencement ceremony, unless an appeal has been granted, based on the criteria described below (see Appeals to Participate).
- Students must be in good academic standing with at least a 2.0 cumulative GPA (undergraduate) and a 3.0 cumulative GPA (graduate).

### Appeals to Participate

In rare circumstances, a student who is within 18 credit hours of completion may be allowed to participate in the commencement ceremony. To be considered, the student must be able to complete remaining requirements by October 31st. They also must have a strong GPA and have demonstrated the ability in the past to complete three courses in one term. Students who believe they meet these criteria and who wish to appeal should work with their academic advisors and forward the appeals to the Office of the University Registrar, who will make the final determination.

### Late Petitions to Participate

Students who petition to participate after the March 31st deadline may be approved to participate in the ceremony. However, they will not be included in the commencement booklet, will not be eligible for ceremonial honors (including cords and tassels), and may not receive the standard amount of ceremony tickets.

### Doctoral Students

All graduate requirements must be completed including dissertation defense no later than March 31st. Exceptions may be requested by dean for students who are expected to meet all requirements including defense after March 31st if approved by the VPAA's office after consulting with the commencement office to see if commencement materials can be ordered. There is no guarantee that materials will be able to be ordered after the March 31 date.



## Degree and Certificate Conferral Undergraduate Day School Students

Students must submit a petition to graduate to the Office of the University Registrar in accordance with the following deadlines:

Petition by	Conferral
January 1	for an April, May or June conferral
April 1	for a July, August or September conferral
July 1	for an October, November or December conferral
October 1	for a January, February or March conferral

## Graduate Students and College of Online and Continuing Education Undergraduate Students

Must submit a petition to graduate to the Office of the University Registrar no later than two months prior to their planned conferral date. For example, a student planning to graduate as of March 1st must submit their petition by January 1st. Students may petition to graduate online via mySNHU.

Upon petition submission, a non-refundable Petition to Graduate fee will be applied to the student's account.

Degrees are conferred 15 times per year, the first of every month and the days of the May and MFA commencement ceremonies.

A credential will be conferred only when all program requirements are complete and all grades are received and verified by the Office of the University Registrar within the University's information system prior to or on the last business day of the month.

A period of ten business days following the conferral date is required to post the conferral information to the record and issue diplomas/certificates.

## Diplomas and Certificates

Only the degree, primary major, honors (if earned), and the University Honors program graduate indication will appear on the diploma. Only the degree, primary major, honors (if earned), and the University Honors program graduate indication will appear on the diploma.

The name on the diploma must be the legal name of the graduate, or within reason. For example, a student can request their middle initial rather than their full middle name.

All credentials will be issued within 10 business days of the degree conferral date provided the student has met all financial obligations. If the student has an outstanding financial obligation, the Office of the University Registrar must be contacted once the balance is cleared. The student needs to verify their mailing address prior to the diploma being sent out.

If the student does not receive their diploma within ten business days (20 days if international address) of it being mailed at the address specified through the petition to graduate process, the student should contact the Office of the University Registrar. We will send the student another diploma. However, if the diploma mailing address was not updated, the student will need to provide the updated address and pay the cost of a replacement diploma (\$30).

Rushed mail delivery requires a standard pre-paid fee of \$20.

## **Degree and Certificate Requirements**

### **Degree and Certificate Requirements for Undergraduate Students**

Students must fulfill the following university requirements to be eligible for an undergraduate degree or certificate:

#### **Undergraduate Degree**

1. General education requirements.
2. All prescribed courses and program requirements.
3. A minimum of 120 credits of work in a bachelor's degree program (more than 120 credits may be required depending on the program of study) or 60 credits in a program leading to an associate degree (more than 60 credits may be required depending on the program of study). A minimum of 30 credit hours of institutional credit taken at SNHU, excluding developmental courses. Note: Credit earned for **ENG 099** (formerly ENG 101) and/or **MAT 050** does not count towards graduation or institutional (30 credit) requirements.
4. Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty service members and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty service members and their family members. Academic residency can be completed at any time while active-duty service members and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.
5. An overall undergraduate level GPA of 2.0 or higher; some programs require a higher GPA.

#### **Undergraduate Certificate**

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours of institutional work taken at SNHU, with no more than one transfer course (3 credit hours).
3. An overall graduate level GPA of 2.0 or higher.

NOTE: It is the responsibility of the student to be familiar with his/her program-specific requirements as these may supersede the university's minimum standards.

### **Degree and Certificate Requirements for Graduate Students**

Students must fulfill the following university requirements to be eligible for a graduate degree or certificate:

#### **Ph.D. in International Business (on campus only)**

1. Complete a minimum of 39 credit hours of required doctoral level courses, and possibly up to 15 credit hours of master's level international business courses as prerequisites for the doctoral level courses.
2. Complete and satisfactorily pass all written/oral comprehensive examinations.
3. Submit and receive approval of dissertation topic.

4. Finalize and receive approval of dissertation research.
5. Complete with a GPA of 3.0 or higher.
6. Complete the program within 8 years of their first day of their first term.

### **Ed.D. in Educational Leadership (on campus only)**

1. Complete a minimum of 48 credit hours of required doctoral level courses with a GPA of 3.0 or higher.
2. Complete and satisfactorily pass all written/oral comprehensive examinations.
3. Complete Human Subjects Research training and submit certificate of completion.
4. Submit and receive approval of dissertation topic.
5. Complete dissertation research.
6. Successfully defend the dissertation proposal.
7. Submit the dissertation proposal and relevant documents to the University Institutional Review Board (IRB).
8. Successfully defend dissertation research.
9. Submit a final copy of the dissertation one month prior to graduation.

### **Master's Degree**

1. All prescribed courses and program requirements.
2. A minimum of 30 credit hours of institutional credits taken at SNHU, with no more than two transfer courses, maximum of 6 transfer credit hours.
3. *Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty service members and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty service members and their family members. Academic residency can be completed at any time while active-duty service members and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.*
4. An overall graduate level GPA of 3.0 or higher.
5. No more than two grades of "C" or "C+" within the program's prescribed courses.
6. Completion within 8 years of the first day of the first term.

### **Graduate Certificate**

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours in residence, with no more than one transfer course/3 transfer credits.
3. An overall graduate level GPA of 3.0 or higher.
4. No more than one grade of "C" or "C+" within the certificate's prescribed courses.
5. Completion within 8 years of the first day of the first term.

NOTE: It is the responsibility of the student to be familiar with his/her program-specific requirements as these may supersede the university's minimum standards.

### **Institutional Credit Requirements**

Associate degree-seeking students must complete a minimum of 15 institutional credit hours with SNHU. Bachelor's and graduate degree-seeking students must complete 30 institutional credit hours from SNHU. Institutional credit requirements cannot be fulfilled by, developmental courses. *Note: **ENG 099** (formerly **ENG 101**) and/or **MAT 050** are developmental courses which do not count towards graduation or institutional requirements.* Bachelor's degree candidates must complete a minimum of 12 institutional credit hours within the major beyond required school core courses. Associate degree candidates must complete a minimum of 9 institutional credit hours within the major. For a minor, an optional bachelor's degree component, students

must complete a minimum of 9 credit hours of institutional credit, and for a certificate students must complete a minimum of 12 credits. Approved international study and consortium courses are considered to be institutional credit.

Students may use the same institutional credit to fulfill requirements for their first certificate and degree of the same level. For additional certificates, students must complete a minimum of 12 additional institutional credits. For additional associate degrees, students must complete a minimum of 15 additional institutional credits. For additional bachelor degrees, students must complete a minimum of 30 additional institutional credits. For additional graduate degrees, students must complete a minimum of 21 additional institutional credits.

### **Last Hours of Institutional Credit**

Students are required to complete their last credit hours at SNHU; for students working toward their bachelor's degree that requirement is the last 24 credit hours and for students working toward their associate degree that requirement is the last 15 credit hours. Occasionally students have a legitimate reason to request that a course or CLEP exam be transferred in during their last credit hours. Students must submit both the "Request to Take Courses at Another Institution" as well as the "Petition to Amend" forms during their last credit hour requirement as defined above. The request will be approved as long as the student completes the external credit prior to the last 12 credit hours for a bachelor's degree program and 9 credit hours for an associate degree program. Forms submitted during or after these credit hours will be denied. This policy will not exempt students from completing the total institutional credits as in the first paragraph.

NOTE: Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty service members and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty service members and their family members. Academic residency can be completed at any time while active-duty service members and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.

### **Non-Conferred Completer (NCC)**

A "non-conferred completer" is a student that has completed all program requirements or is enrolled in courses that will complete their program requirements.

The Office of the University Registrar will notify students via SNHU email if they fall into one of these categories. Students intending to increase their remaining requirements to graduate (for example, adding a minor) must file a [Program Modification form](#) within 5 business days of the notification email\*. If the student does not respond within 5 business days, a registration hold will be placed on the student's account on the 6th business day. The student will be removed from any courses they are registered for in future terms and will not be able to register for any future courses. The Office of the University Registrar will officially confer the student's credential in accordance with normal [petition to graduate](#) deadlines. The graduation fee will be applied to the student's account. The student will not be able to obtain an official transcript or diploma until the account is settled.

If the student does not intend to increase their program requirements they should [Petition to Graduate](#) via [mySNHU](#) in accordance with official [Petition to Graduate](#) Deadlines.

\*NOTE: The costs of courses taken above and beyond program requirements are not eligible for financial aid. If the student intends to take additional courses simply to raise their GPA, they must pay for the course (or courses) out-of-pocket. The registration hold will remain in place on the student's account, so registration for these courses must be processed internally. Once the credential in question is officially conferred, the registration hold will be removed.

## Financial Aid and Resources

### Financial Aid Introduction Overview

Southern New Hampshire University makes every effort to communicate policies and procedures used by the Campus One Stop in the process of administering financial assistance. When determining a financial aid award there are number of factors reviewed; such as: a student's enrollment patterns, dependency status, grade level, applications meeting priority deadline (if applicable) and other program specific criteria at the time the award was offered. Awards are contingent upon continued funding from funding source; which may include federal or state governments, or institutional resources. Action by a funding source, including but not limited to insufficient funding or the discontinuation of funds, may result in rescinding or a reduction of award amounts.

A financial aid award is based on information the student and the student's family (if applicable) reported to SNHU. Information is commonly reported to the school by submitting a Free Application for Federal Student Aid (FAFSA) and other supporting documentation as needed. It is the student's responsibility to complete and submit application materials to the appropriate agencies within the required or recommended timeframes. It is also the student's responsibility to notify the Campus One Stop Office of any circumstantial changes to the information reported in the FAFSA and supporting documentation.

False or incomplete information submitted by a student or on behalf of a student may result in the cancellation of an award and may require repayment of all or part of the funds disbursed to the student. In the event a student has received aid he/she is not entitled to, it will be the responsibility of the student to repay those funds. A student may not receive federal or state aid at multiple institutions during the same enrollment period.

Students should carefully review and ensure that they comprehend all financial aid related materials sent from SNHU and/or other agencies that will be awarding financial aid. Students are advised to keep copies of these items for their own records.

During a student's application for aid or at any subsequent time thereafter, he/she will have the right to receive a thorough explanation of the financial aid award process, including the conditions of any student loan that may be awarded. Conditions may include but are not limited to: interest rate(s) for student loans, deferment options, repayment periods and programs, etc. The student is also responsible for complying with the provisions of any promissory note or other agreement that he/she may sign, including repayment of any disbursed student loan. Students accepting an employment offer as part of the Federal Work Study (FWS) program are entitled to the disclosure of the terms and conditions (including pay rate) for any offered position.

## Scholarship Opportunities

### Merit Based Aid for New Students

#### Alpha Sigma Lambda Foundation Scholarship

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. Should we determine that a student is receiving substantial and/or

multiple scholarship benefits, Southern New Hampshire University reserves the right to adjust or remove our offer of merit aid.

### **Academic Scholarships**

A limited number of Penmen, Leadership, Quill, and Presidential 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 admission priority date of March 15 and transfer students by May 15.

### **Presidential Scholarship**

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

### **Quill Scholarship**

Students selected for a Quill 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 between 3.0-3.49 (on a 4.0 scale). These scholarships are renewable each year based on the maintenance of a 2.5 cumulative grade-point average (GPA). Failure to maintain the required GPA will result in the permanent loss of scholarship funds.

### **Penmen Scholarship**

Students selected for a Penmen Scholarship will be notified at the time of admission and may receive additional types of financial assistance based on financial need. Scholarship amounts vary and are awarded based on a cumulative grade-point average (GPA) between 2.5-2.99 (on a 4.0 scale). These scholarships are renewable each year based on the maintenance of a 2.0 college grade-point average (GPA). Failure to maintain the required GPA will result in the permanent loss of scholarship funds.

### **Alumni Family Scholarship**

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

### **DECA Scholarship**

The Office of Admission will award a limited number of \$1,000 scholarships to DECA participants. The DECA advisor must submit a letter of recommendation to demonstrate proof of participation. Students must be enrolled in the full-time undergraduate day program to be eligible.

### **Freshman Articulation Scholarship**

Southern New Hampshire University continues to establish and renew articulation scholarship agreements with select New Hampshire high schools. Qualified seniors with a minimum cumulative grade point average of a 2.5 (on a 4.0 scale) from partner high schools may receive an additional \$3,000 admission articulation scholarship. Information regarding the specifics of this program can be obtained by contacting the Office of Admission at 603.645.9611 or online at [www.snhu.edu](http://www.snhu.edu).

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

The Office of Admission will award a limited number of \$1,000 scholarships to FBLA participants. The FBLA advisor must submit a letter of recommendation to demonstrate proof of participation. Students must be enrolled in the full-time undergraduate day program to be eligible.

Additionally, SNHU sponsors several scholarships at the state leadership conference each spring. SNHU honors the highest single scholarship amount that a student has received through any FBLA state competition. Students must provide a copy of their scholarship certificate to One Stop.

**Internal Transfer Scholarship**

The Office of Transfer Admission for the full-time undergraduate day program will review applicants for a \$3,000 Internal Transfer Scholarship. Students transferring from the College of Online and Continuing Education to University College must have a 2.5 cumulative college GPA or higher to be considered for this scholarship offer. Once awarded, this scholarship is renewable each year a student stays enrolled in University College.

**Leadership Scholarship**

A limited number of \$1,000 Leadership Scholarships are awarded to students who show exemplary leadership and involvement in their high school and greater community. We hope this scholarship will help those who seek to be productive members of their community, make SNHU a place they can develop and cultivate their leadership skills.

**Community College Honors Scholarship**

A limited number of \$2,000 scholarships for full-time undergraduate day students who have been inducted into nationally recognized honors societies, such as Phi Theta Kappa and Kappa Beta Delta are available to qualified students. Students who have completed an associate degree program, hold a 3.5 GPA or higher and who apply by the admission priority deadlines are guaranteed eligibility. Applicants must provide the Office of Transfer Admission a copy of the honors society certificate.

A 3.0 cumulative grade point average of all college work is required for the scholarship to be renewed. Failure to maintain the required GPA will result in the permanent loss of scholarship funds. This scholarship will be combined with other academic awards from Southern New Hampshire University.

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.

**Regional Community College Scholarship**

Southern New Hampshire University awards a \$3,000 Regional Community College Scholarship to new transfer students who attend (or most recently attended) a community college in the Northeast (including New York and New Jersey). Qualified applicants must have a 2.5 or higher cumulative college GPA in order to be considered for this scholarship through the admission process. This scholarship is renewable each year a student stays enrolled in University College as a full-time undergraduate.

**Resident Scholarship**

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

**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.

**Skills USA Scholarship**

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

**Other Scholarship Opportunities****Alpha Sigma Lambda Foundation Scholarship**

Any student may apply for the Foundation Scholarships. A student must have completed 30 semester hours with a grade point average of 3.4 for the Triangle Club: Second Century Scholarships, or a 3.2 for the General Foundations Scholarships on all work taken at SNHU. You must be 24 years of age or older, enrolled in a baccalaureate degree program, have a financial need for assistance to complete the degree and do not need to be a member of the local Alpha Sigma Lambda chapter to apply. Applications for the Triangle Club are due in March and the Non-Triangle Club in April. Check with Associate Vice President for Academic Affairs, Nicholas Hunt-Bull (n.hunt-bull@snhu.edu) for more information.

**Annually Funded Scholarships**

There are a limited number of annually funded awards that are given to full-time undergraduate day 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 One Stop. These awards and amounts vary from year to year. The scholarship applications for full-time undergraduate day students are available each spring from One Stop or online at [www.snhu.edu/1453.asp](http://www.snhu.edu/1453.asp). College of Online and Continuing Education students should contact their Center Director for more information.

**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.

**Women's Faculty Scholarship**

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



### **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 \$15,000 annually.

### **Southern New Hampshire University 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 each spring from the One Stop or online at [www.snhu.edu/1453.asp](http://www.snhu.edu/1453.asp).

## **Undergraduate**

### **Findlen/LeBlanc Travel Scholarship**

This scholarship is awarded to students participating in the study abroad program who show financial need. Preference will be given to Pell eligible students. The scholarship will be used for study abroad expenses.

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

Established in 1979 in honor of Frank and Eleanor Barnes, former Southern New Hampshire University information technology professors, this scholarship is available to assist students majoring in information technology or accounting/information systems 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 studying on the Manchester campus. 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 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, Mildred K. Smith, 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**

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.

#### **Michael DeBlasi Scholarship Fund**

Established in honor of SNHU alumnus and long-time employee, Michael DeBlasi. This scholarship supports full-time undergraduate day students with a minimum GPA of 3.0 and necessary financial need.

#### **Dow Scholarship**

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

#### **Economic/Finance Scholarship Fund**

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

#### **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 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.

### **John P. Fleming Memorial Fund**

Established in memory of John P. Fleming, a former Southern New Hampshire University faculty member. This scholarship supports undergraduate students majoring in the programs traditionally identified as the Liberal Arts.

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

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

### **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 School of Arts and Sciences. 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.

#### **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 full-time undergraduate day 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 higher, 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.

#### **Tremblay/Eldridge Scholarship Fund**

This scholarship fund supports students and student athletes enrolled in full-time undergraduate or graduate programs.

**William Trueheart Scholarship**

Established in honor of former Southern New Hampshire University professor, William Trueheart, this scholarship fund is offered to support computer information technology majors with financial need. Preference is given to juniors or seniors with a GPA of 3.3 or higher.

**Veterans Scholarship Fund**

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

**Women Associates Scholarship**

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

**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.

**Li Xu Scholarship Fund**

This fund was established in memory of SNHU student Li Xu (a/k/a Oscar). This scholarship is awarded to undergraduate or graduate students who demonstrate the strong giving and sharing spirit of Li Xu by showing their commitment to the needs of new students. Scholarship applicants should demonstrate their interest in helping new students understand the academic culture of the University and social culture of New Hampshire in an effort to assist them in adjusting to the University. This scholarship is open to both International and U.S. students.

**The Christine Zimmermann Memorial Scholarship Fund**

This fund was established in memory of a former Southern New Hampshire University employee, Christine Zimmermann. This scholarship supports students who possess a disability as determined by the Office of Disability Services, are enrolled full-time in the undergraduate program and have a GPA of 2.5 or higher.

**Graduate****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.

**Hassa Jadvani Memorial Scholarship**

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

indicated subject areas, the awards may be presented to other students enrolled in School of Business graduate programs.

### **Dr. Jacqueline Mara Scholarship**

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

### **School of Business Scholarship Fund**

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

## **Grants**

### **SNHU Need Based Grants**

Southern New Hampshire University need-based grants are available to undergraduate day students. Awards are based on demonstrated financial need and University funding levels.

### **Sibling Grant**

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

## **Federal Grants**

### **Federal Pell Grant**

Federal Pell Grants range from \$588 to \$5,775 per year. Applicants must be enrolled in a degree program and have not obtained a baccalaureate degree. The U.S. Department of Education determines student eligibility and grant amounts.

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

### **Federal Supplemental Educational Opportunity Grant (FSEOG)**

FSEOG is a campus-based federal grant program. Grants are awarded to students with exceptional financial need; typically to students receiving a Federal Pell Grant.

### **Iraq and Afghanistan Service Grant**

A student may be eligible to receive the Iraq and Afghanistan Service Grant if: they are not eligible for a Pell Grant, their parent or guardian was a member of the U.S. Armed Forces and died as a result of service

performed in Iraq or Afghanistan after September 11, 2001. Additional, eligibility requires the student to be under 24 years old, or enrolled in college at least half-time at the time of the parent or guardian's death.

### **State Grants and UNIQUE**

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

#### **NH Residents:**

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

## **Educational Loans**

### **Federal Direct Loans**

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

#### **Direct Subsidized Loan:**

Available to undergraduate students with financial need. SNHU determines the amount you can borrow, and the amount may not exceed your financial need. The U.S. Department of Education pays the interest on a Direct Subsidized Loan while you're in school at least half-time, for the first six months after you leave school (referred to as a grace period\*), and during a period of deferment (a postponement of loan payments).

**Direct Unsubsidized Loan:** Available to undergraduate and graduate students. Loans are not based on financial need, as determined by the FAFSA. Interest begins accruing once aid has disbursed to a student's account. Repayment of the loans begin 6 months after a student is no longer maintaining a minimum enrollment status of half-time or greater.

#### **Direct Parent Loan (PLUS):**

A Direct Loan Program that allows parents of a dependent undergraduate student to borrow additional funding for their SNHU student. To be eligible, the student must be enrolled at least half time in an eligible program of study. Amount borrowed can be up to the Cost of Attendance, less any financial aid already awarded.

A credit check is required for PLUS Loan approvals, however credit score does not determine interest rate offered. If the potential borrower has an adverse credit history, an endorser option is available. If approved, the borrower(s) must complete PLUS loan counseling prior to receiving the PLUS loan.

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

#### **Direct Grad PLUS Loan:**

A federal loan program that allows graduate students to borrow additional funding to be used towards their educational costs. To be eligible, the student must be enrolled at least half time in an eligible program of study and first borrow the maximum allowable through the Federal Direct Student Loan program. Amount borrowed can be up to the Cost of Attendance, less any financial aid already awarded.

A credit check is required for PLUS Loan approvals, however credit score does not determine interest rate offered. If the potential borrower has an adverse credit history, an endorser option is available. If approved, the borrower(s) must complete PLUS loan counseling prior to receiving the PLUS loan.

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

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

**Federal Direct Loan Lifetime Limit** – All student types are subject to aggregate lifetime borrowing limits. Please see the chart below:

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

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

### Private Student Loans

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

### Federal Work-Study (FWS)

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

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



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

Federal Work Study positions and other student employment opportunities are available throughout the year on [www.snhu.edu/jobs](http://www.snhu.edu/jobs).

## Applying for Financial Aid

### Eligibility Requirements:

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

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

### Dependency Status

Dependency Status For the 2015–16 school year (July 1, 2015, through June 30, 2016), the U.S. Department of Education considers the following students to be independent of their parent(s) for purposes of awarding federal financial aid:

- Students who were born before January 1, 1992
- Students who are married
- Students who are veterans of the U.S. Armed Forces
- Students who have children, if they provide more than half of the support for the child
- Students who have dependents (other than a child or spouse) living with them, if they provide more than half of the support for the dependent
- Students who will be graduate/professional students in 2015-2016
- Students who are serving on active duty in the armed forces for purposes other than training
- Students who are or were emancipated minors as determined by a court
- Students who are orphans or wards of the court, or were wards of the court as of age 13
- Students who are or were in a legal guardianship as determined by a court
- Students who are or were considered an unaccompanied youth who was homeless on or after July 1, 2014

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

## **Prior Bachelor's Degree**

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

## **Federal Financial Aid Penalties for Drug Convictions**

The Higher Education Act states that a federal or state drug conviction can disqualify a student for federal financial aid. Without a valid FAFSA for federal financial aid, students are also ineligible for State aid and most institutional aid programs. In accordance with an HEOA provision, a student whose eligibility has been suspended may resume eligibility before the end of the ineligibility period if the student satisfactorily completes a drug rehabilitation program that is approved by the U.S. Secretary of Education.

## **Federal and Institutional Financial Aid Application**

### **Free Application for Federal Student Aid**

All students who would like to be considered for federal and/or institutional need-based aid must complete the Free Application for Federal Student Aid (FAFSA) for the appropriate year. In addition to student's wishing to apply for need-based financial aid, the FAFSA must be completed to determine eligibility for a Direct Unsubsidized Loan and a Federal PLUS Loan. The FAFSA application can be completed at [www.fafsa.gov](http://www.fafsa.gov). Southern New Hampshire's federal school code is: 002580. SNHU's financial aid priority date is March 15th. Any applications submitted after this date will be reviewed for eligibility but funding levels may be limited.

### **FAFSA follow-up**

### **C-Flags, Verification, Unusual Enrollment History**

In some instances, SNHU is required by federal and state regulations to review financial aid applications and confirm the accuracy of the information provided. Southern New Hampshire University reserves the right to request any data submitted by applicants or the parents of applicants (if applicable).

A student's FAFSA is verified by a series of federally mandated data matches (Social Security Number, date of birth and name information, Selective Service Status, INS status, citizenship status and student loan default information). If any data is flagged, known as a Federal C-Flag, SNHU is required to ask for additional information to confirm the accuracy of this data. If a student is selected for Federal Verification, the school must verify that certain household and financial information is accurate. Finally, if a student's application is flagged for Unusual Enrollment History (UEH), additional documentation concerning past enrollment may need to be requested. Failure to submit requested documents within 30 days may result in a delay or cancellation of a financial aid award. If during the process, data is found to be incorrect; the data may be corrected and the award revised.

### **Verification Deadline**

A Pell applicant selected for verification must complete the process by the deadline published in the Federal Register. As of this writing the notice for 2016-2017 has not been published, but the deadline is expected to be September 25, 2017, or 120 days after the last day of the student's enrollment, whichever is earlier. If a student is found to have knowingly submitted falsified or intentionally misleading information, SNHU shall reserve the right to (1) refuse to award financial aid or (2) to cancel all aid that has previously been awarded, with all fraudulent information forwarded to the Office of Inspector General for further investigation

## **FAFSA Corrections**

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

## **Duration & Renewal of Aid**

Financial aid is awarded one academic year at a time. Students intending to use financial aid in future terms will need to file a FAFSA that corresponds with the appropriate award year. FAFSA's become available for the new aid year on January 1st. It is the student's responsibility to complete this application each year and meet any applicable deadlines as determined by SNHU and local states. SNHU's priority filing date is March 15th.

## **Awarding Financial Aid**

### **Cost of Attendance**

The Cost of Attendance (COA) represents an estimate of the direct and indirect costs associated with attending Southern New Hampshire University for one academic year. The COA is used to calculate a student's financial aid award. Included in the Cost of Attendance calculation is both direct costs (tuition, fees and other costs paid directly to SNHU) and indirect costs (living, transportation and personal expenses) costs. SNHU uses a national average to estimate indirect educational expenses. COA direct and indirect costs are published annually on the SNHU One Stop web page.

### **Expected Family Contribution (EFC)**

The Expected Family Contribution (EFC) measures a family's financial strength and is used to determine a student's federal and institutional student aid eligibility. The information reported on a student's FAFSA is used to calculate your EFC. A student's EFC is determined by using federally defined formulas, which take into consideration factors such as income level, assets, and household size.

The EFC is not the amount of money a student's family will be expected to pay, nor is it the amount of Federal student aid they will receive. The EFC is the number used to calculate the amount of Federal student aid the student is eligible to receive.

### **Determining Financial Need**

Financial Need is the difference between a student's cost of attendance (COA) and a student's expected family contribution (EFC). This number is used by SNHU to determine the amount of need-based financial aid a student is eligible to receive.

### **Financial Aid Award Package**

Financial aid award will be packaged once a valid FAFSA has been received and the student meets all other financial aid requirements. The only exception is if the student is a University College freshman or transfer student and has a pending verification. In this instance the student will be awarded a tentative financial aid package. Once all financial aid documents are received and accepted a finalized award package will be offered.

University College students are awarded based on full-time enrollment with financial aid adjusted accordingly (including possible cancellation) based on actual enrollment. Non-credit classes are not eligible for financial aid.

## **Outside Resources**

A student may receive outside resources to assist with their educational expenses. This assistance may include, but not limited to: employer reimbursement or assistance, tuition waivers, private scholarships, fellowships, veteran's benefits, or vocational rehabilitation benefits. Any assistance used by the student will need to be included on their financial aid award.

In the event a student receives additional funds not listed on his/her financial aid award letter, the student is required to report these funds to SNHU. At that time the student's financial aid award will be revised to include the outside resources. An award may not exceed the COA or need (in the case of need-based awards) for the academic year.

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

## **Use of Aid**

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

## **Disbursement of Financial Aid Funds**

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

## **Credit Balances and Refunds**

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

The university processes refunds to students based on a published refund processing schedule and in a manner that complies with Department of Education requirements for refunding federal financial aid funds. All refunds will be processed through a student's SNHU One Card. Any refunds occurring as a result of fees paid with a credit card will be credited back to the same credit card account.

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

## **Financial Aid Enrollment Status Criteria**

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

## Standards for Satisfactory Academic Progress (SAP)

Academic progress is determined by One Stop based upon the information contained on the student's academic transcript as of the date of the review. A student must meet both the qualitative and the quantitative standards in order to continue to receive Federal Financial Aid (Title IV).

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

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

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

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

**Credit Hour Completion (PACE):** Each academic program within our university system has a defined number of credit hours required for completion. A student must complete his/her program within 150% of the published credits which is defined as the maximum timeframe for undergraduate and graduate programs. For example, if the program requirements are 120 credits, then the student must satisfy all requirements of his/her program without having to attempt more than 180 credits.

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

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

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

**Repeated coursework:**

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

**Withdrawals:**

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

**Incompletes:**

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

**Transfer credits from other schools:**

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

**Review of Satisfactory Academic Progress:**

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

**Enforcement:**

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

**Financial Aid SAP Appeal:**

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

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

**Financial Aid SAP Probation:**

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

## **Financial Aid Appeal Approval:**

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

## **Return of Title IV Federal Financial Aid**

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. The percentage of Federal financial aid returned is based on the amount of time a student attends the term, and is calculated by using the U.S. Department of Education's Federal Return to Title IV funds formula. Any amount not returned is considered "earned" funds. If a student withdraws after attending 60 percent or more of an academic term, they have earned 100 percent of the aid awarded for that term; therefore no aid will be cancelled.

In some instances, a student's financial aid disbursement is greater than their billed cost, giving them a credit refund. If a student withdraws after receiving the credit refund, and it is determined that the student did not earn all of their funding, the unearned funds will be pulled off of the account and returned to the U.S. Department of Education; potentially leaving the student with an outstanding balance on their SNHU student account.

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

## **Loan Counseling and Federal Student Loan Repayment Options**

### **Entrance Loan Counseling**

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

### **Financial Awareness Counseling**

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

### **Exit Loan Counseling Requirements**

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

**Direct Loan Exit Counseling:** Borrowers of Federal Direct or Graduate PLUS loan can complete the online Exit Loan Counseling requirement at [studentloans.gov](http://studentloans.gov).

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

## Federal Direct Student Loan Repayment Options

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

## Loan Repayment Responsibility

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

## Prepayment of Student Loans

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

## National Student Loan Data System (NSLDS)

The National Student Loan Data System (NSLDS) is the U.S. Department of Education's (ED's) central database for student aid. NSLDS receives data from schools, guaranty agencies, the Direct Loan program, and



other Department of ED programs. NSLDS Student Access provides a centralized, integrated view of Title IV loans and grants so that recipients of Title IV Aid can access and inquire about their Title IV loans and/or grant data. Students can access their federal student aid history (both loans and grants) at [studentloans.gov](http://studentloans.gov).

## **Loan Servicer**

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

## **Federal Student Aid Repayment Estimator**

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

## **Deferment**

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

## **Forbearance**

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

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

## **Military Benefits**

### **Active Duty Military**

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

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

## Veterans' Benefits

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

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

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

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

Students requesting Veterans' Educational Assistance are required to have all previous postsecondary educational experience evaluated for possible transfer credits in order to be eligible for benefits. Students must notify the registrar of any past university credits that are transferable to Southern New Hampshire University. If, after two terms, the veteran does not supply the required official transcripts of past studies, he or she can no longer be certified unless all transcripts are submitted.

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

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

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

## International Students and Financial Aid

International student may be eligible for some forms of financial aid. Students may apply online by visiting the International Admissions web page. Maximum awards are \$5,000 for undergraduate students and \$3,000 for graduate students, based on GPA.

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 International Student Services (ISS).

International students may work on campus up to 20 hours per week with potential earnings of up to \$5,000 per year.

## **Student Rights and Responsibilities**

Each year, Southern New Hampshire University students request student financial assistance to help defray the cost of education. Federal, state, and institutional resources form a partnership with your (and your family's) own commitment to meet your educational costs. Federal, state, and institutional student financial aid is a privilege, which creates both rights and responsibilities.

### **Responsibilities**

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

### **Rights**

- Have all records and data submitted with your application for financial aid treated as confidential information, as prescribed by the Family Education Rights and Privacy Act (FERPA).
- Have an explanation of the award process.
- Be notified of changes in your financial aid status and the reasons for those changes.
- Know the conditions (interest rate, when repayment begins, and repayment programs) of any accepted loan

Know the terms, conditions, and pay rate for any student job you can accept.

## **Student Account and Fees**

### **Graduate Course Withdrawal Refund**

#### **Withdrawal and Proration of Fees Policy (Graduate)**

Graduate students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Graduate students may withdraw from courses at any time during the second through sixth week of the graduate term with the course grade of "W". Any withdrawals after the sixth week may only be allowed for significant conditions beyond the student's control (e.g. serious illness documented by a physician's letter) and will be processed at no refund. Withdrawals are not permitted in the last week of class.

The following policies apply to ALL students taking online or center-based face-to-face and hybrid courses.

**1. Submission of Withdrawals**

Requests to withdraw must be submitted via this form in mySNHU. In all cases, the date of withdrawal is the date the completed form is received. No paper withdrawal forms or emails will be accepted.

**2. Tuition Fee & Refunds**

Withdrawals from courses (all types, including online, hybrid, and face-to-face courses):

**During Week 1 (Drop Period):** No tuition fee charged or 100% refund if full payment is submitted

**During Week 2:** 50% tuition fee charged or 50% refund if full payment is submitted

**After Week 2:** 100% tuition fee charged or no refund if full payment is submitted

For the purpose of withdrawals, all term weeks start on Monday and end on Sunday 11:59 pm EST. Holidays during the week do not impact the Sunday 11:59PM deadline.

**3. Financial Aid Disbursements and return of Title IV (Financial Aid Funds)**

All tuition charges and withdrawal requests are subject to review, and students who withdraw may be responsible for paying back part or all of their financial aid disbursement for that term. In addition, withdrawals may have an impact on a student's eligibility for future financial aid. Please contact the One Stop Office at 877.455.7648 or via email at [onestop@snhu.edu](mailto:onestop@snhu.edu) for details.

**Questions?**

Students should contact an academic advisor for further clarification.

**Alaska**

All refunds to a student must be made no later than 30 days after receipt of notification of the student's withdrawal or last recorded date of physical attendance, whichever is earlier. Time spent on an approved leave of absence may not be considered time in attendance for the purposes of determining a refund (CfA only).

Proportion of Term Completed as of Date of Withdrawal or Termination	Tuition Refund
Less than or equal to 10%	90% refund
Greater than 10% up to 20%	80% refund
Greater than 20% up to 25%	55% refund

Greater than 25% up to 50%	30% refund
Greater than 50%	No refund

For the purposes of the above refund schedule, the offering of distance delivery will be calculated as the percent of classes elapsed by dividing the instructional units that the student completed by the total number of instructional units required to complete the program.

## Non-Matriculated, Part-Time Students

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

Non-matriculated part-time students may enroll for up to six credit hours in a semester, not to exceed nine credit hours per academic year or more than 12 credit hours in total. Enrollment is on a space-available basis. Contact the Office of Undergraduate Admission for more information. The tuition rate is shown on the tuition and expenses table. There are no refunds for withdrawals due to the reduced cost of these classes.

## Payment Information

### One Stop

One Stop combines financial aid, billing, and student account services into one centralized location. You can visit One Stop online at [my.snhu.edu/offices/onestop](http://my.snhu.edu/offices/onestop), email questions to [onestop@snhu.edu](mailto:onestop@snhu.edu) or call 1.877.455.SNHU to speak with an Enrolled Student Service Associate.

### Deposits

#### Deposit Policy

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

#### Housing Security Deposit

A housing security deposit is required of all students residing in university housing. The deposit is refunded when the student no longer resides on campus. The student's account is charged for any damages as they occur and the student is required to pay for the damages in order to maintain the deposit at \$100. All residential damages are assessed by the Office of Residence Life. Students seeking explanation of any residential damage fees should contact Residence Life.

#### New Student Admission Deposit Refund Policy

Fall admission: The deposit is fully refundable up to May 1. After May 1, deposits are not refundable. Requests for refunds must be submitted in writing to the Director of Admission at [admission@snhu.edu](mailto:admission@snhu.edu).

Spring admission: Deposits are not refundable.

## Student Account Payment

Full payment of tuition and fees is required by the semester's payment due date. Fall semester charges are due by August 1. Spring semester charges are due by January 1. Tuition for graduate and doctoral students must be paid prior to the start of the term. Any student not paid in full by the semester's payment due date will be assessed a late payment fee and the student's class schedule may be dropped. Unresolved balances may be subject to collection fees, late fees, and/or finance charges. Textbooks and supplies are sold separately.

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

### Payment in Full

- a. Students may make payments online at [my.snhu.edu](http://my.snhu.edu)
- b. Students may make payments through One Stop in person (cash, check, money order, debit/credit cards and wires accepted)
- c. Students may make payments through the mail by sending payments to;
- d. Southern New Hampshire University
- e. Client 800100
- f. PO Box 55008
- g. Boston, MA 02205-5008
- h.

### Enrollment in Payment Plan:

- Students may enroll in a payment plan through Tuition Management Services (TMS). Participation is defined as TMS having received the enrollment fee before the semester's payment due date.

### Payment Plan

The university has partnered with Tuition Management Services (TMS) to offer a payment plan option to full-time day students. TMS is an independent payment plan company that is authorized by Southern New Hampshire University to make payment contracts and accept/process payments on the university's behalf. There is an enrollment fee to open a contract (see tuition and fee schedule). Please contact TMS directly to open a contract at 800.722.4867 or [www.afford.com](http://www.afford.com). Students will be responsible for making any necessary adjustments to the payment contract in order to settle the account in full with SNHU. Any account balance not contracted with TMS is due and payable immediately to SNHU.

### Credit Policy

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

### Finance Charges

Tuition payment is due in full before the official start date of the term. Any outstanding balance as of the term's official start date will be subject to a finance charge of 18% annual rate, assessed monthly at 1.5%

### Other Information

- All students with unresolved balances as of the term start must contact the Credit Department for resolution. The Credit Department can be reached at:

- Email: Credit@SNHU.edu
- Phone: (888) 867-7376
- Fax: (603) 668-0259
- Transcripts, diplomas, enrollment verifications, along with registration for future classes will be withheld if the student owes any type of balance.
- Students with unresolved balances will be placed on financial hold; finance charges and late fees will be assessed at the discretion of the university.
- All student accounts sent to a third-party collection agency will be subject to an additional collection fee of up to 40% of the outstanding balance, legal fees and the account will be reported to the credit bureaus.
- All former collection accounts and bankruptcies must pay up front for any future classes.
- The Credit Policy is at the discretion of the Credit Department and subject to change without notice.
- Students acknowledge and authorize SNHU and/or its agents, including attorneys and /or collection agencies to allow contact via cellular telephone and/or all forms of electronic technology, unless such party is notified in writing to cease such communication.

## Industry Sponsors

The university cooperates with many company tuition sponsorships and reimbursement plans. Students attending under these plans should give their center office or One Stop the necessary authorization and inform the office how the tuition payment will be handled.

## Active Duty Military

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

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

## Third Party Direct Billing

Students may authorize direct billing from the university to a third party. Students must first submit a voucher/letter or military tuition assistance form to One Stop or appropriate center. The voucher must include beginning and end dates of the academic term, courses covered, books, and other fees covered (if any) and maximum dollar value. Paperwork is due before the term start date. The third party will be billed at the beginning of the term covered by the voucher. Payment is due within 30 days of the billing. Finance charges are waived upon confirmation of the approved authorization, for only those students 100% covered by his/her sponsor. Student reimbursement based upon satisfactory completion of the course and grades are not subject to third party billing.

## EdLink (formerly known as CAEL)

EdLink has partnered with Southern New Hampshire University to offer tuition discounts to eligible students. Employees of an EdLink partner company will receive a 10% tuition discount off the regular Southern New Hampshire University tuition on courses approved by your employer's tuition assistance policy.

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

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

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

Please note: Students who register for courses without evidence of EdLink authorization are not guaranteed a discount.

## **Printing on Campus (PenmenPrint)**

Students who use on campus printing are provided with an allotment for printing. This service is called PenmenPrint. All active student accounts will receive two printing allotments a year of \$50 each, which will be distributed on January 1st and July 1st of each year. PenmenPrint accounts will stay active the same length of time that a student's email remains active.

## **Refund Policy**

Students who withdraw from the university may be eligible to receive a refund according to the policy listed below that applies to their situations. This policy is also applicable to part-time undergraduate day school students.

Student accounts will be adjusted within 30 days of the notification of withdrawal.

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

Tuition, Room, Board (Meal Plan) 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.

Please note that the meal plan refund is based on the remaining balance the student has at the time of the withdrawal date.

Fees: No refund after the first day of class.



## Tuition and Fees

### Undergraduate Tuition and Fees

	Per Semester	Per Year
Undergraduate Day Tuition	\$15,003	\$30,006

### Housing:

<b>Residence Hall</b>			
<b>Single</b>			
- Hampton, New Castle, Tuckerman, Washington, Windsor		\$5,269	\$10,538
- Chocorua, Merrimack, Ossipee, Winnipesaukee, Winnisquam		\$5,019	\$10,038
<b>Double</b>			
- Chocorua, Merrimack, Ossipee, Winnipesaukee, Winnisquam		\$3,592	\$7,184
- Hampton, New Castle, Washington, Windsor		\$4,187	\$8,374
- Tuckerman		\$4,457	\$8,914
<b>Triple - Tuckerman</b>		\$4,457	\$8,914
<b>Double with Bath - Tuckerman</b>		\$5,070	\$10,140
<b>Quad Double with Bath - Tuckerman</b>		\$5,070	\$10,140
<b>Apartments</b>			
<b>Westside (4 or 6 person) - Greeley, Kearsarge, Spaulding, Whittier</b>		\$4,259	\$8,518
<b>Eastside (singles) - Conway, Lincoln</b>		\$5,269	\$10,538
<b>Townhouses (4 person) - Attitash, Cranmore, Hillsboro, Rockingham, Sunapee</b>		\$4,259	\$8,518

<b>Fees:</b>	One Time	Per Semester
Student Activities Fee		\$165
Application Fee	\$40	
New Student Orientation - Fall start	\$170	
New Student Orientation - Spring start	\$50	
Study Abroad Administrative Fee	\$320	

### English as a Second Language (ESL) Tuition and Fees

	Per 7 week Term
ESL Tuition	\$3,117
Transitional Bridge Program Tuition	\$3,117

<b>Room and Board:</b> (All ESL students must live in university housing for at least two terms.)	<b>Per 7 week Term</b>	<b>Per Semester</b>
Room & Board: Fall and Spring	\$2,942	\$5,884
Room & Board: Summer	\$2,080.50	\$4,161

<b>Program Fees:</b>	<b>One Time</b>	<b>Per 7 week Term</b>	<b>Per Semester</b>
New ESL Student Orientation	\$50		
ESL Program and Activity Fee		\$98	\$196

**Graduate Programs Tuition and Fees**

<b>Master's Programs</b>	<b>Per 3 Credit Course</b>	<b>Per Credit Hour</b>
On Campus Degrees/Certificates	\$1,881	\$627
Active Duty Military	\$1,410	\$470

<b>Doctoral Programs</b>	<b>Per Credit</b>	<b>Per Term</b>	<b>One Time</b>
Ph.D. in International Business (Full-time and Part-time) 800-level course	\$1,570	\$4,711	
SCED Teach Out	\$979		
Dissertation Colloquium			\$2,352

<b>English as a Second Language (ESL) Tuition and Fees</b>	<b>Per 10 week Term</b>
Graduate Language Studies Tuition	\$1,881
<b>ILE Tuition and Fees</b>	<b>Per 11 week Term</b>
MS - TEFL	\$1,881

<b>PCMH</b>	<b>Per Credit Hour</b>
PCMH	\$526
Vermont FBGE (M.ED & CAGS)	\$392
Vermont FBGE (PDOC)	\$109

<b>Ed.D. in Educational Leadership</b>	<b>Per Year</b>	<b>Summer</b>
Year 1 Tuition	\$16,000	
Year 2 Tuition	\$16,000	

Year 3 Tuition	\$16,000	
Dissertation Colloquium Fee (beyond year 3)	\$2,163	
Year 1 Intensive Fees		\$1,600
Year 2 Intensive Fees		\$1,600
Year 3 Intensive Fees		\$1,600

<b>M.F.A in Creative Writing</b>	<b>Summer</b>	<b>Per Term</b>	<b>Winter</b>
Summer Residency	\$1,150		
Writing Intensive Sessions		\$7,316	
Winter Residency			\$1,150

<b>SOE Special Programs</b>	<b>Per 3 Credit Course</b>
SOE Special Programs	\$675

<b>SHRM (Society for Human Resource Management) - On Campus</b>	<b>Per Certificate</b>
Certification - Member	\$1,200
Certification - Non Member	\$1,265

<b>SHRM (Society for Human Resource Management) - Online</b>	<b>Per Certificate</b>
Certification - Member	\$1,125
Certification - Non Member	\$1,190

<b>Program Fees:</b>	<b>One Time</b>	<b>Annual</b>
Application Fee (PhD, PCMH, FBGE)	\$40	
ILE Orientation Fee	\$50	
PhD Dissertation Fee	\$412	
PCMH Orientation Fee	\$526	
International Support & Activity Fee (Manchester Grad - first term only)	\$650	
Activity Fee - Domestic (Full-time Manchester campus - first term only)	\$300	
Activity & Program Fee (Per ILE Term)		\$98
Library & Technology Fee (PCMH)		\$250

**Other Fees**

<b>Dining Plans:</b>	<b>Per Semester</b>	<b>Per Year</b>
Plan 1 (premium plan) Dorm Premium	\$2,049	\$4,098
Plan 2 (default plan for freshmen & new residents) Dorm standard	\$1,697	\$3,394
Plan 3 (not available to freshmen or new residents) Dorm(Returning Student)	\$1,214	\$2,428
Plan 4 (available only to apartment & townhouse residents)	\$1,046	\$2,092

Plan 5 (available only to apartment & townhouse residents)	\$773	\$1,546
Plan 6 (default plan for all commuter freshmen & transfers)		\$100

<b>Health Fees:</b>	<b>Per Term</b>	<b>Annual</b>	<b>Per Semester</b>
Health Services Fee - Domestic Residential			\$25
Health Services Fee - International	\$10		
Health Insurance - Domestic Fall Start (12 months of coverage - payable with first semester charges)		\$1,220	
Health Insurance - Domestic Spring Start (payable with first semester charges)	\$876		
Health Insurance - International (12 months of coverage) *Rate is subject to change		\$1,308	

<b>Parking Permit Fees: (Manchester campus)</b> *Other charges may apply	<b>Weekly</b>	<b>Annual</b>
Parking Permit Fee - Resident without Annual Permit	\$10	
Parking Permit Fee - Resident freshmen		\$200
Parking Permit Fee - Resident non-freshmen		\$100
Parking Permit Fee - Commuter Students		\$50
Parking Permit Fee - Special Programs		\$10

<b>Conditional Fees:</b>	<b>Per Occurrence</b>
Graduation Fee	\$150
Late Payment Fee	\$150
Bounced Check & Credit Card Decline	\$35
Transcript Fee (Paper)	\$7
Transcript Fee (Electronic)	\$5
Rush Processing Fee - Transcript/Diploma	\$20
Express Shipping - Transcript/Diploma (Domestic)	\$20
Express Shipping - Transcript/Diploma (International)	\$50
Apostille - Notarized/Certified Transcript, State of NH	\$17
Apostille - Notarized/Certified Diploma, State of NH	\$40
Duplicate Diploma Fee	\$30
SNHU OneCard Replacement	\$25
Student ID Replacement	\$25

<b>Payment Plan Fees:</b>	<b>Annual</b>	<b>Semester</b>	<b>Per Term</b>
TMS Payment Plan Enrollment Fee (Undergraduate)	\$120	\$65	

TMS Payment Plan Enrollment Fee (Graduate)	\$55	\$40
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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.

Undergraduate Day Credit Overload costs per credit will vary. Please contact your Academic Advisor for assistance.

All Southern New Hampshire University tuition and fees are subject to change at any time.

## Culinary Fees

Culinary students must purchase a uniform and set of knives. Participation in culinary competitions may incur additional costs.

## Withdrawal and Proration of Fees

Students who withdraw from the university (see [Withdrawal from SNHU](#)) may be eligible to receive a refund according to the policy listed below that applies to their situations. This policy is also applicable to part-time undergraduate day school students. Note policy on refunds for UC Summer Terms below.

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

Students who withdraw before they have attended 60 percent of any particular academic term may need to have a portion of the federal financial aid canceled. These funds, if already disbursed would then be returned to the U.S. Department of Education. The percentage of federal financial aid "earned" is based on the amount of time a student attends in that term and is calculated using the Federal Return to Title IV funds formula provided by the U.S. Department of Education. If the student has taken a credit refund from financial aid funds and then withdraws, these funds may need to be paid back to federal aid sources, or Southern New Hampshire University depending on the circumstances. If a student withdraws after they have attended 60 percent of an academic term, they have earned 100 percent of the aid awarded for that term and there is no cancellation of aid.

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

Student accounts will be adjusted within 30 days of the notification of withdrawal.

Tuition, fees, room and board are 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.

Dining Plan 1 and Dining Plan 2 balances are refundable at 40% of remaining balance less \$400. This means the balance of dollars over \$400 is refundable at 40% at the end of the school year except for students transferring, graduating, or withdrawing at the end of the first semester. All remaining balances will be forfeited as of May 31. Refund requests must be received in writing at One Stop by May 31. Balances under \$400 are not eligible for refund.

#### **Tuition Fee & Refunds** (University College Summer Terms only)

Withdrawals from 8-week or 16-week course (all types, including face-to-face, hybrid, and online courses):

- During Week 1 (Drop period): No tuition fee charged or 100% refund if full payment is submitted
- During Week 2: 50% tuition fee charged or 50% refund if full payment is submitted
- After Week 2: 100% tuition fee charged or no refund if full payment is submitted

For the purpose of withdrawals, all term weeks start on Monday and end on Sunday 11:59pm EST. Holidays during the week do not impact the Sunday 11:59PM deadline.

## **Records and Right to Privacy**

### **Change of Student Name, Social Security Number or Date of Birth**

To request a change of name, social security number, or date of birth from the one that is currently on record at SNHU, a student must provide a clear and legible copy of any of the following documents:

- Marriage certificate
- Driver's license
- Divorce decree
- Social Security card
- Court order verifying name change
- Government-issued non-driver ID card
- Government-issued passport
- Government-issued military or national ID card

For name changes please provide former name(s), new name, date of birth, student ID number (if known), along with the required documentation.

For social security number or date of birth changes please provide name, student ID number (if known) along with the required documentation.

Please submit appropriate documentation to the Office of the Registrar in one of the following ways:

- by email to registrar@snhu.edu;
- by fax to (603) 629-4647
- by U.S. postal service to:
- Office of the University Registrar,
- SNHU, 2500 North River Road,

- Manchester, NH 03106

Change of address must be sent to [adrchg@snhu.edu](mailto:adrchg@snhu.edu).

NOTE: Students who have submitted a Petition to Graduate, and wish to have their name updated on their diploma, should indicate that in their request.

## **FERPA Student Right to Privacy**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

A student should submit to the university registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901.

SNHU Directory Information

In compliance with FERPA, Southern New Hampshire University (SNHU) does not disclose personally identifiable information contained in student education records, except as authorized by law. SNHU may disclose appropriately designated Directory Information without a student's consent, unless the student has advised SNHU to the contrary in accordance with established procedures.

SNHU has designated the following information as directory information:

- Student's name
- Address(es)
- Telephone listing(s)
- Electronic mail address
- Photograph(s)
- Fields of study (major(s), minor(s), etc.)
- Dates of attendance/Enrollment status
- Anticipated program completion date
- Class level
- Degrees, honors, and awards received
- Weight and height of members of athletic teams
- Participation in officially recognized activities and sports
- The most recent educational agency or institution attended

If you do not want SNHU to disclose directory information from your education records without your prior written consent, you must notify the University in writing (see "Authorization to Prevent or Resume Disclosure of Directory Information" form.)

The primary purpose of Directory Information is to allow the University to confirm attendance to prospective employers and other third parties, and to include this type of information from your education records in certain University publications. Examples include: a playbill, showing your role in a drama production, the annual yearbook, Dean's List, President's List, recognition lists, Commencement Ceremony Program, and sports activity sheets/team rosters, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Disclosures of directory information will be limited to specific parties for specific purposes or both.

## Request for Transcript

Except as provided by the Federal Family Education Rights and Privacy Act and in instances in which a student consents to release his or her transcript to another party, the Office of the University Registrar will not release a transcript to any person other than to the person identified by name on the transcript. Transcripts will not be furnished to students or former students whose financial obligations to the university have not been satisfied. To request an official copy, please visit the [Parchment](#) website and sign in or create an account.

## Transcripts from Other Institutions

Student transcripts from previously-attended institutions that were provided for admissions consideration become the property of SNHU and are considered official only at the time of receipt. SNHU does not provide copies of transcripts from other institutions that are part of a student's education record to the student or any other third party. In order to obtain accurate up-to-date information and assure that no protocol of the issuing institution is circumvented, a student must contact the originating school for a copy of that transcript.



## **Rights and Responsibilities**

### **Disability Access Statement**

Accommodations are available to provide individuals with documented disabilities equal access to facilities and programs at Southern New Hampshire University. For further information on access, please contact the Office of Disability Services at: Voice: 603.644.3118, TTY: 603.629.4671.

### **Nondiscrimination/Equal Opportunity**

Consistent with all federal and state laws, rules, regulations and ordinances (e.g., Title VII, Title VI, Title III, Title II, the Rehabilitation Act, the Americans with Disabilities Act, and Title IX), it is the policy of Southern New Hampshire University not to engage in discrimination or harassment against any person on the basis of race, color, national origin, citizenship, religion, marital status, age, sex, sexual orientation or disability in admission to, access to, treatment in or employment in its programs and activities. It is the policy of the University to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. The following department has been designated to handle inquiries regarding the nondiscrimination policies: Department of Human Resources, Southern New Hampshire University, 2500 North River Road, Manchester, NH 03106-1045.

### **Sexual Misconduct and Harassment**

The university, in compliance with the spirit of various federal and state laws (e.g., Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, title VII of the Civil Rights Act of 1964, and other similar state and federal statutes and regulations), adopts the policy and fosters an environment where no individual may threaten the health, safety and welfare of a member of the university community; or any person on university property; or at a university sponsored or supervised activity, through the commission of a sexual assault, engaging in sexual harassment, discrimination, battery, and/or misconduct, including acquaintance rape.

Where there is reasonable cause to believe that a member of the university community has violated regulations prohibiting sexual misconduct, disciplinary action will be pursued by the university. Disciplinary action will be taken whether the conduct occurs on or off the campus. If you are involved in a sexual assault, you will find confidential crisis intervention and counseling services through the Wellness Center. In addition, the university will make reasonable accommodations to change the living and/or academic situation on a case by case basis. If you are a victim of an assault and wish to report it and to have the matter prosecuted, the Office of Public Safety will assist you in bringing the case to the attention of the local police.

You may also submit a complaint through the university disciplinary system, in addition to or in place of, criminal prosecution or civil action. As members of the university community, we are all responsible for creating a safe environment. University students are encouraged to report to the police, public safety and a university administrator all occurrences of sexual assault. Professional staff members in the office of the dean of student affairs, residential life, student counseling, the Wellness Center, and public safety are among those who are available to assist students who are victims of sexual assault.

### **Student Academic Complaint**

If a student in University College has a complaint about an instructor or course, then the student should speak first to the instructor. If the student is not satisfied or cannot resolve the issue at that level, then he or she should speak to the Program Coordinator/Department Chair. If the student is still not satisfied, then he or she should speak to the school Dean or Program Director. If the student wishes to pursue the matter further, then he or she should speak to the Provost, who will review the matter and make a final decision.

# Student Code of Conduct

## Academic Honesty Policy

### Standards of Academic Honesty Policy

As an academic community committed to fostering an ethical and intellectual environment, University College (UC) at Southern New Hampshire University holds its students to these standards of academic honesty; University College expects that all aspects of a student's educational path are conducted with the highest degree of honesty, accountability for one's own work, and respect for the intellectual property of others. Violations of these academic standards, such as cheating and plagiarism, constitute serious offenses and will result in sanctions. This policy identifies the behaviors and sets the guidelines that members of the SNHU academic community are expected to follow. In addition, this policy describes procedures for handling allegations of misconduct, the sanctions, and the means by which a student can restore his/her academic standing.

### Purpose of Honor Code

To emphasize University College's commitment to academic integrity, it has established an Honor Code. The purpose of this Honor Code is to encourage and maintain academic integrity in University College at Southern New Hampshire University by adhering to fundamental values: honesty, trustworthiness, fairness, respect, and responsibility.

### Honor Code

As members of the SNHU UC community, we commit ourselves to act honestly, responsibly, and above all with honor and integrity in all areas of campus life. We are accountable for all that we say and express. We are responsible for the academic integrity of our work. We pledge that we will not misrepresent our work nor give or receive unauthorized aid. We commit ourselves to behave in a manner that demonstrates concern for the personal dignity, rights and freedoms of all members of the community. We are respectful of college property and the property of others. We will not tolerate a lack of respect for these values.

I accept responsibility to maintain the Honor Code at all times.

### Orientation Honesty Policy Discussion

During Orientation, the Office of Academic Affairs introduces students to the nature of academic honesty in University College. Freshman advisors give their advisees a written version of our policy and a form acknowledging that they have received information about academic honesty. Advisors collect signed acknowledgment forms, and these forms are kept in the students' official files. Transfer and international students receive their briefing on academic honesty from Advising Services within their areas. University College students continue the discussion of Academic Honesty in their SNHU Experience Courses (101, 202, 303 and 404). Also, faculty discuss academic honesty at Opening and Closure events, and new faculty are educated through their Blackboard training as well as at their Faculty Orientation Day prior to the beginning of their first semester.

These Orientation procedures are designed to reinforce the importance of academic honesty. All UC students (matriculated or non-matriculated) must adhere to our academic honesty policy, even if they do not attend Orientation or sign the acknowledgement form.

A student remains responsible for the academic honesty of work submitted in University College courses at Southern New Hampshire University even if the student has received a final grade. Ignorance of these standards will not be considered a valid excuse or defense.

## Academic Honesty Definitions

The violation of the University College standards of Academic Honesty constitutes a serious offense. Violations include, but are not limited to, the major behaviors of academic honesty, as defined below:

**Cheating:** The act of deceiving, which includes such acts as using unauthorized notes or other study aids during an examination; using unauthorized technology during an examination; improper storage of prohibited notes, course materials and study aids during an exam such that they are accessible or possible to view; looking at other students' work or allowing one's own work to be looked at during an exam or in an assignment for which collaboration is not allowed; attempting to communicate with other students to get or provide help during an exam or in an assignment for which collaboration is not allowed; obtaining or providing an examination prior to its administration; altering graded work and submitting it for regrading; allowing another person to do one's work and submitting it as one's own; doing work for another person for them to submit as their own; submitting work done in one class for credit in another without both instructors' permission; obstructing or interfering with another student's academic work; undertaking any activity intended to obtain an unfair advantage over other students.

**Plagiarism:** The use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation. Examples include: the misrepresentation of sources used in a work for which the student claims authorship; the improper use of course materials in a work for which the student claims authorship; the use of papers purchased online and turned in as one's own work submission of written work such as laboratory reports, computer programs, or papers that have been copied from the work of other students, with or without their knowledge or consent.

A student can avoid the risk of plagiarism in written work or oral presentations by clearly identifying and indicating, either in citations or in the paper or presentation itself, the source of the idea or wording that he/she did not produce. Sources must be given regardless of whether the idea, phrase or material is quoted directly, paraphrased or summarized in the student's own words.

**Misrepresentation:** The substitution of another student/individual during the taking of a quiz/examination or for the completion of a course. Submitting a duplicate assignment with the student's name changed.

**Conspiracy:** Agreeing with any other person to commit or attempt to commit academic dishonesty

**Alteration or Fabrication of Data:** The submission of data not obtained or generated by the student during the course of research. The deceitful alteration of data obtained by the student during the course of research.

**Multiple Submissions:** Multiple submissions is the use of work previously submitted at this or any other institution to fulfill academic requirements in another class. Slightly altered work that has been resubmitted is also considered to be fraudulent, although with prior permission, some professors may allow students to complete one assignment for two classes. In this case, prior permission from both instructors is absolutely necessary. Students must properly cite any use of their previously submitted work.

**Academic Misconduct:** The intentional violation of college policies by tampering with grades or taking part in obtaining or distributing any part of a test, quiz, or graded assignment. Examples include:

- Stealing, buying, downloading, or otherwise obtaining all or part of a test and/or test answers.
- Selling or giving away all or part of a test and/or test answers.
- Asking or bribing any other person to obtain a test or any information about a test.
- Misrepresenting the truth; lying to an instructor to increase a grade; and lying or misrepresenting facts when confronted with an allegation of academic dishonesty.

- Changing, altering, or being an accessory to changing and/or altering of a grade in a grade book, on a computer, on a test, on a "change of grade" form, or on other official academic records of the college that relate to grades.

**Electronic Devices:** Examples of the improper use of electronic devices (such as personal computer, tablet, cell phone, and other devices) include but are not limited to:

- Unauthorized access, modification, use, creation or destruction of data stored on electronic devices.
- Selling or giving away all or part of the information on electronic devices that will be used as graded material.
- Sharing an electronic device while leaving answers on display or in memory.

**Unauthorized Collaboration:** The sharing of quiz/exam questions or answers with another student without the instructor's permission. The copying of another student's homework without the instructor's permission. Allowing another student to copy your work. Group collaboration on individual assignments without the instructor's permission. Using a writing service or having someone else write a paper for you.

Attempts to engage in any of the conduct described above or the facilitation of any of this conduct by another individual will be treated as conduct constituting academic dishonesty for purposes of this Policy.

The preceding forms of academic dishonesty are stated in general terms. The individual schools may deem it appropriate to supplement the present statement of Policy with specific interpretations that relate its terms and provisions to the individual programs of the schools. In addition, the individual schools are responsible for implementing programs to educate faculty, staff and students in the requirements of this Policy and to answer any questions that may arise regarding specific interpretations of this Policy.

## Academic Honesty Policy Awareness

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

**Faculty:** University College faculty should familiarize themselves with the Policy on academic integrity; make clear in their syllabi the stance on academic integrity; discuss in their classes their own expectations regarding academic integrity as it applies to specific features of courses; incorporate into their course assignments and/or courses conditions that minimize the chance for violation of the Policy; make clear to students in their courses the distinction between group and individual assignments, the method of citation required, and other policies relevant to helping students maintain academic integrity; be willing to clarify misperceptions or confusion, should students have questions about what constitutes academic dishonesty; and to investigate and report any violation of the Policy that comes to their attention.

**Students:** Students are expected to acquaint themselves with the University College 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 timely clarification from instructors on any aspect of a course or the Policy about which they have questions or confusion; and to encourage their peers to uphold the standards of academic honesty.

**Administrators:** Administrators should endorse the Policy actively by incorporating awareness of it in orientation meetings, promotional literature, educational programs, etc., and support faculty and students who attempt to carry out the provisions of the Policy.

## Academic Honesty and Process for Violation

### General Provisions

This policy applies to all students enrolled in University College at SNHU. This policy applies to all academic conduct in the broadest sense, including submitted drafts; final coursework; research; comprehensive examinations; and the preparation of theses or dissertations. The faculty member is responsible for initiating the procedures in this Policy. The term “faculty member” includes any individual or board with responsibility for a class, project or activity. Other University College employees, such as graduate or teaching assistants, are expected to bring any suspected cases of academic dishonesty to the attention of the responsible faculty member who will proceed in accordance with the procedures stated in this Policy.

### Process for Violation of Policy

The process including the resolution of any violation of academic honesty resides within the school in which the course in question resides, and it begins with an informational discussion between the faculty member and the student.

1. When a faculty member becomes aware of a possible violation of Academic Honesty, before imposing a penalty but no later than five business days after the faculty member becomes aware of the suspected occurrence, the instructor must notify the student in writing via email to the student’s University email address of the suspicion of academic dishonesty and allow the student an opportunity to discuss the situation with him or her. The instructor may also engage the Department Chair or equivalent or Dean’s Office of the School in which the alleged violation took place. The Dean’s Office has the discretion to elevate the matter to the Academic Conduct Board based on the complexity or seriousness of the allegations.
2. During the instructor’s discussion with the student,
  - a. If the faculty member determines that the violation was an unintentional mistake rather than a purposeful act of dishonesty, then the instructor may use the occasion to help educate the student about standards of academic honesty. For example, the faculty member might require the student to correct the original assignment or submit a substitute assignment. The faculty member may, however, decide to penalize a student by assigning a lower or failing grade for the assignment, assigning a failing grade for the course, etc. In either case, the issue must be discussed with the appropriate Department Chair or equivalent and Associate Dean and reported through a SNHU Care form. Submitting this form serves as a record in the student’s file and provides University College a means for tracking any repeat offenses.
  - b. The faculty member must also inform the student of his/her right to appeal the decision; students wishing to appeal should contact the Dean’s Office in which the course resides. If the student does not appeal the charge within five business days, the faculty member’s decision is deemed final.
3. The Dean’s Office of the School in which the course resides records the violation of Academic Honesty and notifies the student of the charge via email to the student’s university email account. The notification should explain that the SNHU Care form has been submitted. The email provides the student with the Academic Honesty Policy and serves as a reminder of the student’s right to appeal within five business days.
4. If the student initiates an appeal with the Dean’s Office in which the course resides, the Dean’s Office will review the appeal within ten business days. An Appeal must demonstrate one or more of the following bases for appeal and explain in detail the support for each basis: 1) New Information is now available that was not available at the time of the violation. This information may have been sufficient to alter the original decision. This new evidence will be considered only if it is clear that the evidence could not have been known at the time of the original violation. 2) A procedural error occurred on the faculty member’s part and was not addressed in accordance with procedures prescribed by the disciplinary process. This procedural error impaired a student’s right to a fair opportunity to be heard. 3) The severity of the sanction is not appropriate for the violation(s) committed, given the past disciplinary history of the student.
5. The Dean’s Office may uphold the original decision, modify the outcome, or overturn the decision entirely. Once the Dean’s Office has made a decision, that is considered final, and the student will not be

able to appeal again. [Note: students may bring concerns to the Provost's Office or other administration units; however this is not part of the formal appeal process.]

6. If the SNHU Care team finds that the student has violated the UC Academic Honesty policy multiple times or if a violation is particularly egregious, the Director of Community Standards will convene an Academic Conduct Board to review the reports of academic dishonesty and make a determination of whether this behavior has risen to the level of a behavioral violation. If a pattern is identified, the board may sanction the student by making a change to the student's disciplinary standing. This university response represents a progression in which punitive measures increase as the severity or frequency of a behavior increases. A student's disciplinary standing may range from warning to dismissal:
  - **Disciplinary Warning** – A warning consists of notification that the student has violated the University College community standards and advises that further violation will result in a more severe sanction.
  - **Disciplinary Reprimand** – At this increased discipline standing, students understand a formal reprimand is the first level of disciplinary sanction beyond a warning.
  - **University Probation** – This sanction is the most serious warning for violation of university regulations prior to suspensions and places limits on the student's good standing within University College.
  - **University Suspension** – Suspension means that the student is dismissed from the university for a given period of time with an opportunity for readmission. If suspended from the university, the student will be persona non grata on all university facilities and online environments, including all university functions, for the period of his/her suspension.
  - **University Dismissal** – If a student is dismissed from the university he or she is permanently barred from the university without the opportunity for readmission. If dismissed from the university, the student will be persona non grata on all university facilities, online environments as well as from all university functions.

UC students are considered removed from good standing at the level of University Probation. It should be noted that all violations are cumulative and that a student's discipline standing rarely goes backwards in severity. A student's prior disciplinary history (both academic and behavioral) and the length of time between violations are taken into consideration when selecting appropriate sanctions.

A student's new disciplinary standing is active for a length of time (a semester, year or more) depending on the nature of the incident.

## The Academic Conduct Board

The Academic Conduct Board (the "Board") will be involved only if a student is found to be a repeat offender (i.e. there is a pattern of academic honesty violations) or if a student's one offense is particularly egregious. The Board comprises three disinterested voting members:

1. Asst VP of Academic Operations
2. A student affairs staff representative (2 year appointment selected by the Dean of Students)
3. A faculty representative (2 year appointment selected by the VPAA)
4. The Dean of Student Success – non-voting member

The Dean of Student Success records the proceedings and maintains a confidential record.

- The Board will review the documentation of academic dishonesty and decide based upon a preponderance of evidence if the behavior constitutes a pattern of misconduct or is particularly egregious.
- The student is invited to attend the hearing to provide an explanation or response to the collective acts of academic dishonesty. If the student does not attend, the Board will make a decision in his/her absence.
- If the Board finds a pattern of misconduct or if the offense warrants further action, the Board will make changes to a student's disciplinary standing and impose sanctions where appropriate.

- If the Board does not find a pattern of misconduct, or if the one offense does not warrant further action, the student will not face any additional university action than has already been imposed by individual faculty member in each case.

## Copyright Guidelines

The following is a guide prepared by the Shapiro Library for the use of published material in support of SNHU courses through a learning management system. This is intended for educational purposes only and does not constitute legal advice or SNHU policy. SNHU employees are responsible for adhering to U.S. copyright law and applicable SNHU policies.

Some material is not protected by U.S copyright law. Material that is in the Public Domain can be posted without copyright clearance or further Fair Use analysis. This applies mostly to older material (in general 1923 or older) that was published in the U.S. A convenient tool to use when trying to determine if something is in the Public Domain is the Copyright Digital Slider at <http://librarycopyright.net/resources/digitalslider/>. Additionally, government documents created by an officer or employee of the U.S. Government as part of that person's official duties are not protected by copyright law. Material published in an open format, such as under a Creative Commons license (<http://creativecommons.org/licenses/>), may also be used in accordance with the license.

Providing students with links to material available on the Internet or in library databases is not the creation of a copy and may be done unless there are specific licensing agreements in place prohibiting linking (Harvard Business Review articles are a notable instance in which licensing prohibits linking). Linking to illegally created material that infringes on copyrights can, however, be considered contributory copyright infringement and should be avoided.

Fair Use allows for the copying of copyrighted material in certain circumstances based on the balancing of several factors:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

Under Fair Use it is generally permissible to post:

- One chapter from a book with more than 10 chapters, or 10% of a book with fewer than 10 chapters;
- One article from an issue of a periodical or newspaper;
- A short story or short essay (less than 2,500 words) or short poem (less than 250 words);
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

If you wish to use a portion of a copyrighted work in excess of the limitations listed above, you may do so under Fair Use; provided, there is not a reasonable method for obtaining copyright clearance AND the amount duplicated does not constitute a replacement for purchasing the original work. Otherwise, copyright clearance is required.

## Making Copies

- When using an excerpt the portion of the material used should not be “the heart of the work.”
- Access to the material must be limited to students enrolled in the course and must not persist beyond the end of the course.
- Students must be reminded of the limitations of the U.S. Copyright Law and must be expressly told that policy prohibits re-distribution of copied material.
- Copied material “must fill a demonstrated, legitimate purpose in the course curriculum” and be narrowly tailored to accomplish it.
- The duplication of works that are consumed in the classroom, such as standardized tests, exercises, and workbooks, normally requires copyright clearance.
- It is permissible to use the same materials from semester to semester without seeking copyright clearance.
- Materials purchased on an individual basis, such as case studies, cannot be posted without copyright clearance.
- Material borrowed through interlibrary loan cannot be posted without copyright clearance.

Clearance can be obtained through vendors such as the [Copyright Clearance Center](#).

If you have questions regarding the copyright status of a particular work, please contact your [library liaison](#).

For more information on Copyright, please visit the library’s [copyright guide](#).

## Copyright Policy

SNHU requires all members of the University community to comply with all state and federal laws including copyright laws. The students, faculty and staff at SNHU have access to the fundamentals of copyright law and SNHU’s guidelines for educational use of copyright materials at [SNHU policies and resources concerning U.S. Copyright Law](#) and the [U.S. Copyright Office’s Home Page](#).

Allegations of copyright infringement by SNHU users that comply with the Digital Millennium Copyright Act, Title II, Section 512 (c) (3) (“DCMA”) will be investigated. The University’s designated DCMA agent will notify the Provost and Vice President of Academic Affairs of all valid notification of claimed copyright infringement received by SNHU for appropriate action. If SNHU determines that any users have infringed copyrights of others on a repeat basis, the offending user’s access to online services may be terminated. SNHU reserves the right to choose how to address or respond to any allegation of copyright infringement received including, without limitation, the choice of any defense under applicable law.

Notification of Claimed Infringement under the Digital Millennium Copyright Act: If any owners of copyrights believe SNHU’s users are infringing copyright protected work, they may send a notice to SNHU’s designated agent at:

Yvette Clark, Senior Vice President and General Counsel  
Southern New Hampshire University  
2500 North River Road  
Manchester, NH 03106 603.626.9100  
[y.clark@snhu.edu](mailto:y.clark@snhu.edu)

Notification of claimed infringement must contain the information required by and otherwise comply with the Digital Millennium Copyright Act, Title II, Section 512(c).



## Using SNHU's Copyright Protected Materials

As a general rule, you may print, reproduce, and use the information in, and retrieve files containing publications or images from, only those WWW documents to which SNHU expressly grants permission or license, provided: (1) the use is for non-commercial, personal, or educational purposes only, (2) you do not modify any information or image, and (3) you include any copyright notice originally provided in the materials. If a particular author places further restrictions on the material, you must honor those restrictions. In some instances, specific information contents may be copyrighted by others. By using any of this material, you assume all risks of copyright infringement and related liability.

## Using SNHU Logos, Trademarks and Licensed Graphics, and Web Templates

All standard graphics, photographs, and text of the SNHU Home Page and connected pages displaying the SNHU logos and logotype are copyrighted and trademarked by SNHU. Redistribution or commercial use are prohibited without express written permission.

## Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

## Disciplinary Dismissal

If a student is dismissed from SNHU for disciplinary reasons, he/she is permanently dismissed from the university without opportunity for readmission and the student will not be allowed on campus at any time.

## Disciplinary Suspension

Southern New Hampshire University reserves the right to suspend any student for disciplinary reasons. Suspension means that the student is dismissed from Southern New Hampshire University for a given period, with an opportunity for readmission. This sanction may only be imposed by the Dean of Students or designee after a hearing. If suspended from the university, the student will be persona non grata on all university facilities and from all university functions for the period of his/her suspension. This information will be used in evaluating re-admission.

## File Sharing

### Introduction

H.R 4137, the Higher Education Opportunity Act (HEOA), is a reauthorization of the Higher Education Act. It includes provisions that are designed to reduce the illegal uploading and downloading of copyrighted works through peer-to-peer (P2P) file sharing. These provisions include requirements that:

- Institutions make an annual disclosure informing students that the illegal distribution of copyrighted materials may subject them to criminal and civil penalties and details the steps institutions will take to detect and punish illegal distribution of copyrighted materials.
- Institutions certify to the Secretary of Education that they have developed written plans to “effectively combat” the unauthorized distribution of copyrighted material.
- Institutions, “to the extent practicable,” offer alternatives to illegal file sharing.
- Institutions identify procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials.

## **Annual Disclosure**

Consistent with our educational principles, we view education as the most important element in combating illegal sharing of copyrighted materials at SNHU. We use a wide variety of methods to inform our community about the law and SNHU’s response to copyright infringement claims:

1. In order to use University computing resources, all members of the SNHU community endorse a Network Acceptable Use Policy that includes a section on copyright compliance and a File Sharing Policy that specifically addresses the University’s position on copyright laws and file sharing.
2. Posters are periodically mounted in student computer labs and elsewhere to discourage illegal file sharing.
3. Every fall we send an email to all students regarding illegal distribution of copyrighted materials.
4. SNHU’s Computing Resources staff periodically brief members of the Student Senate about copyright, illegal file sharing, and related issues.
5. SNHU’s policies and procedures concerning the Digital Millennium Copyright Act and our response to infringement claims are published on the University web site.
6. Each year, the Office of Student Affairs sends out a memo to all students on copyright laws and campus policies related to violating copyright laws.

## **Plans to "Effectively Combat" the Unauthorized Distribution of Copyrighted Material**

Southern New Hampshire University employs multiple technology-based deterrents to combat the unauthorized distribution of copyrighted materials. SNHU’s Packeteer enables bandwidth-shaping technology to both block network access to known sites/services employed in the unauthorized distribution of copyrighted materials as well as restricting the available bandwidth to P2P applications. SNHU also utilizes an Intrusion Detection & Prevention (IDP) system to block a defined list of P2P file sharing services. SNHU responds promptly to legitimate notices or letters of illegal copyright infringement based on the requirements of the Digital Millennium Copyright Act and sent to our DMCA agent address.

## **Alternatives to Illegal File Sharing**

There are many legal sources for copyrighted material such as music and movies. They have a wide range of business models; some are free and some charge a nominal fee. The Motion Picture Association of America maintains an up-to-date and comprehensive list of legal sources. In addition, Educause maintains a comprehensive list of Legal Downloading Resources. Members of the SNHU community are encouraged to take advantage of these legitimate sources of digital content.

## Reviewing Effectiveness

Beginning in 2011-2012 and periodically thereafter, SNHU will survey community members to assess the extent to which our anti-piracy messages are reaching them. We will analyze the impact of our technical efforts to combat illegal file sharing, and other aspects of our plan to combat the unauthorized distribution of copyrighted materials.

## Network Acceptable Use

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

## Online Course Etiquette

All students are expected to adhere to strict course etiquette policies when working in the online environment. Due to the open nature of the discussion forums, students are expected to post professional, relevant responses that are suitable to an academic environment. Since any number of sensitive topics may be discussed, students must maintain an open mind while reading their peers' postings. Students are required to be mindful of and respectful toward the person receiving any communication. Any comments deemed disruptive to the learning environment may be permanently deleted and may result in disciplinary action (minor or major).

## Online Services

Students can search for classes, register online, print course schedules, view mid-term and final grades, submit address or phone number changes, drop or add classes and much more with my.SNHU. Students gain access to my.SNHU by visiting [my.snhu.edu](http://my.snhu.edu), and using their assigned login ID and password. Complete instructions are available online for all students.

## Personal Computer Software

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

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

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

## **Academic Program Policies-Degree in Three**

### **Minimum Grade in School of Business Courses**

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

### **22 Credit Maximum for Students Enrolled in Business Three Year Programs**

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

## **Academic Program Policies-Sport Management**

### **Academic Requirements**

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

Students in the BS in Sport Management must in addition:

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

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

## **Miscellaneous**

### **Class Cancellations**

Class cancellations will be announced in person at the classroom by either a faculty or staff member of the university or posted on official forms issued by the school's dean's office. When in doubt as to whether a class has been cancelled, students should check with the school administrative staff. Unofficial cancellation notices attached to doors or information posted on blackboards should be disregarded.

### **Class Cancellations due to Weather/Emergency**

SNHU Alerts is an optional emergency alert text messaging service for students, faculty and staff. SNHU Alerts is just one method the university will use to communicate emergency information. We will continue to use a variety of methods as appropriate, including e-mail, telephone and the web.

SNHU uses this notification system to send alerts about:

- Crisis situations affecting the SNHU community
- Closings, cancellations, or delays of office hours or classes

To register for SNHU Alerts, please go to [www.snhu.edu/126.asp](http://www.snhu.edu/126.asp).

## Definition of Terms

### Program Offering

A program offering is any credit or non-credit course of study offered at SNHU by any of its divisions. Examples of program offerings include a concentration, certificate, minor, undergraduate program and graduate program.

### Program of Study

A program of study is a coherent, logically-sequenced learning path that progressively leads to the mastery of a predefined set of program outcomes. A program of study is a general term used to describe awarded credentials including an undergraduate or graduate level degree or certificate.

### Degree Program

A degree program is any program of study that results in the awarding of a formal, post-secondary degree. It is generally defined as the combination of the degree type (associate, bachelors, master's, or doctorate) and the major/discipline of study (accounting, business administration, history, etc.).

**Associate's Degree.** A degree granted for the successful completion of a pre-baccalaureate program of study equivalent to two years of full-time study. An associate's degree includes the equivalent of a minimum of 60 credit hours drawn from general education courses, electives and courses required for a specific major. At least 15 credit hours must be institutional credits completed at SNHU.

**Bachelor's Degree.** A degree granted for the successful completion of a baccalaureate program of study equivalent to four years of full-time study. A bachelor's degree includes the equivalent of a minimum of 120 credit hours drawn from general education course requirements, major course requirements and elective courses. At least 30 credit hours must be institutional credits completed at SNHU.

**Master's Degree.** A degree awarded for successful completion of a post-baccalaureate program of study. A master's degree includes the equivalent of a minimum of 30 credit hours, with most requiring 36 or more credit hours. All coursework must be at the post-baccalaureate level. At least 30 credit hours must be institutional credits completed at SNHU.

**Doctorate Degree.** A degree awarded for successful completion of a program of advanced study and scholarly work equivalent to at least 3-years of full time study beyond the master's degree level. A doctoral degree includes at least 39 credit hours (but may require substantially more) and commonly requires a dissertation, comprehensive exam(s), or a comparable exit option. Required credit hours vary according to discipline and the speed at which the student candidate is able to complete the work.

**Undergraduate Certificate.** A formal award that requires completion of an organized program of study to include the equivalent of at least 12 credit hours certifying the satisfactory completion of a postsecondary education program. Undergraduate certificates are comprised of discipline-specific (or interdisciplinary) coursework. At least 12 credit hours must be institutional credits completed at SNHU.

**Graduate Certificate.** A formal award signifying the completion of an organized program of study to include the equivalent of at least 12 credit hours beyond the bachelor's degree, but not meeting the requirements of a master's degree. All graduate certificate coursework must be at the post-baccalaureate level. At least 12 credit hours must be institutional credits completed at SNHU.

Successful completion of a competency-based program of study fulfills graduation requirements.

## Grade Point Average (GPA) Requirements

A grade point average (GPA) is a measure of scholastic achievement, calculated by dividing the number of quality points earned by the number of credits attempted. A detailed description of how SNHU calculates GPA is included in the current catalog. To meet program of study completion requirements, students must meet certain GPA requirements:\*

- Associate's degree requires a cumulative GPA of at least 2.0.
- Bachelor's degree requires a cumulative GPA of at least 2.0; but certain bachelor's degree programs require a higher GPA.
- Master's degree requires a cumulative GPA of at least 3.0.
- Doctoral degree requires a cumulative GPA of at least 3.0.
- Majors may have GPA or minimum grade requirements.\*\*
- Minors may have GPA or minimum grade requirements.\*\*
- Certificates, Undergraduate require a minimum of 2.0 GPA.
- Certificates, Graduate require a minimum of 3.0 GPA.

\*The successful completion of competency-based programs of study fulfills GPA requirements.

\*\*See the current academic catalog for GPA and minimum grade requirements for majors and minors, if any.

## General Education Requirements

General education requirements strive to provide undergraduate students with an educational foundation of knowledge, skills and cultural awareness.

Students pursuing an associate's degree must complete the equivalent of a minimum of 18 credit hours of general education coursework to include one composition course, one science or mathematics course, and one social and behavioral science course.

Students pursuing a bachelor's degree must complete the equivalent of a minimum of 45 credit hours of general education.

## **Major**

A major is the disciplinary (or interdisciplinary) area of emphasis for an undergraduate degree program that includes coursework focused on a specific professional or academic area. The total number of credit hours required by a baccalaureate major is at least 42 credits (including school core) with most majors requiring more. Students pursuing a bachelor's degree must complete at least 12 credit hours of institutional credit at SNHU within the major that are in addition to school core courses within the major. Students pursuing an associate's degree must complete at least 9 credit hours of institutional credits at SNHU within the major.

No major courses may be used to meet general education requirements.

## **Minor**

A minor is an optional secondary area of emphasis for an undergraduate degree program intended to enhance or broaden students' knowledge, skills, and abilities outside of general education and the major area of study.

A minor consists of at least 15 credit hours with at least 9 credit hours of coursework outside of the major coursework. At least 9 credit hours must be institutional credits completed at SNHU.

At least 9 credits in the minor must be unique to that minor. This means that no more than two courses may be used to meet other requirements in general education, a major or another minor.

## **School Core**

The School of Business and the School of Arts and Sciences have core requirements as part of their programs. The School of Business Core is comprised of 10 courses designed to meet program accreditation standards. The School of Arts and Sciences Required Courses are three courses from arts and sciences disciplines that complement each major.

## **Specialization**

Used interchangeably with concentration or track. This term is being phased out in favor of the term concentration.

## **Concentration**

A concentration is a sequence of inter-related coursework that a student chooses to pursue within a major or discipline. A concentration generally replaces elective coursework in the major or discipline, allowing students to focus their studies on an area of interest. A concentration is not an official credential, nor is it noted on the diploma. It is, however, acknowledged on student transcripts. A concentration is typically an optional component within a program of study.

A concentration consists of at least 9 credit hours. Courses used to fulfill a concentration may not be used to fulfill another concentration

## **Capstone**

A capstone is a culminating experience in which students apply the knowledge, skills and abilities of their degree program to a project or similar demonstration of competency. A capstone generally does not introduce



new content for students to learn, but rather asks them to demonstrate that they can integrate their learning into a cohesive body of work.

## Elective Courses

An elective is a course that students choose from among various optional courses in a curriculum. Two types of electives exist. One is electives within a specific subject area, which fulfill the requirements of a major or program of study. The second type of electives is free electives, used to complete the number of credits required for a degree (commonly 60 for an associate's, and 120 for a bachelor's). Students may choose any courses they wish to broaden their educational experience while completing their degree requirements.

## Foundation Courses, Graduate

Students who are admitted to certain master's degree programs may be required to complete foundational coursework as a prerequisite to advanced coursework.

## Course Numbering

001-099	Developmental coursework; does not count toward total hours needed for degree completion.
100-299	Lower division coursework; introductory level.
300-499	Upper division course work.
500-799	Graduate level course work.
800-999	Doctorate level course work.

## Institutional Credit Requirement

Associate degree-seeking students must complete a minimum of 15 institutional credit hours with SNHU. Bachelor's and graduate degree-seeking students must complete 30 institutional credit hours from SNHU. Institutional credit requirements cannot be fulfilled by, developmental courses. *Note: **ENG 099** (formerly **ENG 101**) and/or **MAT 050** are developmental courses which do not count towards graduation or institutional requirements.* Bachelor's degree candidates must complete a minimum of 12 institutional credit hours within the major beyond required school core courses. Associate degree candidates must complete a minimum of 9 institutional credit hours within the major. For a minor, an optional bachelor's degree component, students must complete a minimum of 9 credit hours of institutional credit, and for a certificate students must complete a minimum of 12 credits. Approved international study and consortium courses are considered to be institutional credit.

Students may use the same institutional credit to fulfill requirements for their first certificate and degree of the same level. For additional certificates, students must complete a minimum of 12 additional institutional credits. For additional associate degrees, students must complete a minimum of 15 additional institutional credits. For additional bachelor degrees, students must complete a minimum of 30 additional institutional credits. For additional graduate degrees, students must complete a minimum of 21 additional institutional credits.

## **Last Hours of Institutional Credit**

Students are required to complete their last credit hours at SNHU; for students working toward their bachelor's degree that requirement is the last 24 credit hours and for students working toward their associate degree that requirement is the last 15 credit hours. Occasionally students have a legitimate reason to request that a course or CLEP exam be transferred in during their last credit hours. Students must submit both the "Request to Take Courses at Another Institution" as well as the "Petition to Amend" forms during their last credit hour requirement as defined above. The request will be approved as long as the student completes the external credit prior to the last 12 credit hours for a bachelor's degree program and 9 credit hours for an associate degree program. Forms submitted during or after these credit hours will be denied. This policy will not exempt students from completing the total institutional credits as in the first paragraph.

NOTE: Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty service members and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty service members and their family members. Academic residency can be completed at any time while active-duty service members and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.

## **Seminar**

A seminar is a course offered to a small group of students engaged in intensive study.

## **Internship**

An internship is a course of supervised practical training, frequently in an off-campus workplace, where the student is guided in his or her learning by a site supervisor and a faculty sponsor. Internships may be paid or unpaid, depending on the specific location and duties involved.

## **Double Undergraduate Degrees**

A student with a SNHU undergraduate degree seeking to earn an additional degree of the same level must complete additional institutional credits and complete all other requirements of the new degree. Students seeking another associate degree must complete at least 15 additional institutional credit hours. Students seeking another bachelor's degree must complete at least 30 additional institutional credits. No more than 2 courses in the new major may overlap with the major(s) of the previous degree(s). Double degrees may be pursued concurrently; however, the courses satisfying institutional credit requirements cannot be shared between the two degrees.

## **Second Major**

A student may elect to earn a second major by completing both the degree requirements associated with a primary major and the requirements of a second major excluding associated school core courses. No more than 2 courses in the secondary major may overlap with the primary major. The student's diploma lists the primary major; the transcript reflects both majors.

## **Second Minor**

A student may elect to earn a second minor by completing both the program requirements associated with a primary minor and the requirements of a second minor. At least 9 credits in a minor must be unique to the minor. This means that no more than two courses may be used to meet other requirements in general education, a major, or another minor.

## Second Concentration

As a general policy, students may not earn multiple concentrations as part of a single degree. Multiple concentrations are allowed at the undergraduate level in the following programs only: creative writing (COCE students only), environmental science, history, IT, psychology, & business administration. Courses used in one concentration may not be used to fulfill another.

Multiple concentrations are not permitted at the graduate level.

## Final Exam

If a student has three or more finals scheduled for the same day he/she may work with their respective faculty member(s) to reschedule one of the exams. Rescheduling arrangements should be made as early as possible, but no later than one week after midterm grades are submitted. The exam will be moved to a time which is agreed upon and documented on the Final Exam Conflict Form.

For documentation purposes the Final Exam Conflict Form should be completed and placed on record in the School Dean's Office where the student's major resides.

If a student is unable to reschedule with faculty members, the School Dean's Office will arrange for the rescheduling of the exam(s).

## General Education, Anti-Encroachment

Currently, Schools (or Programs) can "dictate" which course students will take in the BA/BS Core for one of the Math requirements and two (2) of the four (4) Social Science Requirements. This will continue in the new General Education Program as follows:

Schools (or Programs) can "dictate" the MAT course in the Foundation section of the General Education program and any two (2) additional courses in the Exploratory and/or the Integration sections of the Program.

This policy takes effect for the 2013-2014 academic years.

## Institutional Research Review Board Summary

Please see the [\*Institutional Research Review Board for the Protection of Human Subjects: Policies and Procedures Manual\*](#) (as Revised) for SNHU's current policies and procedures regarding protection of human subjects.

The General Policy and Review Procedures are as follows.

## Statement of Applicability and General Policies

1. Southern New Hampshire University has established the Institutional Research Review Board (IRB) for the Protection of Human Subjects to develop and implement procedures to ensure the ethical treatment of human subjects. These policies are guided by the ethical principles regarding all research involving human subjects as set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research entitled Belmont Report: Ethical Guidelines for the Protection of Human Subjects of Research (1978) in compliance with the Code of Federal Regulations, Department of Health and Human Services, Protection of human subjects: 45 CFR 46. The policies

outlined below are intended to foster a positive climate for scholarly research for the university while establishing guidelines for research involving human subjects.

2. The Southern New Hampshire University IRB was established to review, monitor and approve research projects. The IRB has the responsibility and authority to review, approve, disapprove or require changes to appropriate research activities involving human subjects. The primary purpose of the IRB is to oversee the inclusion of human subjects and the ethics of the research process. The SNHU IRB has the authority to suspend or terminate approval of research that is not being conducted in accordance with the SNHU IRB's decisions, conditions and requirements or that has been associated with unexpended serious harm to subjects.
3. This policy will apply to research, as defined in this policy, as conducted by university personnel (faculty or administrators) or students when that research involves human subjects.
4. Southern New Hampshire University acknowledges and accepts its responsibility for protecting the rights and welfare of human research subjects.
5. Southern New Hampshire University assures that before human subjects are involved in research, proper consideration will be given to:
  - The risks to subjects;
  - The anticipated benefits to the subjects and others;
  - The importance of the knowledge that may reasonably be expected to result;
  - The informed consent process to be employed;
  - The provisions to protect the privacy of subjects; and
  - The additional safeguards for vulnerable subjects.
6. Southern New Hampshire University encourages and promotes constructive communication among the institutional officials, research administrators, deans, department heads, research investigators, clinical care staff, human subjects and all other relevant parties as a means of maintaining a high level of awareness regarding the safeguarding of the rights and welfare of subjects.
7. Southern New Hampshire University will exercise appropriate administrative overview carried out at least annually to assure that its practices and procedures designed for the protection of the rights and welfare of human subjects are being effectively applied.
8. All research must be certified on an annual basis. Work that was approved in a previous year may be recertified through an expedited review process.

## **IRB Structure**

9. The IRB is comprised of the following members: the Vice President for Academic Affairs (ex officio); one External Member (appointed by the President); one faculty member with research experience from each of the schools/departments – School of Liberal Arts, School of Business, School of CED, School of Education, School of Professional and Continuing Education; one professional staff member (appointed by the President); plus a grant writer (appointed by the President). Unless a member of the IRB serves ex-officio, IRB members are appointed for three year, renewable terms. In order to ensure continuity, three of the first IRB appointees will serve one time only for a four year term.
10. IRB members must be sufficiently qualified through their research expertise and experience and sensitivity to such issues as community attitudes and issues related to vulnerable populations to safeguard the rights and welfare of human subjects.
11. Members are expected to participate effectively and consistently in the IRB's work. Failure to do so, or failure to attend three consecutive meetings, may result in removal from the board.

12. No IRB member may participate in the initial or continuing review of any project in which the member has a conflict of interest, except to provide information requested by the IRB.
13. The committee will conduct an annual review of research to assess risks to subjects and other ethical considerations of the research process. Meetings for IRB approval of research will be called as needed.
14. The contact person for the IRB shall be the chairperson.
15. Copies of this policy and operating procedures will be available at [https://my.snhu.edu:8443/Offices/AcademicAffairs/Pages/InstitutionalReviewBoard\(IRB\).aspx](https://my.snhu.edu:8443/Offices/AcademicAffairs/Pages/InstitutionalReviewBoard(IRB).aspx).
16. No member of the IRB will be allowed to review his or her own research. In situations where a full committee is needed for review an IRB member's research, an alternate will be assigned in place of that member.

**IRB Forms:**

[IRB Application Checklist](#)

[IRB Assurance Form](#)

[IRB Change, Renewal, Termination Form](#)

[IRB Notification Review Form](#)

[IRB Status Report Form](#)

### Program Minimums and Maximum Overlap

	Minimums			Maximum Overlap/Minimum Additional											
	Overall # Courses /Credits DESIGN	Overall # Courses /Credits PRACTICE	Inst'l # Courses /Credits	w/ Gen Ed Core	w/ School Core	w/ Major	w/ Major 2	w/ Minor	w/ Minor 2	w/ Conce ntration	w/ Conce ntration 2	w/ Certifi cate	w/ Certificate 2	w/second degree of same level	Notes
<b>Associate's Degree</b>	60 credits	60 credits	15 credits	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	∞	∞	15 credits + all other requirements	
<b>Bachelor's Degree</b>	120 credits	120 credits	30 credits	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	∞	∞	30 credits + all other requirements	
<b>Master's Degree</b>	10 courses/ 30 credits	10 courses/ 30 credits	10 courses/ 30 credits	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	∞	∞	min 7 courses /21 credits add'l	Because of the 30-credit institutional credit requirement, no transfer credits are allowed in 10-course (30 credit) graduate programs. In terms of minimum number of credits for an additional master's degree, students beginning their graduate programs prior to 2013 may elect to be grandfathered under the previous "matrix" requirements.
<b>Doctoral Degree</b>	39 credits	39 credits	30 credits	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	∞	∞	n/a	
<b>Certificate - UG</b>	5 courses/ 15 credits	4 courses/ 12 credits	4 courses/ 12 credits	∞	∞	∞***	∞	∞	∞	∞	∞	n/a	min 4 courses /12 credits add'l	n/a	Regardless of the number of courses required of the certificate, the institutional credit requirement is 4 (12 credits). (The only 4-course certificates are in Justice Studies. All other certificate programs are 5+ courses.)
<b>Certificate - GR</b>	5 courses/ 15 credits	4 courses/ 12 credits	4 courses/ 12 credits	n/a	n/a	∞ *	∞ *	n/a	n/a	∞ *	n/a	n/a	min 4 courses /12 credits add'l	n/a	Sometimes one foundation course can be exempted which brings the required courses/credits down to 4/12. Regardless of the number of courses required of the certificate, the institutional credit requirement is 4 (12 credits). (The only 4-course certificates are in Justice Studies. All other certificate programs are 5+ courses.)
<b>Gen Ed - Bachelor's</b>	15 courses/ 45 credits	15 courses/ 30 credits	0	n/a	0	only where dictated	∞	∞	∞	*	*	∞	∞	∞	

<b>Gen Ed - Associate's</b>	6 courses/18 credits	6 courses/12 credits	0	n/a	n/a	only where dictated	n/a	n/a	n/a	n/a	n/a	∞	∞	∞	
<b>School Core - SAS</b>	3 courses/9 credits	3 courses/6 credits	0	0	n/a	0	∞	∞	∞	*	*	∞	∞	∞	
<b>School Core - SB</b>	10 courses/30 credits	10 courses/20 credits	0	0	n/a	0	∞	∞	∞	*	*	∞	∞	∞	NOTE: The "major" for BST consists of the core and the concentration so there is a MO2 between core/concentration and 2nd major.
<b>Major - Associate's</b>			3 courses/9 credits	only where dictated	n/a	n/a	n/a	n/a	n/a	n/a	n/a	∞***	∞	MO2	
<b>Major - Bachelor's</b>	10 courses/30 credits	10 courses/24 credits	4 courses/12 credits	only where dictated	0	n/a	Max overlap of 2 courses w/primary major	∞	∞	*	*	∞	∞	MO2	The major is supposed to be designed so that it is 30 credits beyond the Gen Ed and School Core. For business studies the major is the concentration - so they have to meet the residency requirement in the concentration.
<b>Concentration</b>	3 courses/9 credits	3 courses/6 credits	0	*	*	*	*	∞	∞	n/a	∞	∞	∞	MO2	
<b>Minors</b>	5 courses/15 credits	5 courses/13 credits	3 courses/9 credits	∞	∞	∞	∞	∞	∞	∞	∞	∞	∞	∞	
<b>Electives</b>	5 courses/15 credits	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	There are programs that are unable to follow guidelines of 5 free electives (Education, Accounting).

<b>KEY:</b>				
MO2 = Max overlap of 2 courses non-cumulative	* = Concentrations are part of the major, see major.	∞ = unlimited sharing	∞ * = unlimited sharing with any graduate degree	***Exception for the Sustainability Certificate: For students seeking both a Sustainability Certificate and a degree, at least four courses used to satisfy the requirements of the certificate must be in addition to any of the courses counted toward the student's major field of study.

**Miscellaneous Notes:**

Students cannot minor in what they are majoring/concentrating/specializing in.

Independent institutional credits must be established for each credential. For example, if a student receives an associate's degree they must have 15 institutional credits applicable to that credential. If they go on to obtain a bachelor's degree, they must take an additional 15 institutional credits (for a total of 30 institutional credits) applicable to the bachelor's degree. All graduate students must complete a minimum of 30 institutional credits at the graduate level applicable to the degree program. All minimum institutional credit requirements must be met including within the major, minor, etc.

Multiple Concentrations are not allowed at the graduate level.

Multiple concentrations are allowed at the undergraduate level in the following programs only: creative writing (COCE students only), environmental science, history, IT, psychology, business administration, and CFA BA programs.

The concentration is part of the major. Beginning with the 2013-2014 academic year, concentration courses will be combined with the major courses on the degree audit so that they will automatically be considered to meet residency requirements.

All credentials are "stand alone" (including certificates).

## **SNHU Student ID Card and OneCard**

### **SNHU ID and Penmen Cash Account**

The SNHU ID Card is the official identification card of Southern New Hampshire University. The SNHU ID Card is issued to University College students, faculty, and staff. Along with identification, the SNHU ID Card is also used for building/dorm access, laundry, printing, vending, dining services, library book check-out, discounts and more.

There is a \$25 nonrefundable fee to replace a lost or stolen SNHU ID Card. The fee will be billed to your tuition account, or you can make the payment at the One Stop, located in Exeter Hall. If your most recent SNHU ID Card is broken, you may exchange the card for a new one free of charge provided you submit your broken card at the time you request the replacement card. Submitting the broken card at a later time will not entitle you to a reversal of prior card-replacement charges.

### **SNHU OneCard through Higher One**

Southern New Hampshire University has partnered with Higher One, a financial services company focused solely on higher education, to offer faster delivery of refunds to students. Upon first time enrollment, students will be issued a SNHU OneCard directly from Higher One approximately 1-3 weeks prior to the semester start. To avoid delays in receiving money that is owed to you due to an overpayment on your account, you must activate this card. With Higher One you have the option to have a potential refund available through your SNHU OneCard or have it sent to a bank account through an ACH transfer.

If you have lost or misplaced your SNHU OneCard please contact the Campus One Stop (option 2) at 877.455.7648 or email [onestop@snhu.edu](mailto:onestop@snhu.edu) to order a replacement card. Please see tuition and fee schedule for costs. Additional information regarding the SNHU OneCard, credit balances, including the refund schedule, is made available through the student portal: [my.snhu.edu](http://my.snhu.edu) under 'My Refunds'.



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#### SNHU Maine at Naval Air Station

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Fax 207.798.5419

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#### J. Stephanie Collins

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### Undergraduate Day Office

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 800.642.4968  
 603.645.9611  
 FAX: 603.645.9693  
[admission@snhu.edu](mailto:admission@snhu.edu)

### College of Online and Continuing Education

33 South Commercial St., Suite 203  
 Manchester, NH 03101  
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[moreinfo@snhu.edu](mailto:moreinfo@snhu.edu)

### International Admission

2500 North River Road  
 Manchester, NH 03106 USA  
 603.645.9629  
 Fax: 603.645.9603  
[international@snhu.edu](mailto:international@snhu.edu)

### Military Admission

888.327.SNHU  
[military@snhu.edu](mailto:military@snhu.edu)

### Transfer Admission

603.645.9687  
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### College of Online and Continuing Education

33 South Commercial St., Suite 203  
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 A.S., Johnson & Wales University  
 M.Ed., Cambridge College  
 C.E.C., C.C.E.  
 1996

**Jay F. Kosegarten**

Assistant professor of psychology  
 B.A., Connecticut College  
 M.A., Ph.D., Long Island University  
 2011

**Lundy Lewis**

Professor of information technology  
 B.A., B.S., University of South Carolina  
 M.S., Rensselaer Polytechnic Institute  
 Ph.D., University of Georgia  
 2003

**Frederick Lord**

Associate professor of English and creative writing  
 B.S., M.B.A., New Hampshire College

**Gregory W. Fowler**

Chief Academic Officer and Vice President,  
Academic Affairs

B.A., Morehouse College

M.A., George Mason University

M.B.A., Western Governors University

Ph.D., State University of New York-Buffalo

**Stephen Giglio**

Director of Partnerships & Business Development

B.S., Boston College

**Carey Glines**

Dean, Student Success and Retention

B.A., M.Ed., University of New Hampshire

M.S., Southern New Hampshire University

**Asad Hardwick**

Project Manager

B.S., Southern New Hampshire University

**Lisa Heffernan**

Associate Vice President of Finance

B.S., Franklin Pierce University

**Jamie James**

Chief Student Experience Officer

B.A., University of New Hampshire

**Darryl Jelley**

Assistant Vice President, Millyard Creative

B.A., Notre Dame College

**Benjamin Johnson**

Associate Vice President of Student Financial Aid  
Services

B.S., University of Minnesota

M.S., Kaplan

**McCeil J. Johnson**

Chief Compliance Officer

B.A., University of Iowa

M.A., University of Iowa

J.D., University of Iowa

**Cathrael Kazin**

Chief Academic Officer, College for America

J.D., University of Pennsylvania Law School

Ph.D., Cornell University

A.B., Smith College

**Lauren Keane**

Director, Communications

B.A., The American University

M.F.A., New England College

2009

**Susan N. Losapio**

Associate professor of organizational leadership

B.S., Plymouth State College

M.S., Antioch University New England

Ph.D., Walden University

2003

**Robert MacAuslan**

Assistant professor of sociology

B.A., Plymouth State University

M.A., University of Massachusetts, Lowell

Ph.D., Washington State University

2015

**Andrew Martino**

Professor of English

Director of University Honors Program

B.A., M.A., Ph.D., SUNY Binghamton

2005

**Lowell C. Matthews**

Assistant professor of organizational leadership

B.S., University of Delaware

M.B.A., Roosevelt University

D.B.A., Argosy University

2012

**John McCannon**

Associate professor of history

B.A., Yale University

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

2011

**Kimberly Monk**

Professor of hospitality business

B.S., Florida International University

M.B.A., New Hampshire College

C.A.G.S., Plymouth State College,

Ed.D., Argosy University

CHE

1999

**Shahriar Movafaghi**

Professor of information technology

B.S., Louisiana State University

M.S., Ph.D., Northwestern University

2002

**Lynn Murray-Chandler**

Assistant professor of Education

B.A., M.Ed., University of Hartford

Ed.D., University of Nevada, Las Vegas

2014

**Stephen Khederian**

Vice President, Data Analytics  
 B.A., Cornell University  
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**James Kulesza**

Assistant Treasurer  
 B.S., Bentley University

**William Kuslaka**

Director of Technology  
 B.S., Plymouth State University  
 M.B.A., Southern New Hampshire University

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 B.S., M.S., Southern New Hampshire University

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HR Operations Manager  
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 B.A., Boston University  
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Director of Marketing & Strategy  
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Grants Officer  
 B.A., University of Pennsylvania

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Assistant professor of TESOL  
 B.A., M.A., University of Massachusetts, Lowell  
 Ph.D., Biola University  
 2012

**Kenneth Nivison**

Associate professor of history  
 B.A., St. Anselm College  
 M.A., Ph.D., The Catholic University of America  
 2009

**Ann Nordmeyer**

Assistant professor of psychology  
 B.A., Smith College  
 Ph.D., Stanford University  
 2016

**Benjamin Nugent**

Associate professor of English  
 B.A., Reed College  
 M.F.A., Iowa Writers' Workshop  
 2011

**Nicholas Nugent**

Professor of international business  
 B.A., M.B.A., University of South Florida  
 Ph.D., Florida State University  
 1990

**Justina Oliveira**

Assistant professor of psychology  
 B.A., University of Minnesota  
 M.S., Baruch College  
 Ph.D., City University of New York  
 2015

**Rosemary Orlando**

Professor of TESOL  
 B.A., Providence College  
 M.Ed., Rhode Island College  
 Ed.D., Argosy University  
 1994

**Stephen D. Owens**

Associate professor of culinary arts  
 B.S., Rochester Institute of Technology  
 M.S., New Hampshire College  
 CHE  
 2000

**Megan Paddack**

Associate professor of mathematics  
 B.A., Plattsburgh State University of New York  
 M.A., Ph.D., University of New Hampshire  
 2009



**Brian Mehr**

Director Financial Planning and Analysis  
 B.S., University of Rhode Island  
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**Cynthia Migliori**

Vice President, Operations  
 B.A., M.Ed., University of New Hampshire

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 Affairs  
 B.S., M.S., University of Minnesota

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 B.S., Nichols College  
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 B.S., Bentley College

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 B.A., University of New Hampshire  
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 M.S., NYC Teaching Fellowship  
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Director of Operations  
 B.S., University of South Dakota

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Director HRIS  
 B.A., Southern New Hampshire University  
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Chief Learning Architect  
 B.A., Bowdoin College  
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Professor of hospitality  
 A.A., Essex Community College  
 B.A., St. Xavier College, University of Bombay  
 M.S., Rochester Institute of Technology  
 Ph.D., Pennsylvania State University  
 CHE  
 1999

**Chong Hyun Park**

Assistant professor of business analytics  
 B.Eng., Korea University  
 M.S., University of Michigan  
 Ph.D., Purdue University  
 2016

**Karina H. Pasternak**

Instructor of culinary arts  
 A.A.S., B.A.S., Southern New Hampshire  
 University  
 2011

**Elise N. Pepin**

Associate professor of psychology  
 B.A., Brandeis University  
 M.A., M.S.T., Ph.D., University of New Hampshire  
 2007

**Kishore Pochampally**

Professor of quantitative studies, operations and  
 project management  
 B.E., National Institute of Technology  
 M.S., Ph.D., Northeastern University  
 2006

**Diana H. Polley**

Associate professor of English  
 B.A., Dartmouth College  
 M.A., Ph.D., Graduate Center of the City of New  
 York (CUNY)  
 2006

**Jonathan Posner**

Assistant professor of organizational leadership  
 B.A., Boston University  
 M.B.A., University of Denver  
 J.D., Suffolk University Law School  
 2014

**Trisha Prevett**

Head of reference librarian and assistant professor  
 B.A., Merrimack College  
 M.L.I.S., University of Rhode Island  
 2014

**Lisa St. Hilaire**

Director of Development Operations  
M.B.A., Plymouth State College

**Michelle Weise**

Executive Director  
A.B., Harvard University  
M.A., Stanford University  
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Assistant Vice President, Human Resources  
B.A., University of New Hampshire  
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**Patricia Whitney**

Vice President Facilities  
B.S., United States Naval Academy  
M.S., Southern New Hampshire University

**Judith Wilson**

Payroll Manager  
A.S., Becker College

**Stephen Zanella**

Director of Creative Communications  
A.F.A., Dean College  
Administration Emeriti

**Richard A. Gustafson**

President Emeritus  
Southern New Hampshire University

**Faculty Emeriti****Robert Begiebing**

Professor emeritus of English  
B.A., Norwich University  
M.A., Boston College  
Ph.D., University of New Hampshire  
1977

**Robert R. Craven**

Professor emeritus of English and humanities  
B.A., M.A., City College of New York  
Ph.D., University of Rhode Island  
Diploma (Art History), University of New Hampshire  
1977

**Eleanor Dunfey-Freiburger**

University professor emeritus of ethics and engagement  
B.A., Emmanuel College  
M.A., University of San Francisco

**Cara Procek**

Associate professor of education  
B.A., M.Ed., C.A.G.S., University of New Hampshire  
Ed.D., Northeastern University  
2011

**Greg Randolph**

Associate professor of economics  
B.A., Grove City College  
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2007

**Burt C. Reynolds**

Associate professor of organizational leadership  
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Ed. D., Boston University  
2008

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Technical services librarian  
Associate professor  
A.S., Mount Wachusett Community College  
B.A., Fitchburg State College  
M.L.I.S., Simmons College  
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Assistant professor of art history  
B. A. American University  
M.S., Ph.D., City University of New York  
2012

**Audrey P. Rogers**

Associate professor of education  
B.A., Tufts University  
M.Ed., University of Massachusetts, Lowell  
M.A., University of New Hampshire  
Ed.D., Rivier University  
2007

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Assistant professor of humanities and fine arts  
B.A., Ball State University  
M.F.A., Ph.D., Boston University  
2013

**Brian Ryckman**

E-Learning librarian  
Assistant professor  
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M.L.I.S., Wayne State University  
2015

1984

**Robert H. Fleeson**

Professor emeritus of English  
 B.A., Yale University  
 M.A., University of New Hampshire  
 1967

**James Freiburger**

Professor emeritus of organizational leadership  
 B.S., Loras College  
 M.S., University of Notre Dame  
 C.A.S. University of Vermont  
 Ph.D., University of Connecticut  
 1988

**Carolyn Hollman**

Professor emeritus of English and education  
 A.B., University of Michigan  
 M.A., University of New Hampshire  
 Ed.D., Vanderbilt University

**Ernest H.S. Holm**

Professor emeritus of government  
 A.B., Dartmouth College  
 M.A., Boston University  
 M.A.T., University of New Hampshire  
 Ph.D., Tufts University

**Burton S. Kaliski**

Professor emeritus of business education  
 B.B.A., City College of New York, Baruch School  
 M.S., State University of New York at Albany  
 Ed.D., New York University

**G. David Miller**

Professor emeritus, community economic  
 development  
 B.A., Brown University  
 M.S.W., University of Michigan  
 M.A., Northeastern University

**Paul Schneiderman**

Professor emeritus of finance  
 B.B.A., M.B.A., University of Massachusetts  
 M.A., Ph.D., Clark University  
 1976

**Robert Seidman**

Professor emeritus of information technology  
 B.S., Rutgers University  
 M.S., Ph.D., Syracuse University  
 1981

**Don W. Sieker**

Professor emeritus of English  
 A.B., M.A., San Francisco State University

**Stefan Ryll**

Associate professor of culinary arts  
 A.S., Metha Bohnert Culinary Academy, Germany  
 B.A.S., M.S., Southern New Hampshire University  
 C.E.C.  
 2008

**Leila Samii**

Assistant professor of marketing  
 B.A., M.S., Ph.D., Southern New Hampshire  
 University  
 2016

**Massood V. Samii**

Professor of international business  
 B.S., University of Hartford  
 M.B.A., Western New England College  
 Ph.D., State University of New York  
 1988

**Megan Sawyer**

Assistant professor of mathematics  
 M.A., Smith College  
 M.S., Ph.D., North Carolina State University  
 2013

**Lleij Schwartz**

Assistant professor of TESOL  
 B.A., M.A.T., University of New Hampshire  
 2015

**Elizabeth Sheehan**

Professor of sport management  
 B.A., Mount Saint Mary's College  
 M.S., Ph.D., University of Massachusetts, Amherst  
 2005

**Kevin Snyder**

Assistant professor of sport management  
 B.S., Virginia Polytech Institute State University  
 M.B.A., University of Oregon  
 Ph.D., University of Massachusetts, Amherst  
 2012

**Silvia Spence**

Associate professor of TESOL  
 B.A., Pfeiffer University  
 M.Ed., Notre Dame College  
 1989

**Sandhya Srivastava**

Electronic resources librarian  
 Assistant professor  
 B.A., New York University  
 M.S., SUNY, Stonybrook  
 M.L.I.S., Queens College, NY  
 2015

Ph.D., University of California

**Christopher Toy**

Professor emeritus of mathematics  
B.A., M.A., San Francisco State University  
1971

**Full-Time Faculty**

**Eklou Amendah**

Associate professor of marketing  
B.S., M.S., University of Lome, Togo  
M.S., Auburn University  
Ph.D., Purdue University  
2008

**Charles Andrews**

Assistant professor of humanities and fine arts  
B.A., Emory University  
M.A., Ph.D., Indiana University  
2013

**Micheline G. Anstey**

Assistant professor of marketing  
B.A., St. Anselm College  
M.B.A., New Hampshire College  
2005

**C. Bulent Aybar**

Professor of international business  
B.S., The Middle East Technical University  
M.A., University of Istanbul  
M.A., Ph.D., Ohio State University  
1998

**Michael Baker**

Assistant professor of accounting  
B.A., University of Oklahoma  
M.B.A., Southern New Hampshire University  
2014

**Andrea Bard**

Assistant professor of communication  
B.S., Northern Michigan University  
M.A., Emerson College  
2008

**Paul A. Barresi**

Professor of political science and environmental law  
B.S., Cornell University  
J.D., The George Washington University National  
Law Center  
M.A.L.D., The Fletcher School of Law and  
Diplomacy, Tufts University  
Ph.D., Boston University  
2001

**Pat Spirou**

Professor of marketing  
B.S., Keene State College  
M.B.A., New Hampshire College  
D.B.A., Nova Southeastern University  
1993

**Christina Starkey**

Assistant professor of mathematics  
B.S., Ph.D., Texas State University, San Marcos  
2016

**Karen Curry Stone**

Professor of marketing  
B.A., Wake Forest University  
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Ph.D., Boston College  
1983

**David W. Swain**

Professor of English  
B.A., Eastern Nazarene College  
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Ph.D., University of Massachusetts  
2007

**Michael T. Tasto**

Associate professor of economics  
B.S., St. John's University  
M.A., Ph.D., Georgia State University  
2007

**Jeannemarie Thorpe**

Assistant professor of marketing  
B.S., University of Bridgeport  
M.Ed., Rivier College  
M.B.A., New Hampshire College  
2002

**Susan A. Torrey**

Professor of hospitality business  
A.S., Endicott College  
B.S., M.S., Lesley University  
CHE  
1999

**Gary P. Tripp**

Associate professor of finance and economics  
B.S., B.A., Nichols College  
M.A., Penn State University  
Ph.D., Clark University  
1996

**Shauna Beaudin**

Lecturer of information technology  
B.A., M.B.A., Southern New Hampshire University  
2014

**Joshua Becker**

Information Literacy and Assessment Librarian  
Assistant professor  
B.A., University of Massachusetts, Amherst  
M.A., University Illinois, Urbana  
M.A.T., Boston University  
2015

**Denise Benner**

Assistant professor of education  
B.A., St. Bonaventure University  
M.S., University of Massachusetts, Amherst  
Ed.D., University of Massachusetts, Lowell  
2010

**Kiki Berk**

Assistant professor of philosophy  
M.A., Ph.D., Vrije University, Amsterdam  
2013

**Crystal Bickford**

Associate professor of English  
B.A., M.A., University of Massachusetts, Dartmouth  
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2010

**Christine Blais**

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2015

**Doug Blais**

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1996

**Steven O. Booth**

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2003

**Jon Boroshok**

Instructor of communication  
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**Harry Umen**

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2002

**Deborah S. Varat**

Professor of art history  
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2004

**Micheline West**

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2014

**Mary Westwater**

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B.A., Jersey City State College  
M.Ed., William Paterson College  
2009

**Steven Widener**

Associate professor of economics  
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M.A., Ph.D., University of New Hampshire  
1987

**Craig Wiggin**

Assistant professor of justice studies  
A.S., B.S., St. Anselm College  
M.Ed., Plymouth State University  
2016

**Charles L. Wilbert**

Professor of English  
B.A., University of Pennsylvania  
M.A., Ohio University  
1968

**Cassie Wright**

Assistant professor of English  
Writing program administrator  
B.A., University of Arizona  
M.A., California State University  
Ph.D., University of Arizona  
2015

**Kristina Wright**

Assistant professor of English  
B.A., University of North Carolina, Charlotte  
M.A., Ph.D., Tufts University  
2013

**Kate York**

Assistant professor of science  
B.S., M.Ed., Ph.D.,

2011

University of New Hampshire  
2010**Bryan Bouchard**Instructor of accounting  
B.S., M.B.A., M.S., Southern New Hampshire  
University  
2013**Susan I. Youngs**Professor of English  
B.A., Luther College  
M.A., Washington State University  
Ph.D., University of Wisconsin  
1998**David Bresnahan**Lecturer in music education  
B.S., Plymouth State University  
M.A., University of New Hampshire  
2013**Ed Brilliant**Game artist and instructor  
B.F.A., Montserrat College of Art  
2012

## Student Affairs

### Athletics

Southern New Hampshire University supports an active athletic program as an integral part of the educational process. Both intercollegiate and intramural competitions are offered to men and women of the university community. On the intercollegiate level, men's teams are fielded in baseball, basketball, cross-country, golf, ice hockey, lacrosse, soccer and tennis. Women's teams include basketball, cheerleading, cross-country, field hockey, lacrosse, soccer, softball, tennis, volleyball and track and field. Southern New Hampshire University is a member of the National Collegiate Athletic Association, the Eastern College Athletic Conference and the Northeast-10 Conference.

The university sponsors a varied intramural program known as "Recreational Sports," aimed at active student involvement in athletic activities.

Rec Sports offered by SNHU include Flag Football ("Pro & Rec" - 2 levels of competition), Basketball ("Pro & Rec" - 2 levels of competition), Outdoor Soccer, Softball, Indoor Wiffleball and Volleyball. Mini-tournaments include 3-on-3 Basketball, Racquetball, Tennis, Table Tennis, 3-Point Shootout and Badminton.

The Rec Sports department offers a variety of Fitness Classes including: Boot Camp, Zumba, Cardio Dance, Cardio Kickboxing, Yoga, YoPi Pump, and Water Fitness Classes. The Athletic Department also offers wall-climbing, swimming, cross-country skiing and biking.

### Athletic Facilities

The university has two gymnasiums. The field house has been renovated with a brand new wooden floor sporting the Penmen logos and has a seating capacity of 1,900. The auxiliary gym has a multipurpose, synthetic surface and a stage to accommodate a variety of university activities. The Fitness Center includes state-of-the-art aerobic equipment and free weights. Other facilities are a 25-meter, six-lane, competition swimming pool, a racquetball court, an aerobics/exercise room, multiple locker rooms and a fully equipped training room. Outdoor facilities include four lighted tennis courts, lighted baseball and softball diamonds, a lighted artificial turf varsity game field and several practice fields. The newest addition to the Athletic Facilities is an approved plan to install a brand new outdoor NCAA regulation track, new turf field, and

supporting stands to accommodate over 1,500 fans. This structure plans to include multiple locker rooms, coaches' offices, an event room, a start-of-the-art press box, and a varsity weight room.

## Barnes & Noble Bookstore

The SNHU Bookstore welcomes all students, parents, faculty, staff, and alumni to shop our large selection of textbooks, general reading books, school supplies, school clothing and gifts, as well as convenience items. The bookstore is located in the Robert A. Freese Student Center on the Manchester campus. Our regular semester hours are:

Monday-Thursday	8:30 a.m. to 6:00 p.m.
Friday	8:30 a.m. to 4:00 p.m.
Saturday and Sunday	10 a.m. to 2 p.m.

To shop our website or to check any changes to the hours, please visit us at [www.snhu.bncollege.com](http://www.snhu.bncollege.com).

## Contact Information:

Southern New Hampshire Bookstore  
 2500 N. River Rd  
 Manchester NH 03106-1045  
 ph: 603.645.9618  
 fax: 603.645.9755  
 email: [sm8075@bncollege.com](mailto:sm8075@bncollege.com)

## Campus Ministry

The campus ministry program contributes to the goal of fostering the personal development of students by addressing their religious needs and concerns.

During the school year, the Office of Campus Ministry provides a Roman Catholic Mass on Sunday evening. Students of other religious denominations may contact the Office of Campus Ministry for information concerning the location of a church, mosque, or synagogue in Manchester. The Office of Campus Ministry provides personal and spiritual direction, religious instruction and sacramental preparation.

Our staff consists of a full-time Catholic chaplain/director of Campus Ministry. The hours are posted outside the Campus Ministry Office in the Robert A. Freese Student Center.

## Deborah L. Coffin Women's Center

The Deborah L. Coffin Women's Center at Southern New Hampshire University provides the environment, services, and programs that will advance issues of gender equality one student at a time. By addressing and building upon the fundamental student development themes of self-awareness, confidence, and "finding one's voice," along with personal and professional development, the Deborah L. Coffin Women's Center seeks to positively influence the overall university culture, as well as have a profound, transformative effect on Southern New Hampshire University women for generations to come.

The Deborah L. Coffin Women's Center approaches its work using these principal guidelines:

**Offering Support** - We believe supportive and inclusive communities enable individuals to do more than they can do alone. The collective action of a community can leverage resources, make positive change, and give life meaning.

**Providing Advocacy** - We assess the changing needs of the university community and respond to these needs by raising awareness of gender issues and how they affect both men and women on campus. We advocate for individuals and groups that experience gender-related problems, such as sexual harassment, gender discrimination or gender violence.

**Implementing Evidence-Based Programming** - We ensure educational and prevention programming is grounded in theory. This approach provides a conceptual framework for achieving desired outcomes, and is based on current research and knowledge in the field.

**Advancing Social Justice** - We are a part of a broader social movement that dismantles oppressive structures and unifies people. We work to build a community that acknowledges and supports resistance to racism, classism, sexism, ableism, and heterosexism.

## DeColfmacker Veteran's Lounge

The DeColfmacker Veteran's Lounge is the place to meet and socialize with other veterans on campus. At the lounge, student veterans can study or relax before or after classes while enjoying a complimentary cup of coffee or soda. The lounge provides access to the benefits, resources, and services available to veterans. Additionally lounge amenities include cable television, movies, and PlayStation.

## Dining Center

The Southern New Hampshire University dining center offers an exciting and innovative dining program providing a community experience based on fresh and often local ingredients, culinary expertise, healthy options, great service, value, and a shared sense of environmental and social responsibility.

The dining center offers a wide variety of food, most of which is custom made to order right before your eyes. From personal pizza and calzones straight from the hearth at La Trattoria, burgers, steaks, seafood from Mill City Grill, quesadillas, nachos and fajitas at the Fiesta Zone, stir-fry, surf and turf, authentic Thai and Chinese from the Mongolian grill at Global Cuisine, make your own salads from Tossed Around, to sandwiches, wraps, and panini made your way at the Ultimate Deli, it is easy to satisfy any craving. Looking to keep healthy? Grab a fresh made smoothie with any of your favorite ingredients. Have an allergy or just want to eat clean? Then visit Simple Servings to avoid the top eight food allergies like gluten and soy. For those seeking out more traditional items, Traditions offers home-style cooked meals and the always popular chicken bowl. Anyone in a hurry can swing by Sushi-Sushi or Simply-To-Go and grab a quick meal or snack as well. For those with a sweet tooth, the dining center also offers premium ice cream and irresistible desserts. Regardless of what you're looking for the staff always looks forward to serving you.

Dine SNHU always keeps health and nutrition in mind when planning meals, especially for those with dietary restrictions or allergies. Vegetarian, Vegan, Gluten-Free, Peanut Free, Halal, whatever the case may be, all of the entrees are labeled with nutritional icons for everyone's needs. There are two Gluten Free sections in the dining center, Simple Servings and MyZone, complete with its own food and microwave should you need to heat anything up. "The Mindful Program" managed by Sodexo also offers delicious food by balancing healthy portions with less calories and sodium and adding more nutrients and flavor with the use of fresh herbs and spices. If there are any concerns regarding ingredients or allergies, the staff or our registered dietitian is more than happy to discuss your needs in order to accommodate you.

SNHU offers six levels of resident dining plans. All first year students will have the Gold Dining Plan of \$1,900 for the first semester only. After first semester, freshman year students will be able to select any of the other dining plans that will meet their dining needs. Should the student not select the plan, then they would default to the last plan selected. Dining plans are not refundable. The dining plan at Southern New Hampshire University is a declining balance plan which means you are charged only for what you purchase. For example, you have a bottle of water and a stir fry, then you pay for only those items. Dine SNHU is not a swipe or all you can eat program which allows us to offer higher quality, more variety, and the



ability to personalize your order in a restaurant style environment. All first time commuters will be automatically enrolled in a \$100 default dining dollars plan with the three options available to renew. Returning Commuters may sign up for the Commuter Plan at One-Stop.

The Commuter Plan allows dining dollars to be added to an SNHU ID to be used at the dining center and coffee shops on campus including the convenience store in the Student Center. Dining dollars cannot be transferred to Penmen Cash. All meal plan balances carry over from first to second semester. Any balance at the end of the academic year is forfeited. Plans are nonrefundable.

The Dine SNHU team is committed to creating the best possible dining experience. From the outstanding food and service to the various events and celebrations, visit the dining center and enjoy the comfort, convenience, and inviting atmosphere designed especially for you.

For more detailed information on the Dine SNHU program and its outlets, please visit [www.dinesnhu.com](http://www.dinesnhu.com).

## **International Student Services (ISS)**

International Student Services (ISS) assists and supports international students and scholars while they are at SNHU as non-immigrants. ISS provides immigration advising, travel documents, enrollment certification, information about applying for a Social Security number or a driver's license, practical training assistance, orientation programs and cross-cultural adjustment counseling. ISS also offers programs such as the Thanksgiving Hosts, International Friends and Conversation Partners programs to connect SNHU international students with local American families for occasional meals or activities, and English practice. An important aspect of the work of ISS is to foster understanding among our students, staff and faculty who come from all over the world; the annual International Education Week celebration, the Cousins program and the Conversational English tutoring program are three initiatives aimed at accomplishing this work. ISS staff also work with the student-led International Students' Association to sponsor intercultural events such as the International Gala, which features food, fashion, music, dance and skits from around the world.

## **Office of Diversity Programs**

Southern New Hampshire University is a multi-cultural, multi-ethnic, multi-generational, and multi-gender university. We believe diversity is integral to our university culture and is essential to fulfilling our mission. The Office of Diversity Programs is charged with advancing the University's commitment to broadening the understanding and importance of a campus culture which is built on a welcoming, tolerant and civil atmosphere promoting inclusiveness and diversity on the campus, in the community, and the world.

Diversity Programs provides support and resources for all members of the SNHU Community, especially underrepresented students as expressed by their ethnicity, gender/gender identity, race, culture or sexual orientation. For more information, go to [www.snhu.edu/11580.asp](http://www.snhu.edu/11580.asp).

## **Public Safety**

Southern New Hampshire University public safety officers are on duty 24 hours a day, seven days a week. Officers patrol the campus in marked vehicles, on bicycles, Segways and on foot. Officers are trained in crime prevention, security patrolling, first aid, fire suppression and preliminary investigations. Officers also spend a good portion of their shifts providing general services for the campus community such as lockouts, roadside assistance and escorting students on campus during hours of darkness.

In addition to patrol efforts the University has strategically placed throughout the campus 27 blue light emergency call phones which ring directly into the public safety office. Extensive exterior lighting of walkways and parking lots are in place. We also utilize a video surveillance system with camera coverage situated at strategic locations.

Although a private university, Southern New Hampshire University's Department of Public Safety continually works in concert with local Police, Fire and EMS. A spirit of cooperation is maintained as the department works hand-in-hand with these agencies to keep our campus safe.

The department provides direct service programs to the members of the university community. The programs are dedicated to the prevention of crime and fire safety awareness. The programs vary in scope and topic but include a hands on Rape Aggression Defense class, personal safety awareness, identity fraud and a winter driving workshop to name a few.

In compliance with the Campus Security Act of 1990 (CLERY Act), SNHU's safety, security programs along with our crime and fire statistics are reported annually to the US Department of Education. This information can be found on the university's website and in brochure form at the Public Safety Office. The Public Safety Office is located in Morrissey House.

## Residence Life

The residence life program supports the academic mission of the university by enhancing student learning inside and outside the classroom. Residence Life provides an environment that allows for individual growth and provides facilities that are well-maintained and safe.

Campus living should be an exciting and educational experience. Living in the residence halls creates an environment in which students will grow, learn, accept adult responsibilities, make informed choices, develop friendships, and increase self-awareness.

The Office of Residence Life, located in 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	Ossipee
Whittier		Tuckerman
		Washington
		Windsor
		Winnisquam
		Winnepesaukee

Our first year and second year students traditionally live in the residence halls, while our third and fourth year students usually reside in the apartments and townhouses. We also offer a limited number of spaces on campus for international and domestic graduate students who are physically taking classes on campus. Students who are interested in learning more about graduate housing should contact the Office of Residence Life at [housingquestions@snhu.edu](mailto:housingquestions@snhu.edu).

All residence hall rooms are furnished with desks, chairs, beds, window shades, and wardrobes. There are convenient common spaces with furnished lounges, microwaves, flat-panel televisions and study spaces. Students are encouraged to make their residence hall rooms a comfortable personal living space that in many cases they will share with a roommate. In the residence halls, we have a limited number of single rooms available as well as suite-style and pod-style living.

Individual townhouses and apartments are furnished with desks, chairs, beds, window shades, wardrobes, living room and kitchen furniture, and a stove and a refrigerator. Students must provide their own pots, pans, glasses, plates, and silverware. Hampton, Windsor, Conway, and Lincoln house have community rooms for program areas. Our residence areas are active during the summer as well. Students register for summer housing as needed.

Each area is administered by a Residence Director (RD), who is a live-in, professional staff member. RDs supervise the student Resident Assistant staff; develop, coordinate, and encourage programming; investigate and adjudicate judicial matters; act as liaisons between residents and facilities management; and refer students in need of personal assistance. Resident Assistants (RAs) are students who are selected and trained to assist the Office of Residence Life staff. Southern New Hampshire University and the Office of Residence Life hire RAs to work in each residence hall, apartment, and townhouse building. The RAs work with residents to build a climate conducive to academic success, individual growth and the development of appropriate community norms, such as mutual consideration and respect for others. RAs assess and work with their students in order to provide community, self-agency and social justice programming for their areas. The RA is the first person to contact if a student is in need of advice, a referral to another office, or needs help concerning a roommate issue or a maintenance request.

Being admitted to the university is not a guarantee of a residence assignment. Students are assigned residence on an annual basis.

## **Robert A. Freese Student Center**

### **Student Center**

The Student Center is dedicated to supporting the growth and learning that occur in all facets of campus life. The Student Center is managed by the Office of Student Involvement and the staff in this facility collaborate with many members of the SNHU community to provide innovative and planned campus programs, activities and services.

The Student Center is the campus crossroads, where students, faculty, staff, alumni, and guests of the institution meet and socialize. It is known as the "living room" of the campus, and is a showcase facility. The facility houses the three student governing groups; CAPE (Coordinators of Activities & Programming Events), IGC (Inter-Greek Council), and SGA (Student Government Association) and the student radio station (Radio SNHU). Several offices are also housed in the Student Center and offer numerous services, including Postal Services, the Campus Bookstore, Diversity Initiatives, Campus Ministry, Student Involvement, the Wellness Center, Copies Plus (a student-run copy center) and the Last Chapter Pub. Other services offered in the facility include pool tables, a 24 hour ATM, TVs, a convenience store/coffee shop known as Penman Place, a veteran's lounge, Army ROTC, an Interfaith Prayer Room, and plenty of places to hang out.

### **Solicitation Policy**

The Office of Student Involvement and staff in the Student Center must approve all advertising by non-university organizations in order to be posted and/or distributed on campus. No solicitation is allowed except with the approval of the Director of Student Involvement or designee.

Businesses are offered certain opportunities to promote their products by reserving a table in the Student Center area or through advertising in the student newspaper. 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 Involvement.

## **Student Affairs Mission and Vision**

### **Mission of Student Affairs**

As an educational partner of the university, we foster opportunities for students to learn and to grow as responsible, culturally aware citizens. This is accomplished by engaging students in intentionally designed programs and services which empower students to develop skills and behaviors appropriate to lead positive personal and professional lives.

Our staff values...

**Ethics:** Responsibility is part of our culture therefore our actions are guided by fairness, honesty and integrity

**Diversity:** Our University is enriched by human difference and we recognize the inherent dignity of each community member and treat everyone with respect.

**Collaboration:** Teamwork is the cornerstone of our practice. We strive for a community that seeks input from and communicates effectively across departments and disciplines.

**Responsiveness:** We stay engaged with the changing needs of our diverse population in order to offer creative and innovative services to address those needs.

**Student Engagement:** Our work reflects a passion for the personal development of our students. Our goal is to inspire and support our students as they become intellectually engaged and socially responsible citizens.

### **Vision of Student Affairs**

We strive to provide innovative approaches for student-centered learning as we deliberately grow to meet the changing needs of our students.

## **Student Handbook**

The Student Handbook is a critical document for SNHU students, as it contains many of the institution's policies, expectations, and student rights and responsibilities, as well as important federal compliance information regarding the use of substances. The handbook includes information on the discipline system, expectations, and university conduct policies.

Students may access the handbook by going to [my.snhu.edu](http://my.snhu.edu), or the university's website [www.snhu.edu](http://www.snhu.edu) under the section entitled "Resources." All members of the university community are expected to take the necessary time to review the handbook, familiarize themselves with the content, and seek clarification of information that is not clear to them.

Questions regarding a program or policy can be addressed to the Office of Student Affairs by calling 603.645.9608.

## **Student Involvement**

The personal growth resulting from university activities is not easily measured. It is, however, directly related to each student's level of involvement and commitment in the community. The university provides opportunities for individual participation and for membership in clubs and organizations.

Student Affairs, through the Office of Student Involvement, strives to support the academic tradition of the university. This is accomplished through upholding a minimum membership requirement for all active members in SNHU clubs and organizations. Each active member must maintain a cumulative grade point average of 2.0 (undergraduate) and 3.0 (graduate) to remain a part of campus organizations. In addition, many clubs and organizations prescribe a higher cumulative GPA to be a member of certain groups.

The Office of Student Involvement helps organize new clubs and coordinates leadership development, helps with the management of major campus programs (Involvement Fairs, Late Night Breakfasts, Welcome Month, Homecoming Weekend) and manages leadership programs (Leadership Awards Banquet, Signature Leadership Program and teambuilding workshops). The office provides resources and support to over 60 clubs and organizations on campus and directly advises the Inter-Greek Council (IGC), the SNHU Yearbook, and the Coordinators for Activities and Programming Events (CAPE). Additionally, the office oversees the Student Government Association and its related organizations, which include the Student Senate, the Election Committee, and the Budget & Finance Committee. It provides information and guidance on planning and presenting events and programs, prepares an activities calendar (<http://snhucalendar.snhu.edu/>) and keeps the rosters of organizations. Visit the SNHU website ([www.snhu.edu/224.asp](http://www.snhu.edu/224.asp)) for a complete listing of clubs and organizations.

## **Student Government Association**

The Student Government Association (SGA) represents all full-time undergraduate and graduate Southern New Hampshire University students.

As the main voice for the student body at SNHU, SGA maintains an open line of communication between the administration, faculty and students. Throughout the year SGA actively participates and has voting power on University standing committees to ensure that students' needs are addressed. The Board of Trustees, Academic Policy, Curriculum and Student Discipline Committees are just a few of the university committees with SGA representation. SGA encourages student input regarding University policies, facilities, and events. The Office of Student Involvement provides SGA with guidance and advice on the management of their organization.

## **Coordinators of Activities and Programming Events (CAPE)**

The Coordinators of Activities and Programming Events (CAPE) is a student-run organization committed to enriching campus life at Southern New Hampshire University. CAPE provides on and off campus activities for all students by providing social, recreational, educational and cultural programming. Major events include: concerts, comedy shows and Welcome Weekends, Winter Week, Spring Week, SNHU Stock, weekday programs, late night events and other campus traditions.

## **Greek Life**

Through membership in social fraternities and sororities, students often make lifelong friendships based upon mutual interests and experiences outside the classroom. These organizations have a strong commitment to leadership, scholarship and organizing campus and community service projects in an effort to promote themselves and Southern New Hampshire University.

Sororities: Kappa Delta Phi NAS, Phi Omega Psi, Phi Delta Beta

Fraternities: Kappa Delta Phi, Phi Delta Psi, Phi Delta Theta

The Inter-Greek Council (IGC) is the coordinating board for the fraternal system at Southern New Hampshire University. Its purpose is to organize the new member recruitment program, develop new member education procedures, and provide a forum for discussion for any concerns that exist among the six Greek chapters.

## **Media Organizations**

The Penmen Press is the student newspaper, which is published entirely by students through SGA funding. The newspaper offers experience for writers, editors, photographers, artists and advertising sales people on campus.

The Enterprise is the SNHU yearbook, which is published annually by the Office of Student Involvement. It serves to chronicle the university years as a remembrance for all undergraduate students.

Radio SNHU (<http://radio.snhu.edu/>) is a student-run, Internet-based AM radio station. The radio station provides opportunities for students to be a part of promoting SNHU worldwide via cutting-edge technology.

## **New Student Orientation**

The Office of Student Involvement coordinates the SNHU Orientation programs, which are held three times during the year. The programs are the Summer Orientation program held in June, the First Days program held at the opening of the fall term, and the Spring Orientation program held at the beginning of the spring term in January. These programs are for all full-time, undergraduate students who are new to the university. The programs focus on social, academic, and personal integration and transition issues that all new students face when going to college.

## **Wellness**

The mission of the SNHU Wellness Center is to provide students with the skills to resolve problems, improve relationships, and attain optimum health in support of the achievement of lifelong academics and personal success. 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 people are responsible for their own actions, asking for help and utilizing available resources is healthy and an educational institution is responsible for challenging students to become intellectually curious, socially responsible and emotionally healthy members of society. The Wellness Center is comprised of three functional areas. They are the Counseling Services, the Health Services, and the Educational Services.

## **Counseling Services**

Sometimes personal and emotional problems can negatively impact learning and living and interfere with a person's development. Even a student with many strengths and abilities can experience difficulties which can be effectively resolved through counseling. Some examples of such difficulties might be problems in interpersonal relationships, depression, loneliness, sexual concerns, poor grades, substance abuse or conflicts with one's family.

Personal concerns of any type may be discussed frankly and privately with a professional counselor. Short term counseling sessions are confidential and can be arranged by contacting the Wellness Center. Counseling Services are offered at no additional charge to students.

## Health Services

SNHU Health Services is licensed by the Department of Health and Human Services as an Educational Health Facility and must operate according to their regulations. Our staff includes an RN and 2 Nurse Practitioners. We provide treatment and education regarding treatment and symptom management of common acute illnesses and injuries (e.g. colds, flu, sore throat, burns, cuts, urinary tract infections, minor sprains and strains). Our nursing staff also provides personal health counseling and education related to chronic illness, healthy lifestyle, illness prevention, and birth control. We are available to assist students with completing insurance claims for the university sponsored health insurance plans. In some instances, students are referred to a local urgent care, emergency room or other health care provider and the cost of these services is the responsibility of the student.

To be eligible for health services at the Wellness Center on campus, students must submit a completed SNHU medical record form.

- Health Services Complaint Procedure
- 
- All student complaints about care at Health Services should be directed to:
- Director of Wellness Center
- 603.645.9679
- 
- 
- If a student feels the complaint is not adequately addressed, contact:
- Dean of Students
- 603.645.9608
- 
- Students may also file a complaint with:
- Division of Public Health Services
- Bureau of Health Facilities Administration
- 6 Hazen Drive
- Concord, NH 03301
- 1.800.852.3345 Ext 9499

## **Educational Services**

Education is at the core of the Wellness Center's activities and services. The staff members firmly believe in the value of prevention in the development of a whole person. Educational services include classroom presentations on wellness topics; individual consultations with students; workshops and co-sponsorship of substance-free activities; training for student leaders, staff and faculty; and access to resource materials for classroom assignments or personal growth opportunities.

**REACH** (Real Education About College Health) is an established club that is advised by the Wellness Center. REACH students receive training and are supported in attending conferences in order to increase their learning and develop skills to be able to teach their peers about Wellness topics. REACH peer educators provide fun and interactive trainings in residence halls and in larger campus-wide awareness events. REACH is affiliated with the BACCHUS Network University and community based network that focuses on health and safety initiatives to promote healthy and safe lifestyle decisions. Peer Educators are eligible to attend training and receive National Certification.



## Support Services

### Academic Advising Office

Academic advising is a key component of a university experience; it is one of the few endeavors universal to all college and university students and plays a significant role in their education.

#### Academic Advisor Assignment

All new students are advised by a professional advisor in the Academic Advising Office.

- Students new to college will be advised by a professional advisor for their first year.
- Transfer students are advised by a professional advisor for their first semester.

After this initial transition, students will be assigned to a faculty advisor in the department under which their major resides. Students still exploring their major options will continue to work with their professional advisor and begin work with a faculty advisor once their major has been declared.

While all students have an assigned academic advisor, the Academic Advising Office services, including academic planning and program changes, are available to all campus undergraduate students.

#### Peer Advising

Peer Advising Leaders (PALs) are trained student members of the Academic Advising Office. Peer Advising Leaders are available to answer general advising questions. Peer Advising Leaders also assist with orientation activities and provide outreach, education and programming for students.

#### Office Mission

Through active partnership and advocacy, we educate and empower students through the process of academic advising. In collaboration with faculty, staff, and the greater community, we are committed to teaching students to explore opportunities and engage with campus resources. We aim to establish an inclusive environment where all students can thrive and to support and challenge students to take ownership as self-directed learners who map a realistic academic and personal plan.

#### Office Goals

- Provide responsive, accessible, student-centered advising where decision making responsibility rests with students
- Encourage students to become self-aware, proactive, and intentional decision-makers
- Educate students and advisors about campus policies, procedures, and program requirements
- Mentor students to embrace personal success, failures, and growth to create a unique narrative of their past, present, and future
- Support faculty and staff advisors campus wide through resources and education that aim to inspire excellent advising

### ADA/504 Grievances

Southern New Hampshire University has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints regarding any action prohibited by the Americans with Disabilities Act (ADA) and by the Department of Education regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended (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 the following:

ADA/504 Compliance  
[adacompliance@snhu.edu](mailto:adacompliance@snhu.edu)

Phone: 603.645.9664

Fax: 603.645.9717

#### Grievance Procedure Steps:

1. The University encourages the informal resolution of concerns and will assist any individual with that process. The University is also committed to the prompt investigation and resolution of concerns pertaining to the civil rights of individuals attending the University, employed by the University or participating in University functions, of which it is aware regardless of the filing of an actual complaint. If an individual is dissatisfied with that resolution attempt or wishes to forego an informal resolution, an individual may follow the more formal process below.
2. A complaint must be filed in writing, contain the name and address of the person filing it, and briefly describe the alleged violations of the regulations. The Compliance Officer will provide assistance to any person whose disability interferes with filing a grievance in writing.
3. 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.)
4. The ADA/504 Compliance Officer or his/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.
5. The ADA/504 Compliance Officer will issue written determination as to the validity of the complaint and a description of the resolution, if any, and forward a copy to the complainant no later than 20 working days after the complaint is received.
6. The ADA/504 Compliance Officer will maintain the files and records of Southern New Hampshire University relating to the complaints filed.
7. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration must be made within 10 working days to the ADA/504 Compliance Officer who will involve other university officials as deemed necessary.
8. 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: [http://www.ada.gov/filing\\_complaint.htm](http://www.ada.gov/filing_complaint.htm)
9. 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 the University determines there are extenuating circumstances. Examples of extenuating circumstances include university holidays, vacations of witnesses or compliance personnel, or illness of witnesses or compliance personnel. Under such circumstances, the ADA/504 Compliance Officer will notify the complainant in writing as to the delay and a projected date for resolution.

## **Dorothy S. Rogers Career Development Center**

The Career Development Center assists students with career planning and their job search during and after their college careers. Career planning is critical for all graduates who are seeking career opportunities in an increasingly competitive job market.

### **Career Preparation that Begins on Day 1**

Graduates must be market ready to compete in a constantly changing economic environment. Recognizing this need, the Career Development Center has launched a comprehensive career development program to help students identify interests, assess their skills and abilities and prepare for post graduate success. Students are encouraged to take advantage of the resources available through the Career Development Center early in their academic career.

The Career Development Center's professional team offers individual career coaching as well as career fairs and networking events that feature alumni and employers throughout the year. From career assessment tools designed to help clarify career objectives to career exploration resources to job and internship assistance, the Career Development team can assist students at all stages of the career search process.

Our services include:

- Resume writing & review
- Interview preparation
- Career assessments
- LinkedIn Training
- Networking skills
- Job search planning
- Graduate school guidance
- Internship search
- Career coaching

All students have access to [SNHU Recruit](#), an online job and internship posting site that lists current openings and employer contacts across a variety of industries in the corporate and non-profit sectors. The Career Development Center also offers an on campus recruiting program. An early partnership with the Career Development Center will help students enter the workforce well prepared for success.

## Internship

Developing skills and building experience in a professional environment are critical to post graduate success. Students at Southern New Hampshire University are encouraged to participate in internships and pre-professional experiences as part of their SNHU experience. Students can participate in internships on a non-credit basis or as an academic internship for credit.

The Career Development Center actively engages employers to build relationships with internship employers from a variety of industries. Students can easily access information about employers and current opportunities via the online resources maintained by the Career Development Center or by visiting the office.

## English as a Second Language Program

The English as a Second Language (ESL) Program, more formally known as the Intensive English Program (IEP), is a full-time program with eighteen hours of language instruction and guidance per week. 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 School of Professional and Continuing Education.

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

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

## **Requirements for Completion**

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

## **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, ENG 071, ENG 072: 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).

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

The Harry A.B. and Gertrude C. Shapiro Library serves as the primary information resource center for students, faculty and staff at Southern New Hampshire University. Located in the Library Learning Commons building, its mission is to promote successful academic careers and lifelong learning through the delivery of information and instruction using innovative services and technologies.

The library collections are developed to support the university's expanding curriculum at all levels. These collections contain more than 244,000 paper and electronic books; 2,600 streaming videos; online access to theses and dissertations; more than 190 proprietary databases; as well as video games and gaming consoles. In addition, SNHU faculty and student research is now being collected online in the institutional repository, the SNHU Academic Archive.

In 2014, Shapiro Library moved into the 52,000 square foot Library Learning Commons building. The new Learning Commons building provides a center of learning that meets the needs of today's students and their collaborative, social learning style while conveniently providing more services in one location. Located at the center of campus, the Library Learning Commons provides a beautiful, state of the art facility for students to conduct their academic work. In addition to housing library services, the Learning Commons also houses an IT help desk, The Learning Center, a café, and the Innovation Lab & Makerspace. The mission of the Innovation Lab & Makerspace is to support SNHU students, faculty, and staff in exploring new technologies, learning new skills, and developing innovation. Equipment in the space includes 3D printers, 3D scanners, a laser cutter and engraving system, Alienware computers, Apple quad-core and dual GPU Mac computers, and a large format printer. Workshops are regularly held to train students on the use of this equipment and are open to all students, regardless of major. For more information visit: <http://libguides.snhu.edu/makerspace>.

The librarians constantly strive to expand the depth of the library's offerings and improve the ability of students and faculty to access its total complement of resources regardless of their geographic locations. This is facilitated by the Off-Campus Library Services (OCLS) which links the research needs of students enrolled through the College of Online and Continuing Education, cohort programs, and overseas campuses with the resources and services of the library.

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

The library's online gateway can be accessed from the university's portal at [my.snhu.edu](http://my.snhu.edu).

## **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 (MSTEFL), 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.

## **ILE Scholastic Standing Committee**

Effective January 1, 2013, a new Scholastic Standing Committee was established by the Institute for Language Education (ILE) to address issues with underperforming students. The committee has the authority to issue Academic Warnings, but will forward recommendations for Academic Suspensions or other sanctions to the appropriate (graduate or undergraduate) University Scholastic Standing Committee which will make a final decision on such cases. As with other Scholastic Standing Committees, the ILE-SSC will create its own internal processes, referring periodically to the APC for guidance.

## **Media Services Center**

The center provides video recording and streaming of events, sound, lighting, and video post-production for use in classroom instruction and group functions. Computer-edited videos, transparencies and presentations are produced by students and faculty with assistance from the Media Services team. Included within the center are video editing workstations, recording space, and a media library.

## Office of Disability Services

### Procedure for Students Requesting Disability Support Services

Southern New Hampshire University is dedicated to providing equal access to students with documented disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act of 2008.

The University prohibits unlawful discrimination on the basis of disability, and takes action to prevent such discrimination by providing reasonable accommodations to eligible students with disabilities.

The university makes no pre-admission inquiry about an applicant's disability. We recognize that to disclose any disability is a personal choice that every applicant may exercise. We respect that choice; however, we encourage applicants with mobility or sensory, as well as 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 the **responsibility of a student with disabilities** to complete the following steps to be considered for accommodations at SNHU.

1. Contact the Office of Disability Services (ODS)

[disabilityservices@snhu.edu](mailto:disabilityservices@snhu.edu)

603.644.3118

Complete a [Voluntary Disclosure Form](#)

2. Review Guidelines for the Documentation of a Disability and submit the [Disability Verification Form](#).
3. Complete intake interview with assigned Disability Specialist (in person, by phone, or via email) to discuss documentation and accommodation history to determine one's disability status and the need for particular accommodations. These determinations are made on a case-by-case basis.
4. If approved for accommodations at SNHU, students with disabilities are responsible for meeting, by phone or in person, with their assigned Disability Specialist at the beginning of each term/semester to review appropriate accommodations and update as needed. Students with disabilities are also expected to follow established procedures for specific accommodations. These procedures will be discussed at the student's meeting at the beginning of each term/semester.

### Accommodations & Services

The procedures and guidelines of the Office of Disability Services (ODS) are developed to address disability-related subjects. Some of the most frequent subjects are listed below:

1. Reasonable accommodations are made to provide academic, programmatic and physical access. Examples of program accommodations include sign language interpreters, CART providers, accessible text formats, and testing accommodations. Physical access refers to building, classroom and residence hall accessibility.
- 2.
3. Personal services and personal aides (PCA) are not ADA/504 accommodations and are not provided by the University.
- 4.
5. Special Housing Requests: Accommodations for housing, if approved, address the needs of the documented disability and not a specific location or roommate request. In order to be considered for a housing accommodation, a student must submit the [Housing Accommodation Request Procedure and Forms](#) to the Office of Disability Services.
- 6.

7. Meal Plan Accommodations: In order to accurately and equitably evaluate meal plan accommodation requests based on medical or disability related conditions, [Meal Plan Accommodation Request Procedure and Forms](#) must be submitted to the Office of Disability Services to establish the existence of the condition and substantiate the need for the accommodations.

## Student Rights & Responsibilities

### Rights

- To not be denied access due to a disability, according to the law
- To receive reasonable accommodations that provide equal opportunity
- To have access to auxiliary aids/assistive technology as available to other students
- To not be counseled toward “more restrictive career objectives”
- To receive assistance from the Office of Disability Services in removing physical, academic and attitudinal barriers
- To not be discriminated against due to a disability or receive any retaliatory discrimination, as protected by law

### Responsibilities

- To identify to the Office of Disability Services
- To provide documentation of disability
- To participate in an intake interview with a Disability Services staff member to initiate services
- To initiate specific accommodations by following the procedures outlined in a discussion with the Disability Services staff member
- To provide professors with reasonable notice in which to implement the accommodations
- To provide for personal independent living needs or other personal disability-related needs
- To assume personal responsibility for meeting with faculty and requesting additional assistance
- To follow all Office of Disability Services policies and procedures to receive accommodations

## Privacy and Release of Information

The Office of Disability Services at Southern New Hampshire University is committed to ensuring that all medical, educational, and psychological information regarding a student’s disability is maintained as private as required or permitted by law.

Guidelines about the treatment of such information have been adopted by the Office of Disability Services (ODS) and are shared with students. These guidelines incorporate relevant state and federal regulations and guidelines.

1. No one has immediate access to student files at the Office of Disability Services except appropriate ODS staff and the ADA/504 compliance officer. Any information regarding a disability is considered private and will be shared only with others within the institution on a need-to-know basis as determined by ODS staff.
2. This information is protected by the Family Educational Rights and Privacy Act.
3. Information in files will not be released except in accordance with federal and state laws which require release in the following circumstances: if a student reports or describes intent to harm him/herself or another person(s); reports or describes any physical abuse, neglect, or sexual abuse of children or vulnerable adults.; reports or describes sexual exploitation by counseling or health care professionals; or as otherwise required by law.
4. A student’s file may be released pursuant to a court order or subpoena.
5. A student may give written authorization for the release of information to individuals or agencies outside the institution when she or he wishes to share it with others. Before giving such authorization, the student

should understand the information being released, the purpose of the release, and to whom the information is being released. Information will not be released without consent unless release is required by federal or state law. Unless the student is a minor, information will not be released to parents without the student's consent.

6. A student has the right to review his or her own file as provided by applicable law.
7. Southern New Hampshire University cannot guarantee the privacy of information conveyed by electronic means, such as email.

View [ADA/504 Grievances](#) policy.

## Technology Resources

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

All SNHU students receive e-mail addresses and all residence hall rooms have both wired and wireless Internet connections. Every classroom also has access to a wireless network.

Resident students are provided cable TV service and (upon request) telephone and voice-mail service. The mySNHU system is used by students to search and register for courses, view grades, add/drop courses, view announcements, view their calendars, and perform other procedures. Policies that govern technology use at SNHU can be found in mySNHU.

The Blackboard™ system is used for many online and hybrid courses to manage and deliver coursework.

A technology help desk is available that can assist with software-related issues with any computer. Additionally, the help desk staff is certified to perform warranty-covered hardware repairs on Dell computers and Apple computers. This service is provided at no charge.

## The Learning Center

The Learning Center, located in 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.
- **Individualized Programming:** The Learning Center's goal is to assist all students in meeting their academic goals. We therefore offer individualized programming which includes, but is not limited to structured study hours, faculty checks, weekly meetings with the Director, or appropriate Coordinator, etc. Additionally, new pilot programs include the Scholarship Retention Program, designed to assist first-year, merit-based scholarship recipients retain their scholarships; the NCAA Eligibility Program, designed to help intercollegiate athletes maintain their eligibility; Grade Renewal Kickstart program to assist members of Greek organization who have fallen out of compliance to remain active while working with the Learning Center, Conversational English (in partnership with International Student Services) to assist international students with their spoken English skills, and ReStart with Success, offered to students who have previously failed an accounting or math course.
- **JumpStart Summer Bridge Program:** The Learning Center also administers a one-week summer bridge program called JumpStart. It is designed to provide early introduction to the academic and social



expectations of the university, as well as provide instruction in study/organizational skills, familiarity with the campus, and an earlier opportunity to meet other incoming students. This program has a cap of 50 students.

- **Remedial Assistance:** The Learning Center offers remedial assistance to students at risk of academic dismissal through intensive professional tutoring/mentoring and/or through 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.

## All Programs - University College

### Core Programs

#### The General Education Program

The General Education program at Southern New Hampshire University provides students with the knowledge, skills, and cultural awareness necessary to succeed in their major fields of study and become leaders in their chosen professions and communities. Students who complete the General Education program will also acquire the tools to become independent thinkers and lifelong learners who are able to make informed moral and ethical decisions.

The General Education program is spread across all four years of study. The program is made up of three interrelated components: Foundation Courses that are primarily skills-based; Exploration Courses that require students to explore courses in fine arts and humanities, social and behavioral sciences, as well as in science, technology, and mathematics; and Integration Clusters in which students study one critical theme from a variety of interdisciplinary perspectives.

\*\* Please refer to your Program Plan or your Academic Advisor for specific course information. \*\*

#### The General Education Curriculum: 45 Credits

##### Foundation Course Area: 12 Credits

##### English (FENG)

- two (2) composition courses Minimum Credits: 6

##### Mathematics (FMAT)

- one (1) math course Minimum Credits: 3

##### SNHU Experience (FSNH)

- Three (3) SNHU Experience courses Minimum Credits: 3

UC students fulfill the SNHU experience requirement by taking SNHU 101 or SNHU 202 and SNHU 303 and SNHU 404 - worth one credit each.

##### Exploration Course Area: 24 Credits

These requirements focus on students' development of knowledge of human cultures and the physical and natural world. This area requires students to explore courses in various disciplines.

Students must take at least one 100-, 200-, and 300-level Exploration Course. Students will be required to develop their skills by completing a 100-level course before taking a 200-level course; by completing a 200-level course before taking a 300-level course; and by completing a 300-level course before taking a 400-level course.

Courses taken as Exploration Courses may not also count as Major Courses.

##### Fine Arts and Humanities (EFAH)

- two (2) courses - each from a different discipline area (FAS, HIS, LIT, PHL) Minimum Credits: 6

##### Social and Behavioral Sciences (ESBS)

- two (2) courses - each from a different discipline area (ATH / SOC / SCS, ECO, POL, PSY) Minimum Credits: 6

**Science, Technology, and Mathematics (ESTM)**

- two (2) courses - each from a different discipline area (BIO, SCI, IT, MAT) Minimum Credits: 6

**General Education Electives (EGED)**

- two (2) additional General Education electives from the Exploration area Minimum Credits: 6

**Integration Course Area: 9 Credits**

These clusters are comprised of interdisciplinary, thematically-linked courses. Students are required to take three courses within a cluster. Students must select cluster courses from at least two different disciplines within the cluster.

Courses taken as Integration Courses may not also count as Major Courses.

Select three (3) courses within one (1) cluster.

**America (IAME)**

How has the idea of America changed since its foundation? How do Americans perceive themselves? How is American society and culture perceived by others?

**Diversity (IDIV)**

How do you classify yourself? Others? How do categorizations impact diverse communities?

**Environmental Sustainability and Human Societies (IESH)**

How and why do human societies and their environments shape each other in the ways that they do? What are the implications for the sustainability of modern human lifestyles?

**Ethics (IETH)**

What is right and wrong? Good and bad? How do we know?

**Global Culture (IGCU)**

Are we one world culture, or many? How are cultures represented through the arts?

Limit of one foreign language course may be taken to satisfy this requirement.

**Global Society (IGSO)**

How do individuals and societies impact each other in the global arena? What will the global community look like in the future?

**I, Robot (IIRO)**

Do we control machines, or do they control us? What is the relationship between humans, machines, and morality? What does the future of technology look like?

**Popular Culture (IPOC)**

What defines popular culture? What influences popular culture in a society? How does popular culture impact the way we interact and communicate with one another?

### **War and Peace (IWAP)**

How have human societies maintained peace and managed conflict throughout history? What lessons can be drawn from the detailed study of major wars and landmark efforts to end or prevent war?

### **Wellness (IWEL)**

How do you define wellness? What factors affect health?

### **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 Arts and Sciences\*) or if not dictated by the School can be set by a specific program within the school.

### **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 an internship experience. The credit-bearing Internship 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 Internships 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.

## **The General Education Program for Degree in Three Students**

The General Education Program at Southern New Hampshire University provides students with the knowledge, skills, and cultural awareness necessary to succeed in their major field of study and become leaders in their chosen professions and communities. Students who complete the General Education Program will also acquire the tools to become independent thinkers and lifelong learners who are able to make informed moral and ethical decisions.

The General Education Program is spread across all three years of study. The program is made up of three interrelated components: Foundation Courses that are primarily skills-based; Exploration Courses that require students to explore courses in fine arts and humanities, social and behavioral sciences, as well as in science, technology, and mathematics; and Integration Courses in which students choose three courses from one theme-based cluster and through that cluster of courses, study one critical theme closely from a variety of interdisciplinary perspectives.

\*\* Please refer to your Program Plan or your Academic Advisor for specific course information. \*\*

### **The General Education Curriculum: 42 Credits**

#### **Foundation Course Area: 9 Credits**

**English (FENG)**

- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3

**Mathematics (FMAT)**

- MAT 240 - Applied Statistics Minimum Credits: 3

**Exploration Course Area: 24 Credits**

These requirements focus on students' development of knowledge of human cultures and the physical and natural world. This area requires students to explore courses in various disciplines.

Students must take at least one 100-, 200-, and 300-level Exploration Course. Students will be required to develop their skills by completing a 100-level course before taking a 200-level course; by completing a 200-level course before taking a 300-level course; and by completing a 300-level course before taking a 400-level course.

Courses taken as Exploration Courses may not also count as Major Courses.

**Fine Arts and Humanities (EFAH)**

- two (2) courses - each from a different discipline area (FAS, HIS, LIT, PHL) Minimum Credits: 6

**Social and Behavioral Sciences (ESBS)**

- ECO 201 - Microeconomics Minimum Credits: 3
- one (1) course from Social and Behavioral Sciences - Group A, C, or D Minimum Credits: 3

**Science, Technology, and Mathematics (ESTM)**

- two (2) courses - each from a different discipline area (BIO, SCI, IT, MAT) Minimum Credits: 6

**General Education Electives (EGED)**

- two (2) additional General Education electives from the Exploration area Minimum Credits: 6

**Integration Course Area: 9 Credits**

These clusters are interdisciplinary, thematically-linked courses. Students are required to take three courses within a cluster. Students must select cluster courses from at least two different disciplines within the cluster.

Courses taken as Integration Courses may not also count as Major Courses.

Select three (3) courses within one (1) cluster.

**America (IAME)**

How has the idea of America changed since its foundation? How do Americans perceive themselves? How is American society and culture perceived by others?

**Diversity (IDIV)**

How do you classify yourself? Others? How do categorizations impact diverse communities?

**Environmental Sustainability and Human Societies (IESH)**

How and why do human societies and their environments shape each other in the ways that they do? What are the implications for the sustainability of modern human lifestyles?

**Ethics (IETH)**

What is right and wrong? Good and bad? How do we know?

**Global Culture (IGCU)**

Are we one world culture, or many? How are cultures represented through the arts?

Limit of one foreign language course may be taken to satisfy this requirement.

**Global Society (IGSO)**

How do individuals and societies impact each other in the global arena? What will the global community look like in the future?

**I, Robot (IIRO)**

Do we control machines, or do they control us? What is the relationship between humans, machines, and morality? What does the future of technology look like?

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What defines popular culture? What influences popular culture in a society? How does popular culture impact the way we interact and communicate with one another?

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How have human societies maintained peace and managed conflict throughout history? What lessons can be drawn from the detailed study of major wars and landmark efforts to end or prevent war?

**Wellness (IWEL)**

How do you define wellness? What factors affect health?

**The Integrated Core**

The Integrated Core program in the School of Business at Southern New Hampshire University will prepare our students to integrate and apply essential knowledge of the business functions, pursue advanced education and successful careers in business. In addition to these core business courses, students in each Bachelor of Science degree business program will also satisfy the General Education Program requirements and choose free electives that match their career and personal goals.

- Integrated Core Courses:
- - ACC 105 - Foundations of Accounting I Minimum Credits: 2
  - MKT 105 - Foundations of Marketing Minimum Credits: 2
  - OL 105 - Foundations of Management Minimum Credits: 2
  - INT 105 - International Business: A Macro Perspective Minimum Credits: 1
  - IT 105 - Business Information Technology Minimum Credits: 1
  - SB 100 - Integration & Application of Business I Minimum Credits: 2
  - SB 105 - Integration & Application of Business II Minimum Credits: 2
  - ACC 205 - Foundations of Accounting II Minimum Credits: 2
  - BUS 205 - Foundations of Business Law Minimum Credits: 2
  - ECO 205 - Foundations of Macroeconomics Minimum Credits: 2
  - FIN 305 - Foundations of Finance Minimum Credits: 2
  - QSO 205 - Business Operations Management Minimum Credits: 2
  - SB 205 - Di3: Integration & Application Business III Minimum Credits: 2
  - OL 421 - Strategic Management and Policy (Capstone) Minimum Credits: 3
  - SB 405 - Di3: Integration and Application IV Minimum Credits: 2
  - INT 203 - Information Technology & Globalization Minimum Credits: 1
- OR
  - IT 203 - Information Technology & Globalization Minimum Credits: 1

### **Guiding Principles**

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

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

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

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

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

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

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

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

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

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



## Special Programs

### The SNHU Experience

Recognizing that successful leaders must be able to view problems from a variety of perspectives, the university mandates that all students complete courses in written and oral communication, the fine arts, the social sciences, mathematics and science. Students must also complete the SNHU Experience, a series of three 1-credit courses: SNHU 101 - SNHU Experience: Transition to College to be taken during the freshman year; SNHU 202 SNHU Experience: Transition to SNHU to be taken by students transferring in more than 12 credits but less than 87; SNHU 303 SNHU Experience: Life after SNHU to be taken during the junior year; and SNHU 404 - SNHU Experience: Gen Ed Capstone to be taken during the senior year.

#### SNHU 101 - SNHU Experience: Transition to College

Transition to College will help you make the most successful, least stressful transition to college life possible. This is the first in a 3-course sequence of SNHU Experience courses (SNHU 101, SNHU 303, SNHU 404) designed to support your academic, personal, and professional development. The goal of class discussions and outside work for SNHU 101 will be to help you develop and refine the knowledge and skills you will need to manage and get the most out of the academic and personal opportunities ahead of you. Remember that these opportunities may be challenging, but challenges allow us all to grow and change.

Minimum Credits: 1

*FSNH*

#### SNHU 202 - SNHU Experience: Transition to SNHU

SNHU 202: Transition to SNHU will help transfer students make the most successful, least stressful transition possible. This is a course in the 3-course sequence of SNHU Experience courses (SNHU 101/202, SNHU 303, SNHU 404) designed to support your academic, personal, and professional development. The goal of class discussions and outside work for SNHU 202 will be to help you develop and refine the knowledge and skills you will need to manage and get the most out of academic and personal opportunities, as well as integrate them with your previous and future academic and personal experiences. Remember that these opportunities may be challenging, but challenges allow us all to grow and change.

Minimum Credits: 1

*FSNH*

#### SNHU 303 - SNHU Experience: Life after SNHU

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

Prerequisite(s): UC: SNHU 101 or SNHU 202 and 45 credits: COCE: 60 credits

Minimum Credits: 1

*FSNH*

#### SNHU 404 - SNHU Experience: Gen Ed Capstone

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

Prerequisite(s): SNHU 101 or SNHU 202 and SNHU 303

Minimum Credits: 1

*FSNH*

## **E-Portfolio**

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

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

## **The University Honors Program**

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

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

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

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

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

## **Center for Community Engaged Learning**

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

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

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

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

## **SNHU Study Abroad**

The mission of the Southern New Hampshire University Study Abroad Program is to enable students to expand their global perspectives, allowing them to become well-rounded, global citizens. SNHU is dedicated to providing students with an academic program of study that will not merely expand their cultural knowledge, but significantly enhance their learning. Our carefully chosen partner institutions offer SNHU students the opportunity to take courses at all levels and in numerous majors-along with options for internships or service learning.

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

All students in the study abroad program are required to have a minimum GPA of 3.0 and to be in good academic and social standing. For more information regarding the SNHU Study Abroad Program contact Stefano Parenti, Director of the Study Abroad Program at 603.645.9725, or [s.parenti@snhu.edu](mailto:s.parenti@snhu.edu). Visit the Web page to learn more at [www.snhu.edu/files/pdfs/StudyAbroadDatasheet\\_Final.pdf](http://www.snhu.edu/files/pdfs/StudyAbroadDatasheet_Final.pdf). It is never too soon to start planning study abroad!

## **Transitional Bridge Program**

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

- Only students who have applied and been accepted conditionally into undergraduate school may enroll in the ENG 070-72 series.
- Students with a qualifying language proficiency test score of TOEFL 550 PBT/79-80 IBT or 6.5 IELTS are not required to take ENG 099i or ENG 070-72, but it is highly recommended they do so. An advisor can discuss this with the student.
- Conditionally accepted students with a language proficiency test score of TOEFL 530 PBT/71 IBT or 6.0 IELTS are required to take ENG 099i.
- Conditionally accepted students with a language proficiency test score of TOEFL 500 PBT/61 IBT or 5.5 IELTS are required to take ENG 070-72.
- Conditionally accepted students enrolled in our Intensive English Program who have completed the advanced level and have met other department goals are required to take the ENG 070-72 series of three courses.

- Students who are required to take the ENG 070-72 series of three courses must remain enrolled in all three courses during the term, as well as at least one other undergraduate course, to maintain full-time study requirements. No more than two additional undergraduate courses may be taken when a student is enrolled in ENG 070-72. (N.B. When the Transitional Bridge Program is taken during the Summer A Term, no other courses may be taken simultaneously.)
- The ENG 070-72 series, if required, must be taken during the first term of undergraduate school.
- If a student required to take to take ENG 070-72 fails any of the three ENG courses, the student must repeat the failed course(s) in the next term.
- No other English course may be taken simultaneously with ENG 070-72 or with ENG 099i. All students successfully completing ENG 070-72 must then take ENG 099i and ENG 120 in sequence.

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

## **NHCUC (New Hampshire College & University Council) Exchange**

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

NHCUC Participating Colleges and Universities:

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

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

Satisfactory discipline, financial, and academic standing (full time enrollment requires a minimum 2.50 GPA; ROTC students must have a minimum 2.00 GPA)

Permission of both institutions involved in a particular exchange

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

Student Costs:

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

## 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. Army ROTC classes for Freshmen and Sophomores are conducted on the SNHU campus. Army ROTC classes for upperclassmen, leadership laboratories, and all Air Force ROTC programs 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.

## School of Arts and Sciences

Dean: Dr. Karen Erickson

Robert Frost Hall

603.645.9692

Fax: 603.645.9779

### Mission

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

– Theodore Roethke

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

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

## **School of Arts and Sciences**

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

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

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

## **American Studies Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in American Studies by successfully completing the following courses:

### **American Studies Curriculum - Minor**

#### **Required Courses: 18 Credits**

*Select five (5) courses from at least three (3) different prefixes from the following:*

- FAS 301 - Film and American Culture Minimum Credits: 3
- FAS 370 - American Art Minimum Credits: 3
- HIS 245 - United States History since 1945 Minimum Credits: 3
- HIS 254 - Civil Rights Movement Minimum Credits: 3
- HIS 270 - American Environmental History Minimum Credits: 3
- HIS 319 - African-American History since the Civil War Minimum Credits: 3
- HIS 330 - Civil War and Reconstruction Minimum Credits: 3

- HIS 338 - Young America Minimum Credits: 3
- HIS 332 - Colonial New England Minimum Credits: 3
- HIS 357 - American Slavery Minimum Credits: 3
- LIT 312 - Early American Literature Minimum Credits: 3
- LIT 313 - The American Renaissance Minimum Credits: 3
- LIT 314 - American Realism and Naturalism Minimum Credits: 3
- LIT 315 - Twentieth Century American Literature and Beyond Minimum Credits: 3
- LIT 328 - Multi-Ethnic Literature: Describing the Hyphen Minimum Credits: 3
- LIT 335 - Major Author Studies Minimum Credits: 3
- LIT 350 - The Black Literary Tradition Minimum Credits: 3
- LIT 450 - Seminar in American Literature Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 319 - US Environmental Law and Politics Minimum Credits: 3

**Total Credits: 18**

## **Applied Mathematics Minor**

The Applied Mathematics Minor at SNHU is devoted to learning and understanding the mathematical methods and reasoning involved in solving real-world problems, including problems in business, the social sciences and the natural sciences.

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Applied Mathematics by successfully completing the following courses:

### **Applied Mathematics Curriculum - Mino**

#### **Required Courses: 15 Credits**

- MAT 240 - Applied Statistics Minimum Credits: 3
- MAT 350 - Applied Linear Algebra Minimum Credits: 3

*Select one (1) course from the following:*

- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 225 - Calculus I: Single-Variable Calculus Minimum Credits: 3

*Select two (2) courses from the following:*

- MAT 211 - Applied Calculus II Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 260 - Cryptology Minimum Credits: 3
- MAT 275 - Calculus II: Integration & Series Minimum Credits: 3
- MAT 300 - Applied Statistics II: Regression Analysis Minimum Credits: 3
- MAT 325 - Calculus III: Multivariable Calculus Minimum Credits: 3
- MAT 330 - Differential Equations Minimum Credits: 3
- MAT 380 - Error-correcting Codes Minimum Credits: 3

**Note:**

*MAT 211 and MAT 275 may not both be taken for credit. Also, AP credit for MAT 210, MAT 211, or MAT 240 may count toward the Applied Mathematics Minor.*

**Total Credits: 15**

## **Art History Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Art History by successfully completing the following courses:

### **Art History Curriculum - Minor**

#### **Required Courses: 15 Credits**

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3

*Select three (3) courses from the following:*

- FAS 110 - Introductory Drawing Minimum Credits: 3
- FAS 226 - Digital Photography Minimum Credits: 3



- FAS 260 - History of Architecture Minimum Credits: 3
- FAS 270 - Introduction to Film History Minimum Credits: 3
- FAS 301 - Film and American Culture Minimum Credits: 3
- FAS 305 - Digital Documentary Photography Minimum Credits: 3
- FAS 320 - History of Design Minimum Credits: 3
- FAS 326 - History of Photography Minimum Credits: 3
- FAS 335 - Romanticism to Impressionism Minimum Credits: 3
- FAS 342 - Modernism Minimum Credits: 3
- FAS 345 - Contemporary Art Minimum Credits: 3
- FAS 365 - Arts Management Minimum Credits: 3
- FAS 370 - American Art Minimum Credits: 3
- FAS 380 - Women, Art and Society Minimum Credits: 3

**Total Credits: 15**

## **Behavioral Neuroscience Minor**

The Behavioral Neuroscience minor provides students an opportunity to gain interdisciplinary insights about how the brain functions at both molecular and behavioral levels, as well as the interactions that occur in between. Behavioral neuroscience has become a hub of the physical, behavioral and social sciences. For example, psychological research has increasingly made use of the terminology and brain scanning technologies from the neuroscience. Behavioral neuroscience has also informed other disciplines as well, from art to marketing.

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Behavioral Neuroscience by successfully completing the following courses:

### **Behavioral Neuroscience Curriculum - Minor**

#### **Required Courses: 16 Credits**

- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- BIO 210L - Anatomy and Physiology Lab Minimum Credits: 1
- BIO 320 - Neuroscience Minimum Credits: 3
- PSY 300 - Biopsychology Minimum Credits: 3

*Select two (2) courses from the following:*

- BIO 325 - Animal Behavior Minimum Credits: 3
- PSY 225 - Health Psychology Minimum Credits: 3
- PSY 307 - Sensation and Perception Minimum Credits: 3

**Total Credits: 16**

## **Biology Minor**

The problems societies face around the world today, such as epidemics and outbreaks, the rise of antibiotic resistance, and the loss of biodiversity, require solutions that incorporate scientific skills and knowledge. This program will provide students in any major with valuable knowledge of biology to add to their area of focus. It is also suitable for students who wish to pursue further study in the life sciences to meet requirements for graduate school admission.

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Biology by successfully completing the following courses:

### **Biology Curriculum - Minor**

#### **Required Courses: 17 Credits**

- BIO 120 - General Biology I Minimum Credits: 3
- BIO 120L - General Biology I Lab Minimum Credits: 1
- BIO 121 - General Biology II Minimum Credits: 3
- BIO 121L - General Biology II Lab Minimum Credits: 1
- BIO 215 - People, Places, and Plagues Minimum Credits: 3

*Select two (2) courses from the following:*

- BIO 202 - Field Ornithology Minimum Credits: 3
- BIO 312 - Zoology Minimum Credits: 3
- BIO 314 - Introductory Botany Minimum Credits: 3
- BIO 325 - Animal Behavior Minimum Credits: 3
- BIO 330 - Conservation Biology Minimum Credits: 3
- BIO 340 - Human Health and the Environment Minimum Credits: 3

- CHM 200 - Environmental Chemistry Minimum Credits: 3

**Total Credits: 17**

## **Clinical Mental Health Counseling, M.S.**

**Contact: Dr. Annamarie Cioffari**

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

### **Mission**

The Graduate Program in Clinical Mental Health Counseling (PCMH) is a competency-based program which offers state-of-the-art graduate education in integrated clinical mental health and substance abuse counseling. The program combines face-to-face instruction and distance-learning activities geared to adult learners. Intensive weekend instruction (classes meet one weekend per month) is provided for cohorts "on location" in several states across the country, including New Hampshire, Maine, Vermont, Wisconsin, and Alaska.

The program offers a unique emphasis in both clinical mental health and substance abuse counseling and also emphasizes clinical and leadership skills in community-based behavioral health care. Students complete a Master of Science degree in Clinical Mental Health Counseling, requiring 63 or 66 credits, dependent on whether students complete 700 or 1,000 hours of practicum and internship. Students in the Master of Science degree complete all of the required course work for an M.S. in Clinical Mental Health Counseling, across the lifespan, and also complete a specialization in integrated mental health and addictions treatment for children, youth, and families or for adults. While licensure is not guaranteed, the program prepares students to pursue licensure as clinical mental health or professional counselors and also covers much of the educational content required for certification as a substance abuse counselor. The program is designed to be accessible to practicing professionals, as well as service recipients, family members, and others who wish to develop careers in the field. Faculty are scholar/practitioners who bring national and local expertise in clinical mental health and addictions counseling, integrated service delivery, research and administration to the program.

The curricula in the Graduate Program in Clinical Mental Health Counseling are based on a set of core competencies that have been drawn from counseling accreditation standards, research literature, evidence-based and promising clinical practices and input from professionals, service users and their families. The program has been recognized as an Innovative Practice by the Annapolis Coalition, and its competencies and curricula have been cited as national models in studies supported by the federal Center for Mental Health Services. Program competencies emphasize clinical mental health counseling and organizational leadership skills and core values for service delivery in rural and urban settings, including: integrated clinical mental health and addictions counseling, recovery oriented approaches, integration with physical health care, wrap-around and strength-based approaches and intervention, community-based support, evidence-based practice, family partnership, developmentally appropriate practice (from infancy through adulthood and the challenges of aging) and cultural relevance.

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

## Format

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

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

The program works with licensing boards, in the states in which it is offered, to meet the educational requirements for licensure as a clinical mental health or professional counselor. The program also works with state substance abuse certification boards to cover much of the required content. Additional course work and internships may be offered. The university does not guarantee that students who complete the program will become licensed.

### Specializations:

Integrated Mental Health and Addictions Treatment for:

- Children, Youth, and Families
- Adults

## The Master of Science Degree Program

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

### Application Review Process - PCMH

The admission review for the Graduate Program in Clinical Mental Health Counseling is based on a careful evaluation of applicants' qualifications. Particular attention is paid to past accomplishments and future promise in the field. Selected faculty members review applications and consider personal and professional experiences in addition to academic achievements. To be eligible for admission into the Master of Science Program, prospective students are expected to:

- have earned a baccalaureate degree at an accredited college or university
- present an official transcript showing at least a 2.75 cumulative grade-point average for undergraduate studies
- submit a completed application and a nonrefundable, \$40 application fee
- submit an essay responding to items described on the application form
- furnish two letters of reference (forms are provided)
- furnish an up-to-date resumé

- Submit application materials to:

Southern New Hampshire University

Vermont Programs – PCMH Admissions

463 Mountain View Drive, Suite 101

Colchester, VT 05446

1.800.730.5542

[www.snhu.edu/pcmh](http://www.snhu.edu/pcmh)

### **Application Deadlines - PCMH**

Admission application deadlines are determined for each cohort site in accordance with the schedule for course delivery. These deadlines are published with the application form and admission materials that are distributed to potential students. Generally, applicants are asked to submit materials at least one month prior to the beginning of the term in which they intend to enroll.

### **Conditional Acceptance – PCMH**

Conditional acceptance may be offered when the university is uncertain whether an applicant has provided evidence that he or she will be successful in the program. The student will be advised of the conditions that must be met in order for him or her to be formally accepted into the program. The student will be formally admitted when the conditions have been met. Students will be subject to administrative withdrawal if they fail to meet the conditions.

### **Non-degree Students**

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

### **Clinical Mental Health Counseling Curriculum - Master of Science**

#### **Foundation Courses: 16 Credits**

- Orientation and Immersion Weekend (no credit)
- PCMH 600 - Overview of Clinical MH & SA Counseling Minimum Credits: 3
- PCMH 610 - Helping Relationships & Clinical Counseling Techniques Minimum Credits: 3
- PCMH 615 - Practicum (Seminar and Field Experience) Minimum Credits: 1
- PCMH 680 - Diagnosis, Assessment & Psychopathology Minimum Credits: 3
- PCMH 621 - Treatment Planning in Clinical MH & SA Counseling Minimum Credits: 3
- PCMH 650 - Internship I Minimum Credits: 3

**Clinical Specialization Courses: 9 Credits**

*Students must complete one (1) of the following two sets of courses*

**Integrated Mental Health and Addictions Treatment for Children, Youth and Families**

- PCMH 635 - Clinical I: Integrated Mental Health & Addictions Treatment, Child & Family Minimum Credits: 3
- PCMH 636 - Clinical Skills II: Crisis, Trauma, Complex Issues (Child, Family) Minimum Credits: 3
- PCMH 689 - Early Childhood and Infant Mental Health Minimum Credits: 3

**Integrated Mental Health and Addictions Treatment for Adults**

- PCMH 645 - Clinical Skills I: Integrated Mental Health & Addictions Treatment, Adult Minimum Credits: 3
- PCMH 646 - Clinical Skills II: Crisis, Trauma, Complex Issues (Adult) Minimum Credits: 3
- PCMH 692 - Elders: Mental Health and Addictions Minimum Credits: 3

**Advanced Courses: 38 Credits**

- PCMH 662 - Internship II Minimum Credits: 3
- PCMH 682 - Human Growth and Development Minimum Credits: 3
- PCMH 665 - Program Evaluation and Systems Research Minimum Credits: 3
- PCMH 666 - Professional Counseling Orientation & Ethics Minimum Credits: 3
- PCMH 670 - Organizational Leadership & System Change Minimum Credits: 3
- PCMH 675 - Mental Health, Addictions & Family Systems Minimum Credits: 3
- PCMH 676 - Psychopharmacology in Mental Health & Addictions, Across the Lifespan Minimum Credits: 3
- PCMH 690 - Master's Project Minimum Credits: 2
- PCMH 688 - Clinical Counseling Theories Minimum Credits: 3
- PCMH 683 - Group Process Minimum Credits: 3
- PCMH 685 - Social and Cultural Foundations Minimum Credits: 3
- PCMH 605 - Measurement & Testing Minimum Credits: 3
- PCMH 686 - Career and Lifestyle Development Minimum Credits: 3

**Additional Coursework: 3 Credits**

*The following course is required for students completing 66 credits.*

- PCMH 663 - Internship III Minimum Credits: 3

**Total Credits: 63 or 66**

## **Communication & Interactive Digital Media, B.A. (with concentration options - partnership with Florence University of the Arts)**

This program is designed for students wishing to apply for a Bachelors of Arts in Communication & Interactive Digital Media through partnership with SNHU and Florence University of the Arts. Students are credentialed through Southern New Hampshire University by completing a 90 credit program in Communication & Interactive Digital Media at Florence University of the Arts and selecting one of three concentrations in Digital Media, E-Publishing, or Visual Communication. The program may be completed in four years: 3 at FUA (90 credits including 12 credits within FUA's General Education) and 1 year at SNHU (30 credits). The fourth year of the degree can be completed via distance learning through online classes according to the General Education distribution detailed by SNHU.

**Special Requirements:**

This degree is in partnership with the Florence University of the Arts and has the following requirements:

- 90 Credits approved from Florence University of the Arts
- Equivalent of 3.0 GPA
- TOEFL Score: Online between 530/71 and 550/81 or 6.0 IELTS will take ENG 099 or 6.5 IELTS will proceed directly to ENG 120

**Communication & Interactive Digital Media Curriculum - Bachelor of Arts****Communication & Interactive Digital Media program at Florence University of the Arts - Transfer Credits: 90**

Includes 12 Credits of General Education courses taken at Florence University of the Arts:

- Italian Language: 6 Credits
- Multicultural Diversity and Gender Studies (fulfills 3 Credits of EFAH General Education requirement): 3 Credits
- Mathematics (College Algebra taken at FUA fulfills 3 Credits of Math Foundation Requirement): 3 Credits

**General Education Courses: 30 Credits**

The General Education Program

- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3

- MAT 240 - Applied Statistics Minimum Credits: 3
- EFAH - one (1) course from Fine Arts & Creativity, Literature, or History Minimum Credits: 3
- ESBS - two (2) courses from separate columns of Social Science, Economics, Political Science, or Psychology Minimum Credits: 6
- ESTM - one (1) course from Science or Information Technology Minimum Credits: 3
- IDS - one (1) Integration seminar course Minimum Credits: 3
- Exploration - two (2) courses from the General Education Exploration area Minimum Credits: 6

**Total Credits: 120**

## **Communication Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Communication by successfully completing the following courses:

### **Communication Curriculum - Minor**

#### **Required Courses**

- COM 126 - Introduction to Mass Communication Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3

*Select three (3) courses from the following:*

- COM 227 - Public Relations Minimum Credits: 3
- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- COM 232 - Desktop Publishing Minimum Credits: 3
- COM 235 - Introduction to Journalism Minimum Credits: 3
- COM 322 - Advanced Public Speaking Minimum Credits: 3
- COM 430 - Organizational Communications Minimum Credits: 3
- COM 340 - Writing for Public Relations Minimum Credits: 3
- COM 448 - Media Ethics and Law Minimum Credits: 3

**Total Credits: 15**



## **Communication, B.A.**

**Coordinator: Prof. Andrea Bard**

The Communication major prepares students for a wide variety of fields including public relations, corporate communications and training, social media, professional writing, journalism, advertising, and other mass media professions. Students also have the opportunity to focus their studies through a variety of minors and internship experiences. At the same time, students are able to develop competencies in particular areas that may be highlighted by capstone projects or portfolio work for future employment.

### **Communication Curriculum - Bachelor of Arts**

#### **General Education Courses: 45 Credits**

The General Education program

#### **SAS Required Courses: 9 Credits**

- ENG 220 - Business Communication Minimum Credits: 3

*Select two (2) courses from the following:*

- HIS - one (1) History course at the 100 level Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3
- SOC 328 - Sociology of Aging Minimum Credits: 3
- GRA 310 - Digital Graphic Design for the Web Minimum Credits: 3

#### **Major Courses: 33 Credits**

- COM 126 - Introduction to Mass Communication Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- COM 227 - Public Relations Minimum Credits: 3
- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- COM 232 - Desktop Publishing Minimum Credits: 3
- COM 235 - Introduction to Journalism Minimum Credits: 3
- COM 244 - Digital Video Production: Level I Minimum Credits: 3

- COM 310 - Social Media Minimum Credits: 3
- COM 320 - Exploring World Cultures/Mass Media Minimum Credits: 3
- COM 322 - Advanced Public Speaking Minimum Credits: 3
- COM 430 - Organizational Communications Minimum Credits: 3

**Free Electives: 33 Credits**

**Total Credits: 120**

## **Creative Writing and English, B.A. (with concentration option)**

**Chair: Dr. Susan Youngs**

**Coordinator: Dr. Sara Howe**

Novelists, memoirists, poets, playwrights and screenwriters articulate the questions of our time. They help us to free ourselves from our easy assumptions and to empathize with people whose circumstances differ from our own. Literature gives our culture a way to talk to itself.

SNHU's major in creative writing is for students interested in careers in writing and book publishing, and for students who simply wish to explore a passion for writing. It teaches skills useful for journalism, law, communications, and many other professions. It prepares students for graduate programs, like the university's low-residency Master of Fine Arts in fiction and nonfiction writing. Creative writing courses begin during freshman year.

Publishing opportunities at SNHU include the student literary journal, *The Manatee*, and contests in the university's nationally-distributed journal, *Amoskeag*. Faculty help students prepare work for submission to graduate programs, agents, and editors. Students on the main campus in Manchester spend classroom time with agents, editors, publicists, and visiting writers. Students attend workshops, readings, and networking events.

Our faculty includes nationally acclaimed writers. They host renowned visiting writers. Students can join the creative writing club and the New Hampshire Writers' Project, the only statewide literary organization for writers of all levels and genres, which is housed on the university's main campus in Manchester.

Students who wish to major in creative writing on the main campus in Manchester must submit a writing sample of 5-10 pages to the program coordinator. Students applying to the online program in creative writing must submit a sample to the online program.

Creative writing majors on the main campus in Manchester choose a concentration in fiction, a concentration in nonfiction, or no concentration. Online majors choose a concentration in fiction, nonfiction, poetry or screenwriting. Majors on the main campus who choose no concentration take workshops in three out of four genres. Majors on the main campus who choose a concentration in fiction or nonfiction focus on a long work in the chosen genre. Online majors focus on the chosen genre and take a course in writing for new media.

For majors on the main campus, the concentrations in fiction and nonfiction make it easier to complete a B.A. in Creative Writing and English in three years with coursework during summers. The concentrations can also help students write work samples strong enough to earn admission to the low-residency M.F.A. program. Students who finish a B.A. with a concentration in fiction or nonfiction in three years can earn both a B.A. and an M.F.A. over the course of five years, if they are accepted to the M.F.A. program in the third year of the B.A.

## **Creative Writing and English Curriculum - Bachelor of Arts**

### **General Education Program: 45 Credits**

The General Education Program

### **SAS Required Courses: 9 Credits**

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3

*Select one (1) course from the following:*

- COM 212 - Public Speaking Minimum Credits: 3
- HIS - one (1) History course at the 100 level Minimum Credits: 3
- PHL 210 - Introduction to Philosophy Minimum Credits: 3

### **Major Courses: 33 Credits**

- ENG 226 - Introduction to Creative Writing Minimum Credits: 3
- ENG 340 - Context of Writing: Writers/Publishing Minimum Credits: 3
- ENG 350 - The English Language Minimum Credits: 3
- LIT 300 - Literary Theory Minimum Credits: 3
- LIT 319 - Shakespeare Minimum Credits: 3
- LIT - one (1) Literature course at the 200 level Minimum Credits: 3
- LIT - one (1) Literature course at the 400 level Minimum Credits: 3

**Select the following courses OR select a Concentration:**

- ENG 431 - Advanced Creative Writing Minimum Credits: 3

*Select three (3) courses from the following:*

- ENG 326 - Genre Writing Workshop Minimum Credits: 3
- ENG 327 - Play Writing Workshop Minimum Credits: 3
- ENG 328 - Poetry Writing Workshop Minimum Credits: 3
- ENG 329 - Fiction Writing Workshop Minimum Credits: 3

- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3

### **Fiction Writing Concentration**

- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 431 - Advanced Creative Writing Minimum Credits: 3 **Students will take nine (9) credits of ENG 431**

### **Nonfiction Writing Concentration**

- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3
- ENG 431 - Advanced Creative Writing Minimum Credits: 3 **Students will take nine (9) credits of ENG 431**

### **Free Electives: 33 Credits**

**Total Credits: 120**

## **Creative Writing Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Creative Writing by successfully completing the following courses:

### **Creative Writing Curriculum - Minor**

#### **Required Courses**

- ENG 327 - Play Writing Workshop Minimum Credits: 3
- ENG 328 - Poetry Writing Workshop Minimum Credits: 3
- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3

*Select one (1) course from the following:*

- COM 235 - Introduction to Journalism Minimum Credits: 3
- ENG 220 - Business Communication Minimum Credits: 3
- ENG 480 - Independent Study Minimum Credits: 3

**Total Credits: 15**

## Crime and Criminology Certificate

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair.

This optional 12 credit program is designed for students interested in future careers or graduate study in the areas of social work, criminal psychology, or sociology. Students will explore related topics including victimology, sociology of deviance, and crimes against children.

### Crime and Criminology Curriculum - Certificate

#### Required Courses

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- or*
- POL 306 - The American Legal Tradition Minimum Credits: 3
  - JUS 215 - The Victim and the Justice System Minimum Credits: 3

*Select two (2) courses from the following:*

- JUS 211 - Organized Crime Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3
- JUS 309 - White Collar Crime Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 468 - Crimes Against Children Minimum Credits: 3
- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 215 - Abnormal Psychology Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3
- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3

**Total Credits: 12**

#### Guidelines for Certificate Programs

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. 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 210 requires IT 100 Introduction to Information Technology 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.

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

**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.

## **Cultural Studies, B.A. (partnership with Florence University of the Arts)**

This program is designed for students wishing to apply for a Bachelors of Arts in Cultural Studies through partnership with SNHU and Florence University of the Arts. Students are credentialed through Southern New Hampshire University by completing a 90 credit program in Cultural Studies at Florence University of the Arts and selecting one of two concentrations in Fine Arts or Art History. The program may be completed in four years: 3 at FUA (90 credits including 12 credits within FUA's General Education) and 1 year at SNHU (30 credits). The fourth year of the degree can be completed via distance learning through online classes according to the General Education distribution detailed by SNHU.

### **Special Requirements:**

This degree is in partnership with the Florence University of the Arts and has the following requirements:

- 90 Credits approved from Florence University of the Arts
- Equivalent of 3.0 GPA
- TOEFL Score: Online between 530/71 and 550/81 or 6.0 IELTS will take SNHU COCE ENG 099 or 6.5 IELTS will proceed directly to ENG 120

### **Cultural Studies Curriculum - Bachelor of Arts**

**Cultural Studies program at Florence University of the Arts - Transfer Credits: 90**

Includes 12 Credits of General Education courses taken at Florence University of the Arts:

- Italian Language: 6 Credits
- Multicultural Diversity and Gender Studies (fulfills 3 Credits of EFAH General Education requirement): 3 Credits
- Mathematics 3 Credits

**General Education Courses: 30 Credits**

The General Education Program

- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- EFAH - one (1) course from Fine Arts & Creativity, Literature, or History Minimum Credits: 3
- ESBS - two (2) courses from separate columns of Social Science, Economics, Political Science, or Psychology Minimum Credits: 6
- ESTM - two (2) courses from Science or Information Technology Minimum Credits: 6
- IDS - one (1) IDS seminar course plus two (2) courses from the General Education Exploration area Minimum Credits: 9

**Total Credits: 120**

**Digital Media and Video Production Minor**

A Digital Media and Video Production minor would enable a student to combine specialized knowledge within their major with theoretic and practical knowledge of video production to create documentary, commercial, or promotional videos.

**Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Digital Media and Video Production by successfully completing the following courses:

**Digital Media and Video Production Curriculum - Minor****Required Courses**

- COM 128 - Language and Practice of Media Arts Minimum Credits: 3
- FAS 270 - Introduction to Film History Minimum Credits: 3
- COM 244 - Digital Video Production: Level I Minimum Credits: 3

- COM 344 - Digital Video Production: Level II Minimum Credits: 3

*Select one (1) course from the following:*

- COM 454 - Documentary Video Production Minimum Credits: 3
- COM 455 - Commercial Video Production Minimum Credits: 3

**Total Credits: 15**

## **English Language and Literature Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in English Language and Literature by successfully completing the following courses:

### **English Language and Literature Curriculum - Minor**

#### **Required Courses**

- LIT - two (2) 200-level Literature courses Minimum Credits: 6
- LIT - two (2) 300-level Literature courses Minimum Credits: 6
- LIT - one (1) 400-level Literature course Minimum Credits: 3

#### **Note(s):**

One of the LIT courses taken for the minor may also be used to satisfy a Fine Arts and Humanities Exploration course requirement in the University's General Education Program.

**Total Credits: 15**

## **English Language and Literature, B.A.**

**Chair: Dr. Susan Youngs**

**Coordinator: Dr. Susan Cook**

Turn your passion for reading and writing into a career. Gain the communication and research skills needed in the workplace today. Learn to think critically and write effectively. Welcome to SNHU's BA in English language and literature program.

The BA in English language and literature degree opens up several career possibilities beyond the traditional roles of writers and teachers. English language and literature majors also go on to become lawyers, politicians, marketing communication professionals, historians, museum curators, and nonprofit directors, just to name a few.

Classes are generally small. The literature courses, for example, average about 20 students and the writing courses just about 15 students. This allows professors to keep the classes lively and highly interactive. You won't ever find yourself



sitting in a huge auditorium, struggling to follow along with a lecture. In fact, some of the most unique learning opportunities might take place out of the classroom.

Because of SNHU's ideal location in the heart of New England, the birthplace of American literature, professors often build in visits to historic literary sites such as Walden Pond to add depth to the subject matter.

The program includes an extensive overview of American and British literature and a sampling of world literature. You'll also be required to take courses in linguistics, literary theory, and Shakespeare. Optional courses include Postcolonial Studies, multinational literature, as well as regularly rotating courses on single authors (Dickens or Hemingway, for example) and specific genres (drama, poetry, and the novel).

### **English Language and Literature Curriculum - Bachelor of Arts**

#### **General Education Program: 45 Credits**

The General Education Program

#### **SAS Required Courses: 9 Credits**

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3

*Select one (1) of the following:*

- HIS - one (1) History course at the 100 level
- HIS - one (1) History course at the 200 level

#### **Required Major Courses: 9 Credits**

- ENG 350 - The English Language Minimum Credits: 3
- LIT 300 - Literary Theory Minimum Credits: 3
- LIT 319 - Shakespeare Minimum Credits: 3

#### **Major Electives: 18 Credits**

- LIT - one (1) Literature course at the 200 level Minimum Credits: 3
- LIT - three (3) Literature courses at the 300 level Minimum Credits: 9
- LIT - one (1) Literature course at the 400 level Minimum Credits: 3
- ENG / LIT - one (1) English or Literature course at the 300/400 level Minimum Credits: 3
-

Major Capstone: 6 Credits

- LIT 485 - Senior Thesis in Literature Minimum Credits: 3 (**take for 6 Credits**)

*or*

- LIT - two (2) Literature courses at the 300 or 400 level Minimum Credits: 6 (*except LIT 485*)

**Free Electives: 33 Credits**

**Total Credits: 120**

## **Environmental Science, B.S. (with concentration options)**

**Department Chair: Dr. Kevin Degnan**

Science at Southern New Hampshire University has three missions: science literacy, environmental science, and middle school science education. The ever increasing role of science in our lives demands a scientifically literate citizenry to choose the best path into the future. According to the United States National Center for Education Statistics, "scientific literacy is the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity". A scientifically literate citizen is able to independently evaluate the source, methodology and quality of scientific information and arrive at valid conclusions rather than rely on the opinions of others. Consequently, the science department has developed a number of interdisciplinary science courses specifically designed to provide science literacy for the non-science majors.

Perhaps the greatest challenges in the future will focus on the environment. The science faculty at SNHU has diverse scientific backgrounds but shares a common interest in the environment that allows the department to offer a degree in environmental science with different tracts to accommodate different student interests. Environmental science is the interdisciplinary field of study that integrates the physical and biological sciences into the study of the environment and applies a systems approach to the solution of environmental issues. Many of the non-science faculty at SNHU share this interest in the environment and contribute a diversity of perspectives and dimensions to the major. Students with degrees in environmental science have a variety of different opportunities to apply their education, from journalism to graduate studies. A minor in environmental studies is also offered for the non-science students who would like to add another dimension to their education.

The science department also partners with the School of Education at SNHU to offer a Bachelor of Arts in Middle School Science Education. Throughout this program, courses integrate the knowledge and pedagogy of science to graduate students with a good science foundation and grasp of the science learning that takes place at the middle school level. Students graduate with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching middle school science. A graduate of this program is fully certified to teach grades 5-9 science in New Hampshire, which is reciprocal in most states.

### **Environmental Science Curriculum - Bachelor of Science**

**General Education Program: 45 Credits**

The General Education Program

**SAS Required Courses: 9 Credits**

- GEO 200 - World Geography Minimum Credits: 3
- HIS 270 - American Environmental History Minimum Credits: 3
- PHL 363 - Environmental Ethics Minimum Credits: 3

**Major Courses: 27 Credits**

- BIO 120 - General Biology I Minimum Credits: 3
- BIO 120L - General Biology I Lab Minimum Credits: 1
- BIO 315 - Ecological Principles and Field Methods Minimum Credits: 3
- CHM 120 - General Chemistry I Minimum Credits: 3
- CHM 120L - General Chemistry I Lab Minimum Credits: 1
- ENV 101 - Environmental Science Minimum Credits: 3
- ENV 111 - Environmental Science Compass Minimum Credits: 1
- ENV 220 - GIS, Field Methods and Technology Minimum Credits: 3
- ENV 250 - Environmental Research Methods Minimum Credits: 3
- ENV 440 - Senior Seminar Minimum Credits: 3
- PHY 105 - Geology Minimum Credits: 3

**Major Electives: 12 Credits**

- BIO, CHM, SCI, or ENV - four to five (4-5) courses in Biology, Chemistry, Science or Environmental Science at the 200 or 300 level Minimum Credits: 12

**Concentration (select one): 12 Credits****Compliance and Sustainability Concentration**

- ENV 100 - Introduction to Sustainability Minimum Credits: 3

*Select three (3) courses from the following:*

- ENV 322 - Environment and Development Minimum Credits: 3
- ENV 361 - Environmental Impact and Site Assessment Minimum Credits: 3
- ENV 372 - Sustainability Strategies for Business Minimum Credits: 3
- ENV 373 - LEED Green Associate Credential Minimum Credits: 1

- ENV 374 - OSHA General Industry Outreach Training Minimum Credits: 1
- ENV 375 - Hazardous Waste Coordinator Certificate Minimum Credits: 1
- POL 319 - US Environmental Law and Politics Minimum Credits: 3
- POL 329 - Int'l Environmental Law and Negotiation Minimum Credits: 3
- POL 349 - Comparative Environmental Law and Sustainable Development Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3
- SOC 373 - Regional Sustainability Field Study Minimum Credits: 3 or SCI 373 - Regional Sustainability Field Study Minimum Credits: 3

*NOTE: At least one (1) course must be from subject POL*

### **Energy and Natural Resources Concentration**

- CHM 121 - General Chemistry II Minimum Credits: 3
- CHM 121L - General Chemistry II Lab Minimum Credits: 1

*Select three (3) courses from the following:*

- CHM 200 - Environmental Chemistry Minimum Credits: 3
- ENV 305 - Global Climate Change Minimum Credits: 3
- SCI 218 - Natural Resources Minimum Credits: 3
- SCI 220 - Energy and Society Minimum Credits: 3
- SCI 333 - Waste: Sources, Reduction, & Remediation Minimum Credits: 3
- SCI 373 - Regional Sustainability Field Study Minimum Credits: 3 or SOC 373 - Regional Sustainability Field Study Minimum Credits: 3

### **Environment and Health Concentration**

- BIO 121 - General Biology II Minimum Credits: 3
- BIO 121L - General Biology II Lab Minimum Credits: 1
- BIO 110 - Introduction to Public Health Minimum Credits: 3
- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- BIO 210L - Anatomy and Physiology Lab Minimum Credits: 1

- BIO 215 - People, Places, and Plagues Minimum Credits: 3
- BIO 340 - Human Health and the Environment Minimum Credits: 3
- SCI 215 - Contemporary Health Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3

**Natural Resources and Conservation Concentration**

- BIO 121 - General Biology II Minimum Credits: 3
- BIO 121L - General Biology II Lab Minimum Credits: 1
- BIO 312 - Zoology Minimum Credits: 3
- BIO 314 - Introductory Botany Minimum Credits: 3
- BIO 325 - Animal Behavior Minimum Credits: 3
- BIO 330 - Conservation Biology Minimum Credits: 3
- ENV 305 - Global Climate Change Minimum Credits: 3
- SCI 218 - Natural Resources Minimum Credits: 3
- SCI 220 - Energy and Society Minimum Credits: 3
- SCI 333 - Waste: Sources, Reduction, & Remediation Minimum Credits: 3
- SCI 373 - Regional Sustainability Field Study Minimum Credits: 3 or SOC 373 - Regional Sustainability Field Study Minimum Credits: 3

**Wildlife and Conservation Biology Concentration**

- BIO 121 - General Biology II Minimum Credits: 3
- BIO 121L - General Biology II Lab Minimum Credits: 1

*Select three (3) courses from the following:*

- BIO 202 - Field Ornithology Minimum Credits: 3
- BIO 312 - Zoology Minimum Credits: 3
- BIO 314 - Introductory Botany Minimum Credits: 3
- BIO 325 - Animal Behavior Minimum Credits: 3
- BIO 330 - Conservation Biology Minimum Credits: 3

**Free Electives: 27 Credits**

**Total Credits: 120**

## **Environmental Studies Minor**

This course of study is designed for students who are not pursuing an environmental degree. As environmental concerns become more relevant, a minor in Environmental Studies can enhance one's education and expand career opportunities.

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Environmental Studies by successfully completing the following courses:

### **Environmental Studies Curriculum - Minor**

#### **Required Courses**

- PHL 363 - Environmental Ethics Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3

*Select three (3) courses from the following:*

- ENV 305 - Global Climate Change Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3
- ENV 319 - US Environmental Law and Politics Minimum Credits: 3
- GEO 200 - World Geography Minimum Credits: 3
- HIS 270 - American Environmental History Minimum Credits: 3
- LIT 231 - Nature Writers Minimum Credits: 3

**Total Credits: 15**

## **European Culture Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

### **European Culture Curriculum - Minor**

#### **Required Courses**

*Select five (5) courses from the following (minimum 2 from subject LIT)*

- LFR 311 - French Civilization and Culture Minimum Credits: 3
- FAS 335 - Romanticism to Impressionism Minimum Credits: 3
- FAS 342 - Modernism Minimum Credits: 3
- LIT 309 - Romance, Revolutions, and the Birth of the Novel Minimum Credits: 3
- LIT 310 - Victorian Literature Minimum Credits: 3
- LIT 311 - Modern British Literature Minimum Credits: 3
- LIT 317 - European Literature Minimum Credits: 3
- HIS 235 - Modern Russia Minimum Credits: 3
- HIS 238 - Modern Germany, 1871-Present Minimum Credits: 3
- MUS 223 - Appreciation and History of Music Minimum Credits: 3

**Total Credits: 15**

## **Fiction and Nonfiction, M.F.A.**

**Contact: Prof. Benjamin Nugent, Director**

The School of Arts and Sciences offers a low-residency graduate program in creative writing. A highly focused course of study, the M.F.A. prepares students to write in their chosen genre (fiction or nonfiction) at a professional level. The M.F.A. is also a terminal degree that provides students a foundation from which to prepare (through internships, work experience, and/or allied areas of study) for employment in the fields of teaching and publishing.

With four writing residencies held at the Mountain View Grand Resort in Whitefield, New Hampshire during four semesters of mentored correspondence study, the low-residency M.F.A. at Southern New Hampshire University is also convenient and affordable for working adults. Students study with faculty mentors who are accomplished writers and teachers, participate in lectures, readings, and master classes with visiting writers of national reputation, hone their work through mentor and peer review, read publicly from their own work and meet with publishing professionals in a community dedicated to creative endeavor.

Workshop courses run five months and are tailored to students' needs and creative goals. Students work closely with faculty mentors. Individualized study is supplemented with residency periods (seven consecutive days each in June and January) during which mentors and their students meet to review the students' long-term writing projects and to build a community of writers. The second year of the program is devoted to the completion of a manuscript of professional quality, suitable for submission to editors, and a critical essay suitable for submission to literary journals. Graduation is held during the winter and summer residencies following a student's fourth semester. Students who have completed their degree are celebrated as they return for a few days to give public readings and lectures and take part in their graduation ceremony.

### **Fiction and Nonfiction Curriculum - Master of Fine Arts**

**Sequence Required Courses (select one): 48 Credits**

*(five-month mentored semester/courses)*

### **Fiction Sequence**

- MFA 510 - MFA Workshop: Fiction Writing I Minimum Credits: 12
- MFA 511 - MFA Workshop: Fiction Writing II Minimum Credits: 12
- MFA 512 - Graduate Fiction Workshop III Minimum Credits: 12
- MFA 513 - Graduate Fiction Workshop IV Minimum Credits: 12

### **Nonfiction Sequence**

- MFA 520 - MFA Workshop: Nonfiction Writing I Minimum Credits: 12
- MFA 521 - MFA Workshop: Nonfiction Writing II Minimum Credits: 12
- MFA 522 - Graduate Nonfiction Workshop III Minimum Credits: 12
- MFA 523 - Graduate Nonfiction Workshop IV Minimum Credits: 12

### **Residency Requirement: 12 Credits**

Students enrolled in the Fiction program will register for the "F" version of the residency course and students enrolled in the Nonfiction program will register for the "NF" version

**2 summer courses - 3 credits each, on site**

**2 winter courses - 3 credits each, on site**

- MFA 501 - Summer Residency I Minimum Credits: 3
- MFA 502 - Winter Residency I Minimum Credits: 3
- MFA 503 - Summer Residency II Minimum Credits: 3
- MFA 504 - Winter Residency II Minimum Credits: 3

**Total Credits: 60**

## **Game Art and Development Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Game Art and Development by successfully completing the following courses:



### **Game Art and Development Curriculum - Minor**

#### **Required Courses**

- GRA 201 - Intro to Digital Sculpting Minimum Credits: 3
- GRA 202 - 3-D Modeling and Animation Minimum Credits: 3
- GRA 212 - 3-D Character Animation Minimum Credits: 3
- GRA 311 - Environment Design Minimum Credits: 3
  
- GRA 401 - Character Design Minimum Credits: 3

*or*

- GRA 402 - Creature Design Minimum Credits: 3

**Total Credits: 15**

### **Game Art and Development, B.A.**

**Coordinator: Ed Brillant**

Electronic gaming has become one of the most popular forms of entertainment in the world today. But gaming is used also for education, training and other important purposes. Consequently, the industry is large, diverse and growing, offering huge opportunities for a host of careers.

Including but not limited to:

- Lead Storyteller
- Designer
- Sound Producer
- General Producer
- Programmer

The worldwide game industry continues to grow and demand university graduates with game-related skills. Our gaming major prepares students for these exciting new careers.

### **Game Art and Development Curriculum - Bachelor of Art**

**General Education Program: 45 Credits**

The General Education Program

*Note: Game Art and Development Majors must take BIO 210 and PSY 108 as part of the General Education Program.*

**SAS Required Courses: 9 Credits**

- ENG 226 - Introduction to Creative Writing Minimum Credits: 3
- FAS 110 - Introductory Drawing Minimum Credits: 3
- LIT 229 - World Mythology Minimum Credits: 3

**Major Courses: 33 Credits**

- GRA 101 - Basic Design and Color Theory Minimum Credits: 3
- GRA 201 - Intro to Digital Sculpting Minimum Credits: 3
- GRA 202 - 3-D Modeling and Animation Minimum Credits: 3
- GRA 211 - Interactive Animation Minimum Credits: 3
- GRA 212 - 3-D Character Animation Minimum Credits: 3
- GRA 220 - Introduction to Digital Imaging Minimum Credits: 3
- GRA 311 - Environment Design Minimum Credits: 3
- GRA 401 - Character Design Minimum Credits: 3
- GRA 402 - Creature Design Minimum Credits: 3
- GRA 440 - 3-D Art and Design Minimum Credits: 3
- FAS 310 - Illustration Minimum Credits: 3

**Free Electives: 33 Credits**

**Total Credits: 120**

## **Game Design and Development Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Game Design and Development by successfully completing the following five courses:

### **Game Design and Development Curriculum - Minor**

#### **Required Courses**

- IT 135 - Interactive Scripting in Virtual Environment Minimum Credits: 3
- IT 207 - Information Technology and Digital Games Minimum Credits: 3
- or*
- GAM 207 - Information Technology and Digital Games Minimum Credits: 3
- IT 303 - Design of Virtual Game Environments Minimum Credits: 3
- or*
- GAM 303 - Design of Virtual Game Environments Minimum Credits: 3
- IT 305 - Digital Game Development Minimum Credits: 3
- or*
- GAM 305 - Digital Game Development Minimum Credits: 3
- GAM - one (1) Game Design and Development course (as recommended by an advisor; excluding GAM 207, GAM 303, GAM 305) Minimum Credits: 3

**Total Credits: 15**

## **Game Programming and Development, B.S.**

**Coordinator:** Ed Brillant

### **Game Programming and Development Curriculum - Bachelor of Science**

#### **General Education Courses: 45 Credits**

The General Education Program

*Note: Game Programming and Development Majors must take PHY 101, MAT 210 and PSY 108 as part of the General Education Program.*

#### **SAS Required Courses: 9 Credits**

- COM 212 - Public Speaking Minimum Credits: 3
- MAT 350 - Applied Linear Algebra Minimum Credits: 3
- ENG 220 - Business Communication Minimum Credits: 3

#### **Major Courses: 42 Credits**

- GAM 110 - Introduction to Programming for Games Minimum Credits: 3

- GRA 210 - Fundamentals of Game Design Minimum Credits: 3
- IT 230 - Software Development with C#.NET Minimum Credits: 3
- IT 312 - Software Development w/C++.NET Minimum Credits: 3
- GRA 202 - 3-D Modeling and Animation Minimum Credits: 3
- GRA 211 - Interactive Animation Minimum Credits: 3
- GAM 312 - Scripting in C# for Games Minimum Credits: 3
- GRA 315 - Game Design and Production Minimum Credits: 3
- GRA 317 - Studio Environment Minimum Credits: 3
- GAM 330 - Physics for Games Minimum Credits: 3
- GAM 405 - Artificial Intelligence for Games Minimum Credits: 3
- GAM 415 - Graphics Game Engine Minimum Credits: 3
- GAM 425 - Game Programming Capstone Minimum Credits: 3

*Select one (1) course from the following:*

- IT 205 - Digital Music Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- GRA 220 - Introduction to Digital Imaging Minimum Credits: 3
- GAM - one (1) Game Design and Development course at the 300/400 level that is not listed above

**Free Electives: 24 Credits**

**Total Credits: 120**

## **Gender Studies Minor**

The minor in Gender Studies offers students of any major an interdisciplinary examination of gender across cultures. Students may declare the minor by filling out the Undergraduate Program Modification form and taking five courses with a significant focus on gender (from an evolving list of offerings).

**Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Gender Studies by successfully completing the following:

**Gender Studies Curriculum – Minor****Required Courses**

*Select five (5) courses from the following:*

- SOC 320 - Sociology of Gender Minimum Credits: 3
- SOC 330 - Sociology of Minority Relations Minimum Credits: 3
- LIT 330 - Gender and Text Minimum Credits: 3
- PSY 319 - Social Development: Child and Adolescent Minimum Credits: 3
- PSY 331 - Human Sexuality Minimum Credits: 3
- FAS 380 - Women, Art and Society Minimum Credits: 3
- DEV 260 - Family and Culture Minimum Credits: 3
- FAS 302 - Gender and Film Minimum Credits: 3

**Total Credits: 15**

**Graphic Design and Media Arts, B.A.**

**Coordinator: Prof. 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 is the most technologically oriented B.A. graphics program in the region. Its graduates are equipped with high level skills using professional equipment that makes them competitive in the marketplace. At the same time, its grounding in liberal education and the humanities gives students a cultural frame of reference that enriches them both professionally and personally. Their liberal arts background prepares them for undertaking "real-world" visual communication projects that demand an understanding of a broad range of content. Professional graphic designers turn ideas into visual statements. The Graphic Design major is the program of choice for students who have artistic talent or interests and also seek meaningful creative employment upon graduation.

**Graphic Design and Media Arts Curriculum - Bachelor of Arts****General Education Program: 45 Credits**

The General Education Program

**SAS Required Courses: 9 Credits**

- COM 212 - Public Speaking Minimum Credits: 3
- HIS - one (1) History course at the 200 level or higher Minimum Credits: 3
- FAS – one (1) Humanities course at the 200 level or higher Minimum Credits: 3

**Major Courses: 33 Credits**

- COM 128 - Language and Practice of Media Arts Minimum Credits: 3
- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- COM 232 - Desktop Publishing Minimum Credits: 3
- FAS 226 - Digital Photography Minimum Credits: 3
- GRA 101 - Basic Design and Color Theory Minimum Credits: 3 *OR* FMM 101 - Basic Design and Color Theory Minimum Credits: 3
- GRA 310 - Digital Graphic Design for the Web Minimum Credits: 3
- GRA 220 - Introduction to Digital Imaging Minimum Credits: 3
- GRA 340 - Typography Minimum Credits: 3
- GRA 410 - Advanced Digital Graphic Design for Web Minimum Credits: 3
- GRA 420 - Advanced Digital Imaging Minimum Credits: 3

*Select one (1) course from the following:*

- FAS 320 - History of Design Minimum Credits: 3
- FAS 326 - History of Photography Minimum Credits: 3

**Free Electives: 33 Credits**

**Total Credits: 120**

**Graphic Design Minor****Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Graphic Design by successfully completing the following courses in addition to the degree requirements of the student's major:

## Graphic Design Curriculum - Minor

### Required Courses

- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- COM 232 - Desktop Publishing Minimum Credits: 3
- GRA 470 - User Interface and Experience Minimum Credits: 3
- GRA 310 - Digital Graphic Design for the Web Minimum Credits: 3
- FAS - one (1) Fine Arts course at the 300 level or higher Minimum Credits: 3

**Total Credits: 15**

## History Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in History by successfully completing the following courses:

### History Curriculum - Minor

#### Required Courses

- HIS - two (2) History courses at the 100 level Minimum Credits: 6
- HIS - three (3) History courses at the 200-400 level Minimum Credits: 9

**Total Credits: 15**

## History, B.A.

**Coordinator: Dr. Kenneth Nivison**

The history major provides students with the mental discipline needed for them to assume lives of positive impact in any specific vocational field. In pursuit of this goal, the program cultivates a historical perspective, which is integrative of all fields of human knowledge; analyzes the choices, and consequences of those choices, of various human communities; appreciates the development of wisdom and beauty; develops advanced critical thinking and communication skills through intensive examination of the elements of history (among them texts, images, objects, landscapes) and the crafting of contemporary historical arguments based upon those sources; examines the creation of history through the work of historians; and encourages civic engagement through a deeper and more nuanced understanding of the development of human societies and the importance of competent, creative, and generous leadership in forging peaceful societies.

In addition to the prescribed coursework, students are strongly encouraged to participate in internships and study abroad programs as a way of broadening their intellectual and cultural development and preparing them for success in a wide range of fields.

### **History Curriculum - Bachelor of Arts**

#### **General Education Program: 45 Credits**

The General Education Program

#### **SAS Required Courses: 9 Credits**

- COM 212 - Public Speaking Minimum Credits: 3

*Select one (1) course as follows:*

- LIT - Literature course at the 200 level Minimum Credits: 3
- LIT - Literature course at the 300 level Minimum Credits: 3

*Select one (1) course from the following:*

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3
- MUS 223 - Appreciation and History of Music Minimum Credits: 3
- FAS 342 - Modernism Minimum Credits: 3
- FAS 370 - American Art Minimum Credits: 3

#### **Major Courses: 33 Credits**

- HIS 340 - Making History Minimum Credits: 3
- HIS 460 - History Research Seminar (Capstone) Minimum Credits: 3
- HIS - seven (7) History courses at the 200 to 400 level Minimum Credits: 21

*Select two (2) courses from the following:*

- HIS 101 - Exploring the Past I: Ancient Period Minimum Credits: 3
- HIS 102 - Exploring the Past II: Medieval Period Minimum Credits: 3
- HIS 103 - Exploring the Past III: Early Modern Minimum Credits: 3
- HIS 104 - Exploring the Past IV: Modern Period Minimum Credits: 3



**Free Electives: 33 Credits**

**Total Credits: 120**

## **Individually Designed Major in Liberal Arts, B.A.**

The School of Liberal Arts offers an individually designed major which allows students to draw upon the offerings of several academic departments to create a program of study 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 leads 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 individually 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.

### **Individually Designed Major Curriculum - Bachelor of Arts**

**General Education Program: 45 Credits**

The General Education Program

**SAS Required Courses: 9 Credits**

- courses to be determined by the student's faculty advisor

**Free Electives: 24 Credits**

**Field of Study: 42 Credits**

- Primary field of study: 15 credits (courses at the 200 level or higher)
- Organizing course: 3 credits (course-by-arrangement setting forth student learning goals)
- Mentoring course: 3 credits (1 credit in each of three semesters)

- *and*
- Individually designed program of study\*: 21 credits without thesis option (at least 15 credits at the 300 level or higher)
- *or*
- 15 credits plus the 6 credit thesis option (at least 12 credits at the 300 level or higher)

**Total Credits 120**

**Note(s):**

\* 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.

## **Interactive Storytelling Minor**

**Coordinator: Randall Case**

Many contemporary digital games create immersive, engaging experiences for players through the effective development of story and narrative. The interactive nature of games, however, challenges the author-centric approach of conventional fiction writing. The minor in Interactive Storytelling is designed to introduce students to techniques and challenges specific to the interactive medium of the digital game.

Students complete coursework emphasizing both theoretical and practical perspectives and apply their learning in hands-on creative assignments.

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Interactive Storytelling by successfully completing the following courses:

### **Interactive Storytelling Curriculum - Minor**

#### **Required Courses**

- GAM 205 - Introduction to Games Minimum Credits: 3
- GAM 215 - World-Building for Games Minimum Credits: 3
- GAM 315 - Interactive Storytelling Minimum Credits: 3

**Total Credits: 9**

## Justice Studies Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Justice Studies by successfully completing the following courses:

### Justice Studies Curriculum - Minor

#### Required Courses

- JUS 455 - Legal Traditions Minimum Credits: 3

*Select one (1) course from the following:*

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3

#### Electives

- JUS - three (3) Justice Studies courses Minimum Credits: 9

**Total Credits: 15**

## Justice Studies, A.S.

**Coordinator: Prof. Patrick Cullen**

The Associate in Science degree in Justice Studies is a two-year program. Students completing this program may transfer to a B.S. and then M.S. Justice Studies program.

### Justice Studies Curriculum - Associate in Science

#### Core Requirements: 22 Credits

*NOTE: Students enrolled on campus will take an additional 1-credit academic experience: SNHU 101 - SNHU Experience: Transition to College.*

*Transfer students will complete SNHU 202 - SNHU Experience: Transition to SNHU.*

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1 or SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 121 - College Composition II Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3

*Select one (1) course from the following:*

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- Core Electives - six (6) credits

### **Major Courses: 33 Credits**

- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- JUS 102 - American Policing Minimum Credits: 3
- JUS 103 - Correctional Systems Minimum Credits: 3
- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 215 - The Victim and the Justice System Minimum Credits: 3
- JUS 261 - Judicial Administration Minimum Credits: 3
- JUS 375 - Criminal Law Minimum Credits: 3
- JUS 455 - Legal Traditions Minimum Credits: 3
- JUS - two (2) Justice Studies courses in the Justice Studies, B.S. (with concentration option) program Minimum Credits: 6

### **Free Electives: 6 Credits**

**Total Credits: 61**

## **Justice Studies, B.S. (with concentration option)**

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

functions, from policing to corrections, from law to private sector justice. The B.S. in Justice Studies delivers the "professional" perspective in the educational environment, preparing students for future careers in the justice sector.

### **Justice Studies Curriculum - Bachelor of Science**

#### **General Education Program: 45 Credits**

The General Education Program

#### **SAS Required Courses: 9 Credits**

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- PHL 210 - Introduction to Philosophy Minimum Credits: 3
- SOC 112 - Introduction to Sociology Minimum Credits: 3

#### **Major Courses: 18 Credits**

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- JUS 261 - Judicial Administration Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3
- JUS 375 - Criminal Law Minimum Credits: 3
- JUS 455 - Legal Traditions Minimum Credits: 3

*Select one (1) course from the following:*

- JUS 224 - Legal and Justice Research Methods Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3
- PSY 224 - Research II: Scientific Investigations Minimum Credits: 3

#### **Non-concentration or Concentration: 48 Credits**

##### **Non-concentration**

#### **Areas of Study Courses: 18 Credits**

#### **Crime and Criminology: 6 Credits**

*Select two (2) courses from the following:*

- JUS 211 - Organized Crime Minimum Credits: 3

- JUS 215 - The Victim and the Justice System Minimum Credits: 3
- JUS 309 - White Collar Crime Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 468 - Crimes Against Children Minimum Credits: 3
- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 215 - Abnormal Psychology Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3
- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3

**Law and Legal Process: 6 Credits**

*Select two (2) courses from the following:*

- JUS 325 - Law, Justice and Family Minimum Credits: 3
- JUS 331 - Juvenile Justice System Minimum Credits: 3
- JUS 376 - Criminal Procedure Minimum Credits: 3
- JUS 395 - The Death Penalty Minimum Credits: 3
- JUS 485 - Forensic Law Minimum Credits: 3
- JUS 496 - Administrative Law Minimum Credits: 3
- JUS 497 - Law and Evidence Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3

**Policing and Law Enforcement: 6 Credits**

*Select two (2) courses from the following:*

- JUS 102 - American Policing Minimum Credits: 3
- JUS 103 - Correctional Systems Minimum Credits: 3

- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 111 - Introduction to Criminalistics Minimum Credits: 3
- JUS 201 - Criminal Investigation Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 345 - Probation and Parole Minimum Credits: 3
- JUS 394 - Problems in Policing Minimum Credits: 3
- JUS 465 - Police Organization and Management Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3

**Major Electives: 6 Credits**

*Select two (2) courses from the following:*

- ACC 421 - Auditing and Forensic Accounting Minimum Credits: 3
- ACC 423 - Detection/Prevention Fraudulent Financial Statements Minimum Credits: 3
- ACC 425 - Interview Techniques/Legal Aspects Fraud Minimum Credits: 3
- ACC 427 - Investigating with Computers Minimum Credits: 3
- COM 448 - Media Ethics and Law Minimum Credits: 3
- HOS 416 - Legal Issues in the Hospitality and Tourism Industry Minimum Credits: 3
- INT 309 - Legal Environment of International Business Minimum Credits: 3
- JUS 400 - Foreign Study in Criminal Justice Minimum Credits: 3
- JUS 480 - Independent Study in Law and Justice Minimum Credits: 3
- JUS 498 - Criminal Justice Internship Minimum Credits: 0 (variable credit course)
- PAD 330 - Public Administration Minimum Credits: 3
- PHL 212 - Introduction to Ethics Minimum Credits: 3
- PHL 214 - Formal Logic Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3

- POL 319 - US Environmental Law and Politics Minimum Credits: 3
- POL 326 - World Legal Traditions Minimum Credits: 3
- POL 329 - Int'l Environmental Law and Negotiation Minimum Credits: 3
- POL 336 - Advocacy and the Law Minimum Credits: 3
- SPT 307 - Sport Law Minimum Credits: 3

*or*

- up to 6 credits as approved by Department Chair

### **Free Electives: 24 Credits**

### **Justice Studies Concentrations (select one): 36 Credits**

Students selecting a concentration will utilize 12 elective credits to complete the concentration.

#### **Crime and Criminology**

This optional program is designed for students interested in future careers or graduate study in the areas of social work, criminal psychology, or sociology. Students explore related topics including victimology, sociology of deviance, and crimes against children.

*Select six (6) courses from the following (not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate):*

- JUS 211 - Organized Crime Minimum Credits: 3
- JUS 215 - The Victim and the Justice System Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3
- JUS 309 - White Collar Crime Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 468 - Crimes Against Children Minimum Credits: 3
- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 215 - Abnormal Psychology Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3
- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3



*Select two (2) courses from each area as outlined above:*

- Policing and Law Enforcement - 6 credits
- Law and Legal Process - 6 credits
- Justice Studies - 6 credits

### **Law and Legal Process**

This optional program is designed for students interested in future careers or graduate study in the areas of law, court administration, or legal administration. Students explore related topics including judicial administration, law and evidence, and criminal procedure.

*Select six (6) courses from the following (not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate):*

- JUS 325 - Law, Justice and Family Minimum Credits: 3
- JUS 331 - Juvenile Justice System Minimum Credits: 3
- JUS 376 - Criminal Procedure Minimum Credits: 3
- JUS 395 - The Death Penalty Minimum Credits: 3
- JUS 485 - Forensic Law Minimum Credits: 3
- JUS 496 - Administrative Law Minimum Credits: 3
- JUS 497 - Law and Evidence Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3

*Select two (2) courses from each area as outlined above:*

- Policing and Law Enforcement - 6 credits
- Crime and Criminology - 6 credits
- Justice Studies - 6 credits

### **Policing and Law Enforcement**

This optional program is designed for students interested in future careers or graduate study in policing and law enforcement. Students will explore related topics including community policing, police organization and management, and investigative techniques.

*Select six (6) courses from the following (not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate):*

- JUS 102 - American Policing Minimum Credits: 3
- JUS 103 - Correctional Systems Minimum Credits: 3
- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 111 - Introduction to Criminalistics Minimum Credits: 3
- JUS 201 - Criminal Investigation Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 345 - Probation and Parole Minimum Credits: 3
- JUS 394 - Problems in Policing Minimum Credits: 3
- JUS 465 - Police Organization and Management Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3

*Select two (2) courses from each area as outlined above:*

- Crime and Criminology - 6 credits
- Law and Legal Process - 6 credits
- Justice Studies - 6 credits

### **Terrorism and Homeland Security**

This optional program is designed for students interested in future careers or graduate study in the area of terrorism, homeland security, or intelligence. Students explore related topics including terrorist organizations, terrorist tactics, and response by homeland security organizations.

*Select four (4) courses from the following (not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate):*

- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3

*Select two (2) courses from each area as outlined above:*

- Policing and Law Enforcement - 6 credits
- Crime and Criminology - 6 credits

- Law and Legal Process - 6 credits
- Justice Studies - 6 credits

**Free Electives: 12 Credits****Total Credits: 120****3 Year Option in B.S. Justice Studies Program**

Highly qualified and motivated students may want to complete their justice studies degree in three years. This accelerated program requires students to take courses—typically, Criminal Justice Internship—in the summer terms between their regular academic years. This program may be particularly attractive to those who wish to obtain real world experience in the field prior to graduation.

**5 Year B.S./M.S. in Justice Studies Program**

SNHU undergraduate students who are interested in pursuing the Masters in Justice Studies are encouraged to apply early for admission into the M.S. program. Conditionally accepted students are eligible to take their first two graduate courses during their undergraduate senior year. Additionally, these two courses are covered under the traditional undergraduate tuition, thereby saving students additional tuition expense. By starting early students can, upon graduation and full acceptance, complete their graduate degree in as few as 15 months after graduation. Graduate courses are available in an online delivery allowing students to study from anywhere in the world. Any student wishing to pursue this option should contact the Justice Studies department prior to registering for their junior year coursework.

**Law and Legal Process Certificate**

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair.

This optional 12-credit program is designed for students interested in future careers or graduate study in the areas of law, court administration, or legal administration. Students explore related topics including judicial administration, law and evidence, and criminal procedure.

**Law and Legal Process Curriculum - Certificate****Required Courses**

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3

*or*

- POL 306 - The American Legal Tradition Minimum Credits: 3

- JUS 261 - Judicial Administration Minimum Credits: 3

*Select two (2) courses from the following:*

- JUS 325 - Law, Justice and Family Minimum Credits: 3

- JUS 331 - Juvenile Justice System Minimum Credits: 3
- JUS 376 - Criminal Procedure Minimum Credits: 3
- JUS 395 - The Death Penalty Minimum Credits: 3
- JUS 485 - Forensic Law Minimum Credits: 3
- JUS 496 - Administrative Law Minimum Credits: 3
- JUS 497 - Law and Evidence Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3

**Total Credits: 12**

## Guidelines for Certificate Programs

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. 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 210 requires IT 100 Introduction to Information Technology 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.

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

**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.

## **Law and Politics II, B.A.**

**Program Contact: Paul Barresi**

In developed countries like the United States, law and politics are closely intertwined. At the same time, the globalization of national economies worldwide means that lawyers from common law jurisdictions like the United States and civil law jurisdictions like most developing countries often find themselves working side by side in business transactions, where sharp differences in legal cultures can lead to misunderstandings and miscommunication. The B.A. in Law and Politics (International) at SNHU offers international students an opportunity to explore these issues by providing them with insight into what it means to "think like a lawyer," both in the United States and around the world, as well as a solid foundation in the art and science of politics as practiced in the United States, abroad, and internationally. Students spend their first two years in a law, politics, or other degree program at their home universities, then complete their remaining degree requirements in two years on campus at SNHU. They also take all of their SNHU law and politics courses with their American peers, immersing themselves not just in the legal and political content of their coursework, but in American culture and university life too.

### **Law and Politics II Curriculum - Bachelor of Arts**

#### **Program Prerequisites: 60 Credits**

60 credits from an SNHU-approved university, at least three of which must be derived from an introductory American politics course transferred to SNHU as POL 210. Students transferring credits from a university that does not offer an introductory American politics course must take POL 210 at SNHU in the summer term immediately preceding the students' first fall semester on the SNHU campus.

#### **General Education Program: 12 Credits**

- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- SNHU 303 - SNHU Experience: Life after SNHU Minimum Credits: 1
- SNHU 404 - SNHU Experience: Gen Ed Capstone Minimum Credits: 1

#### **SAS Required Courses: 9 Credits**

- HIS - two (2) History course at the 100 level Minimum Credits: 6

*Select one (1) course from the following:*

- ENV 101 - Environmental Science Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3

**Major Courses: 33 Credits**

- GEO 200 - World Geography Minimum Credits: 3
- POL 211 - International Relations Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 314 - Political Theory Minimum Credits: 3
- POL 326 - World Legal Traditions Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3
- SCS 444 - Capstone Colloquium Minimum Credits: 3

*Select four (4) courses from the following:*

- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3
- POL 336 - Advocacy and the Law Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- POL 317 - Campaigns and Elections Minimum Credits: 3
- POL 324 - Congress and the Legislative Process Minimum Credits: 3
- POL 362 - The American Presidency Minimum Credits: 3
- ENV 319 - US Environmental Law and Politics Minimum Credits: 3

**Free Electives: 9 Credits**

**Total Credits: 123**

**Law and Politics Pre J.D., B.A.**

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

Whether you're fascinated by politics or intrigued by the law, the study of law and politics at SNHU will provide you with the knowledge and skills essential for success across a broad spectrum of careers that lie at the interface of these two dynamic and exciting fields. Our unique interdisciplinary program provides you not only with a solid foundation in the art and science of politics, but also with insight into what it means to "think like a lawyer," both in the United States and around the world. We emphasize the development of critical thinking and analytical skills in legal and political contexts, as

well as the ability to communicate effectively, both orally and in writing, on topics of legal and political concern. These skills are essential for legal and political professionals, and are transferable to many other professional fields, but are especially useful for students who plan to apply to law school as a stepping stone to a career in the practice of law.

The B.A. in Law and Politics (Pre-J.D. Accelerated) at SNHU offers qualified students a unique opportunity to earn both a bachelor's degree from SNHU and a J.D. from any of certain ABA-approved law schools in six years rather than the usual (and more expensive) seven years. Collaborative agreements between SNHU and these schools allow students to count a year's worth of law-school courses toward the requirements of the B.A., thus shortening by a year the time normally required to earn both degrees. Students enrolled in the B.A. in Law and Politics (Pre-J.D. Accelerated) apply as juniors rather than as seniors for admission to their choice of law schools participating in the program. If admitted, students spend what otherwise would have been their senior year at SNHU taking courses at the law school. After successfully completing those courses, students are awarded the B.A. in Law and Politics (Pre-J.D. Accelerated) at SNHU, then spend two more years at the law school fulfilling the remaining J.D. requirements. Although students fulfill the final 30 credits of their B.A. requirements at the law school, they must earn at least 60 of the credits counted toward the B.A. at SNHU.

### **Law and Politics Pre J.D. Curriculum - Bachelor of Arts**

#### **General Education Program: 45 Credits**

The General Education Program

#### **SAS Required Courses: 9 Credits**

- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- HIS 118 - World Civilizations, 1500 to Present Minimum Credits: 3
- ENV 101 - Environmental Science Minimum Credits: 3 **or** SCI 219 - Environmental Issues Minimum Credits: 3

#### **Required Courses: 30 Credits**

- GEO 200 - World Geography Minimum Credits: 3
- Note: fulfills a requirement of the Gen Ed program, and therefore is not counted toward the 30 credits in the major*
- POL 210 - American Politics Minimum Credits: 3
  - POL 211 - International Relations Minimum Credits: 3
  - POL 314 - Political Theory Minimum Credits: 3
  - POL 306 - The American Legal Tradition Minimum Credits: 3
  - POL 326 - World Legal Traditions Minimum Credits: 3
  - SCS 224 - Social Science Research Methods Minimum Credits: 3
  - MAT 240 - Applied Statistics Minimum Credits: 3

*Note: fulfills a requirement of the Gen Ed program, and therefore is not counted toward the 30 credits in the major*

- SCS 444 - Capstone Colloquium Minimum Credits: 3

*Select three (3) courses from the following:*

- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3
- POL 336 - Advocacy and the Law Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- POL 317 - Campaigns and Elections Minimum Credits: 3
- POL 324 - Congress and the Legislative Process Minimum Credits: 3
- POL 362 - The American Presidency Minimum Credits: 3
- ENV 319 - US Environmental Law and Politics Minimum Credits: 3

### **Transfer LPO Pre J.D.: 30 Credits**

*Select one (1) of the following options for 30 SNHU credit equivalents:*

1. Vermont Law School - 30 credits from the J.D. program
2. Western New England University School of Law - 30 credits from the J.D. program

Note: Students count the first 3 credits of the option chosen toward the requirements of the major and the rest as free electives.

### **Free Electives: 6 Credits**

**Total Credits: 120**

## **Law and Politics, B.A.**

**Program Contact: Paul A. Barresi**

Whether you're fascinated by politics or intrigued by the law, the B.A. in Law and Politics at SNHU will provide you with the knowledge and skills essential for success across a broad spectrum of careers that lie at the interface of these two dynamic and exciting fields. Our unique interdisciplinary program will provide you not only with a solid foundation in the art and science of politics, but also with insight into what it means to "think like a lawyer," both in the United States and around the world. We emphasize the development of critical thinking and analytical skills in political and legal contexts, as well as the ability to communicate effectively, both orally and in writing, on topics of political and legal concern. These skills are essential for political and legal professionals, and are transferable to many other professional fields.

The range of career options for students with a B.A. in Law and Politics is very broad, encompassing careers in politics, government, diplomacy, business, journalism, consulting, teaching, and many other fields. Our program also prepares students for graduate study in political science, international relations, public policy, or public administration, and for law school, as well as for a lifetime of citizenship in a politically and legally complex and increasingly globalized world.

### **Law and Politics Curriculum - Bachelor of Arts**



**General Education Program: 45 Credits**

The General Education Program

**SAS Required Courses: 9 Credits**

- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- HIS 118 - World Civilizations, 1500 to Present Minimum Credits: 3
- ENV 101 - Environmental Science Minimum Credits: 3

or

- SCI 219 - Environmental Issues Minimum Credits: 3

**Required Courses: 33 Credits**

- GEO 200 - World Geography Minimum Credits: 3

*(GEO 200 will fulfill a requirement of the general education program and thus is not counted as credit in the major.)*

- POL 210 - American Politics Minimum Credits: 3
- POL 211 - International Relations Minimum Credits: 3
- POL 314 - Political Theory Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 326 - World Legal Traditions Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

*(MAT 240 will fulfill a requirement of the general education program and thus is not counted as credit in the major.)*

- SCS 444 - Capstone Colloquium Minimum Credits: 3

*Select twelve (12) credits from the following:*

- POL 305 - State and Local Government Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3
- POL 317 - Campaigns and Elections Minimum Credits: 3
- POL 324 - Congress and the Legislative Process Minimum Credits: 3
- POL 336 - Advocacy and the Law Minimum Credits: 3
- POL 362 - The American Presidency Minimum Credits: 3

- ENV 319 - US Environmental Law and Politics Minimum Credits: 3
- POL 410A - Semester in Washington, D.C.: Politics Field Experience Minimum Credits: 12
- POL 410B - Seminar in Washington, D.C.: Politics Seminar Minimum Credits: 3
- POL 413A - Semester in Washington, D.C.: Pre-Law Field Experience Minimum Credits: 12
- POL 413B - Semester in Washington, D.C.: Pre-Law Seminar Minimum Credits: 3

**Free Electives: 33 Credits**

**Total Credits: 120**

## **Liberal Arts, A.A.**

**Coordinator: Dr. John McCannon**

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 - Associate in Arts**

**Required Courses: 40 Credits**

**Students enrolled on campus will complete an additional 1-credit academic experience: *SNHU 101- SNHU Experience: Transition to College.***

**Transfer students will complete *SNHU 202 - SNHU Experience: Transition to SNHU.***

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1 or SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- HUM 201 - Introduction to Humanities I Minimum Credits: 3
- HUM 202 - Introduction to Humanities II Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3

*Select one (1) course from the following:*

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 135 - The Heart of Mathematics Minimum Credits: 3

- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 211 - Applied Calculus II Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3
  
- ESBS - two (2) Social and Behavioral Sciences courses Minimum Credits: 6
- HIS - one (1) History course Minimum Credits: 3
- LIT - one (1) Literature course Minimum Credits: 3
- PHL - one (1) Philosophy course Minimum Credits: 3
- SCI - one (1) Science course Minimum Credits: 3

#### **Liberal Arts Electives: 6 Credits**

- six (6) credits in Liberal Arts electives in the approved subjects as follows: ATH, BIO, CHM, COM, ENG, ENV, FAS, GAM, GEO, GRA, HIS, HON, JUS, LAR, LAS, LFR, LIT, LMN, LSP, MAT, MUS, PHL, PHY, POL, PSY, SCI, SCS, SOC

#### **Free Electives: 15 Credits**

**Total Credits: 61**

## **Liberal Arts, B.A.**

This is a degree aimed at a student population from abroad. It is a 3+1 program for students who are earning a major at their home institution and want simultaneously to earn a degree from the U.S. It is possible to do so at Southern New Hampshire University through a BA in Liberal Arts. The student enters the program with 90 credits from an approved institution abroad and adds 31 credits from SNHU to complete a 121-credit degree as a Liberal Arts major.

#### **Liberal Arts, B.A. Curriculum**

#### **Transfer Courses - 90 Credits**

*NOTE: This program is only for international students who must have an approved 90 university credits, equivalent to 3.0 GPA (out of 4.0) to enter this program.*

#### **Foundation Courses**

- ENG 070 - Academic Writing and Research Skills Minimum Credits: 3

- ENG 071 - Critical Reading Skills Minimum Credits: 3
- ENG 072 - Grammar Workshop Minimum Credits: 3
- ENG 099I - Fundamentals of Writing for International Students Minimum Credits: 3

**Major Courses: 19 Credits**

- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- MAT - one (1) Mathematics course Minimum Credits: 3
- SNHU 404 - SNHU Experience: Gen Ed Capstone Minimum Credits: 1
- ESTM - one (1) Science, Technology, and Mathematics course Minimum Credits: 3
- ESBS - one (1) Social and Behavioral Sciences course Minimum Credits: 3
- EFAH - one (1) Fine Arts and Humanities course Minimum Credits: 3

**Liberal Arts Concentration: 12 Credits**

- four (4) courses in approved subject; concentrations may be based on different models and will have a minimum of two courses at the 200 level or above. Courses must be approved by the Program Coordinator and the School of Arts and Sciences Dean.

**Total Credits: 121**

**Mathematics Minor**

The Mathematics Minor at SNHU is devoted to learning and understanding computational problems in calculus as well as proof and problem solving in pure mathematics. The Mathematics Minor has the following learning outcomes:

- Demonstrate the capacity to solve computational problems in calculus.
- Demonstrate the capacity to write proofs and problem solve in pure mathematics.

**Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Mathematics by successfully completing the following courses:

**Mathematics Curriculum - Minor****Required Courses**

- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3

*Select one (1) course from the following:*

- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 225 - Calculus I: Single-Variable Calculus Minimum Credits: 3

*Select one (1) course from the following:*

- MAT 415 - Abstract Algebra Minimum Credits: 3
- MAT 470 - Real Analysis Minimum Credits: 3

*Select one (1) course from the following:*

- MAT 135 - The Heart of Mathematics Minimum Credits: 3
- MAT 160 - Introduction to Game Theory Minimum Credits: 3
- MAT 211 - Applied Calculus II Minimum Credits: 3
- MAT 275 - Calculus II: Integration & Series Minimum Credits: 3
- MAT 310 - Number Theory Minimum Credits: 3
- MAT 361 - Geometry for Teachers Minimum Credits: 3
- MAT 325 - Calculus III: Multivariable Calculus Minimum Credits: 3
- MAT 380 - Error-correcting Codes Minimum Credits: 3
- MAT 460 - Topology Minimum Credits: 3
- MAT 480 - Independent Study Minimum Credits: 3

*NOTE: Either MAT 415 or MAT 470 may also be taken here if not previously completed*

**Note(s):**

*MAT 211 and MAT 275 may not both be taken for credit. Also, AP credit for MAT 210, MAT 211, MAT 275, or MAT 240 may count toward the Mathematics minor.*

**Total Credits: 15**

## Mathematics, B.A.

**Coordinator:** Dr. Susan D'Agostino

The Mathematics major at Southern New Hampshire University fosters an appreciation for the significant role mathematics has played in society from early times through the modern technological age. In particular, students pursuing the Mathematics major will develop an advanced ability in mathematical methods, reasoning and problem solving in three main areas of math: analysis, algebra and statistics. Students pursuing the Mathematics major also elect courses based on their particular interests in math, including mathematics education, pure mathematics or applied mathematics. An SNHU graduate with a Mathematics major is prepared for a broad range of careers in quantitative fields including, but not limited to, business, education and government agencies. In addition, the SNHU mathematics major will serve as strong preparation for students interested in pursuing graduate studies in quantitative fields.

### Mathematics Curriculum - Bachelor of Arts

#### General Education Program: 45 Credits

The General Education Program

*Note: Mathematics Majors must take MAT 230 and MAT 240 as part of General Education Program.*

#### SAS Required Courses: 9 Credits

- PHL 214 - Formal Logic Minimum Credits: 3
- GEO 200 - World Geography Minimum Credits: 3

*Select one (1) course from the following:*

- COM 341 - Technical Writing Minimum Credits: 3
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3

#### Major Courses: 33 Credits

- MAT 225 - Calculus I: Single-Variable Calculus Minimum Credits: 3
- MAT 275 - Calculus II: Integration & Series Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3
- MAT 325 - Calculus III: Multivariable Calculus Minimum Credits: 3
- MAT 330 - Differential Equations Minimum Credits: 3
- MAT 350 - Applied Linear Algebra Minimum Credits: 3
- MAT 415 - Abstract Algebra Minimum Credits: 3
- MAT 470 - Real Analysis Minimum Credits: 3

- MAT - three (3) courses from MAT 135, MAT 160 or any Mathematics course at the 200/300/400 level, excluding MAT 206, MAT 210, MAT 211, MAT 360, MAT 362, EDU 441, MAT 490 , MAT 495 and any Mathematics courses already required as part of the Mathematics major Minimum Credits: 9

**Note(s):**

AP, IB or transfer credit for MAT 225, MAT 275, or MAT 240 may count toward the Mathematics major

**Free Electives: 33 Credits**

**Total Credits: 120**

**Middle School Mathematics Minor**

The Middle School Mathematics minor at SNHU is for elementary or special education students who desire exposure to the content and pedagogy of middle school mathematics. The courses that comprise the Middle School Mathematics minor integrate knowledge of mathematics, knowledge of teaching, and mathematical knowledge for teaching focusing on the processes of proving and problem solving.

**Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Middle School Mathematics by successfully completing the following courses:

**Middle School Mathematics Curriculum - Minor****Required Courses**

- MAT 206 - Math for Elementary Education II Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3

*-Select two (2) courses from the following:*

- MAT 360 - Statistics and Probability for Teachers Minimum Credits: 3
- MAT 361 - Geometry for Teachers Minimum Credits: 3
- MAT 362 - Algebra for Teachers Minimum Credits: 3
- EDU 441 - Math Education Research and Practice Minimum Credits: 3

**Total Credits: 15**

## **Middle School Science Education Minor**

The Middle School Science Education minor at SNHU is for students interested in the content and pedagogy of middle school science. Courses focus on particular areas of science that are integrated across the middle school curriculum, and will also provide a strong foundation for understanding effective teaching methods for middle school science. This minor is appropriate for students already enrolled in teacher certification programs.

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Middle School Science Education by successfully completing the following courses:

### **Middle School Science Education Curriculum - Minor**

#### **Required Courses:**

- BIO 101 - Principles of Biology Minimum Credits: 3
- EDU 375 - Middle School Science Methods Minimum Credits: 3
- PHY 103 - Earth System Science Minimum Credits: 3

*Select two (2) courses from the following:*

- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- BIO 215 - People, Places, and Plagues Minimum Credits: 3
- CHM 101 - Fundamentals of Chemistry Minimum Credits: 3
- PHY 101 - Principles of Physics Minimum Credits: 3

*NOTE: credit in EDU 220 may be used toward the minor*

**Total Credits: 15**

## **Modern Society Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Modern Society by successfully completing the following courses:

### **Modern Society Curriculum - Minor**

#### **Required Courses**



*Select one (1) course from the following:*

- FAS 335 - Romanticism to Impressionism Minimum Credits: 3
- FAS 342 - Modernism Minimum Credits: 3

*Select two (2) courses from the following:*

- LIT 311 - Modern British Literature Minimum Credits: 3
- LIT 315 - Twentieth Century American Literature and Beyond Minimum Credits: 3
- LIT 345 - Postcolonial Encounters Minimum Credits: 3

*Select two (2) courses from the following:*

- HIS 235 - Modern Russia Minimum Credits: 3
- HIS 238 - Modern Germany, 1871-Present Minimum Credits: 3
- HIS 260 - Modern China Minimum Credits: 3
- HIS 264 - Modern Japan Minimum Credits: 3
- HIS 309 - Dictators in the Modern Era Minimum Credits: 3

**Total Credits: 15**

## **Music Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Music by successfully completing the following courses:

### **Music Curriculum - Minor**

#### **Required Courses**

- MUS 223 - Appreciation and History of Music Minimum Credits: 3

*Select nine (9) credits from the following courses:*

- MUS 130 - Chorus Minimum Credits: 0
- MUS 140 - Instrumental Music Ensemble Minimum Credits: 0
- MUS 250 - Private Music Lessons Minimum Credits: 1
- IT 205 - Digital Music Minimum Credits: 3

**Total Credits: 12**

## **Philosophy Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Philosophy by successfully completing the following courses:

### **Philosophy Curriculum - Minor**

#### **Required Courses**

- PHL - five (5) Philosophy courses Minimum Credits: 15

**Total Credits: 15**

## **Policing and Law Enforcement Certificate**

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair.

This optional 12-credit program is designed for students interested in future careers or graduate study in policing and law enforcement. Students will explore related topics including community policing, police organization and management, and investigative techniques.

### **Policing and Law Enforcement Curriculum - Certificate**

#### **Required Courses**

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3

*or*

- POL 306 - The American Legal Tradition Minimum Credits: 3

- JUS 102 - American Policing Minimum Credits: 3

*Select two (2) courses from the following:*

- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 201 - Criminal Investigation Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 345 - Probation and Parole Minimum Credits: 3
- JUS 394 - Problems in Policing Minimum Credits: 3

- JUS 465 - Police Organization and Management Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3

**Total Credits: 12**

### **Guidelines for Certificate Programs**

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. 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 210 requires IT 100 Introduction to Information Technology 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.

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

**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.

## **Political Science Minor**

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.

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Political Science by completing the following courses:

**Political Science Curriculum - Minor****Required Courses**

- POL 210 - American Politics Minimum Credits: 3
- POL 211 - International Relations Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3

*Select one (1) course from the following:*

- POL 313 - Political Theory and Applications Minimum Credits: 3
- POL 314 - Political Theory Minimum Credits: 3

*Select one (1) course from the following:*

- POL 305 - State and Local Government Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 309 - American State and Local Government Minimum Credits: 3
- POL 324 - Congress and the Legislative Process Minimum Credits: 3
- POL 327 - US Government and Contemporary Issues Minimum Credits: 3
- POL 328 - The Legal System in America Minimum Credits: 3
- POL 362 - The American Presidency Minimum Credits: 3
- POL 364 - Globalization and World Politics Minimum Credits: 3

**Total Credits: 15**

**Pre-Law Certificate**

**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 Arts and Sciences, 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 Arts and Sciences faculty member, a lawyer, and a former law school legal practice skills instructor, is available to advise students in the Pre-Law Certificate Program on all matters related to their preparation for law school and the practice of law.

Although the most common undergraduate majors for law students nationwide are political science (Law and Politics at SNHU), History, and English (English Language and Literature at SNHU), the Pre-Law Committee of the American Bar Association (ABA) ([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 earn the Pre-Law Program as a certificate. Students in any major in the undergraduate day school may participate.

### **Pre-Law Curriculum - Certificate**

#### **Required Courses**

*NOTE: The Pre-Law Certificate is not for students enrolled in the Law and Politics, B.A. program.*

- POL 210 - American Politics Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3
- POL 336 - Advocacy and the Law Minimum Credits: 3

*Select three (3) courses from the following:*

- BUS 206 - Business Law I Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3
- ENV 319 - US Environmental Law and Politics Minimum Credits: 3
- JUS 261 - Judicial Administration Minimum Credits: 3
- JUS 375 - Criminal Law Minimum Credits: 3
- JUS 376 - Criminal Procedure Minimum Credits: 3
- JUS 497 - Law and Evidence Minimum Credits: 3
- POL 326 - World Legal Traditions Minimum Credits: 3
- SPT 307 - Sport Law Minimum Credits: 3

**Total Credits: 21**

#### **Guidelines for Certificate Programs**

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of "C-" was earned. 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 210 requires IT 100 Introduction to Information Technology 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.

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

**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.

## Professional Writing Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Professional Writing by completing the following courses:

### Professional Writing Curriculum - Minor

#### Required Courses

- COM 235 - Introduction to Journalism Minimum Credits: 3
- COM 435 - Feature Writing Minimum Credits: 3
- ENG 220 - Business Communication Minimum Credits: 3
- ENG 350 - The English Language Minimum Credits: 3

*Select one (1) course from the following:*

- ENG 327 - Play Writing Workshop Minimum Credits: 3
- ENG 328 - Poetry Writing Workshop Minimum Credits: 3

- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3
- ENG 480 - Independent Study Minimum Credits: 3

**Total Credits: 15**

## **Psychology Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Psychology by successfully completing the following courses:

### **Psychology Curriculum - Minor**

#### **Required Courses**

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- PSY - one (1) Psychology course Minimum Credits: 3

*Select three (3) courses from the following:*

- PSY 211 - Lifespan Development Minimum Credits: 3
- PSY 215 - Abnormal Psychology Minimum Credits: 3
- PSY 216 - Psychology of Personality Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 300 - Biopsychology Minimum Credits: 3
- PSY 305 - Cognitive Psychology Minimum Credits: 3

**Total Credits: 15**

## **Psychology, B.A. (with concentration option)**

Our program stands out from those at other four-year institutions of higher education in that we put students in a position to start engaging in professional activities while they learn. Students are encouraged to participate in field experiences at mental health clinics and social service agencies, publish in Psychological journals and books, present professional papers, administer psychological tests, simulate therapy sessions and/or lead student organizations. Our program includes faculty who have won teaching awards and published books and journal articles.

We offer specific concentration areas including child/adolescent development, forensic psychology and mental health. Students also enjoy a variety of extracurricular opportunities. We have a Psychology Student Association and an honors

association, Psi Chi. Alumni have attended graduate school or continued on to work (after graduating with a Bachelor of Arts degree) in such areas such as mental health clinics, social service agencies and human resources.

### **Psychology Curriculum - Bachelor of Arts**

*\*\* Psychology majors may choose to focus on a specific area of psychology. Students must take a minimum of 12 credits in the concentration. \*\**

### **General Education Courses: 45 Credits**

The General Education Program

### **SAS Required Courses: 9 Credits**

- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3

*Select two (2) courses from the following:*

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- JUS 325 - Law, Justice and Family Minimum Credits: 3
- JUS 468 - Crimes Against Children Minimum Credits: 3
- JUS 485 - Forensic Law Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- SCI 215 - Contemporary Health Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 317 - Sociology of the Family Minimum Credits: 3
- SOC 320 - Sociology of Gender Minimum Credits: 3
- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3
- SOC 328 - Sociology of Aging Minimum Credits: 3

### **Major Courses: 36 Credits**

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- PSY 223 - Research I: Statistics for Psychology Minimum Credits: 3
- PSY 224 - Research II: Scientific Investigations Minimum Credits: 3



- PSY 444 - Senior Seminar in Psychology (Capstone) Minimum Credits: 3

*Required course for students enrolled in the Child and Adolescent Development concentration.*

- PSY 211 - Lifespan Development Minimum Credits: 3

*Select three (3) courses from the following:*

- PSY 215 - Abnormal Psychology Minimum Credits: 3
- PSY 216 - Psychology of Personality Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 300 - Biopsychology Minimum Credits: 3
- PSY 305 - Cognitive Psychology Minimum Credits: 3

#### **Psychology Electives or Concentration: 12 Credits**

- PSY - four (4) Psychology courses at the 200/300 level OR one concentration from the following:

#### **Child and Adolescent Development Concentration**

Psychology majors with a concentration in Child and Adolescent Development learn about how individuals gain skills and knowledge, progress socially, and grow physically from birth to adolescence. With the concentration, students gain the knowledge and skills necessary to work with infants, children and adolescents in a variety of settings and/or continue to graduate school.

- PSY 314 - Disorders of Childhood and Adolescence Minimum Credits: 3
- PSY 321 - Issues in Childhood Development Minimum Credits: 3
- PSY 322 - Issues in Adolescent Development Minimum Credits: 3

*Select one (1) course from the following:*

- PSY 201 - Educational Psychology Minimum Credits: 3
- PSY 230 - Psychology of Individual Differences and Special Needs Minimum Credits: 3
- PSY 291 - Experiential Learning Minimum Credits: 3
- PSY 319 - Social Development: Child and Adolescent Minimum Credits: 3
- PSY 335 - Assessment and Testing Minimum Credits: 3
- PSY 443 - Psychology Internship Minimum Credits: 3
- PSY 480 - Independent Study Minimum Credits: 3

**Forensic Psychology Concentration**

Forensic Psychologists work at the intersection between psychology and law. The Forensic Psychology concentration challenges students to apply their research skills, psychological knowledge, and critical thinking abilities to a variety of issues facing the legal system. Students who concentrate in this area study subjects such as:

- how psychologists serve as expert witnesses and advisors in courts
- motives and patterns of criminal behavior
- definitions for insanity
- treatment, rehabilitation and assessments used in corrections and in private practice
- eyewitness memory
- criminal profiling
- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3

*Select two (2) courses from the following:*

- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 315 - Counseling Process and Techniques Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3

**Mental Health Concentration**

The Mental Health concentration focuses on clinical aspects of psychology such as counseling and psychological evaluation. Students can be in the field as early as their freshman year gaining experience and augmenting their classroom learning. Students in this concentration will work closely with advisors to determine experiential learning and internship possibilities that best fit their interests.

- PSY 291 - Experiential Learning Minimum Credits: 3
- PSY 315 - Counseling Process and Techniques Minimum Credits: 3
- PSY 335 - Assessment and Testing Minimum Credits: 3
- PSY 443 - Psychology Internship Minimum Credits: 3

**Free Electives: 30 Credits**

**Total Credits: 120**

## Public Health and Wellness Minor

This interdisciplinary minor explores how health can be maintained or improved through preventative strategies. Rather than wait for health complications to happen, how can individuals and communities be proactive in preventing chronic illness, infectious disease, and addictions? Coursework covers best practices based on current research in Psychology and Public Health. Students in any major will benefit from the training this program will provide in epidemiology, health policy and management, community and clinical prevention initiatives, surveillance and tracking, immunizations and screenings, and drug prevention. Students should be aware that some courses in this minor carry prerequisites.

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Public Health and Wellness by successfully completing the following courses:

### Public Health and Wellness Curriculum - Minor

#### Required Courses: 15-17 Credits

- BIO 110 - Introduction to Public Health Minimum Credits: 3
- PSY 225 - Health Psychology Minimum Credits: 3

*Select three (3) from the following:*

- BIO 120 - General Biology I Minimum Credits: 3 **AND** BIO 120L - General Biology I Lab Minimum Credits: 3 Total Credits for both: 4
- BIO 215 - People, Places, and Plagues Minimum Credits: 3
- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3 **AND** BIO 210L - Anatomy and Physiology Lab Minimum Credits: 1 Total Credits for both: 4
- BIO 340 - Human Health and the Environment Minimum Credits: 3
- CHM 200 - Environmental Chemistry Minimum Credits: 3
- SCI 333 - Waste: Sources, Reduction, & Remediation Minimum Credits: 3
- SCI 215 - Contemporary Health Minimum Credits: 3
- PSY 300 - Biopsychology Minimum Credits: 3

**Total Credits: 15-17**

## **Public Health Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Public Health by successfully completing the following courses:

### **Public Health Curriculum - Minor**

#### **Required Courses**

- BIO 110 - Introduction to Public Health Minimum Credits: 3
- CHM 101 - Fundamentals of Chemistry Minimum Credits: 3
- CHM 101L - Fundamentals of Chemistry Lab Minimum Credits: 1
- BIO 215 - People, Places, and Plagues Minimum Credits: 3

*Select two (2) courses from the following:*

- BIO 120 - General Biology I Minimum Credits: 3
- BIO 120L - General Biology I Lab Minimum Credits: 1
- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- BIO 210L - Anatomy and Physiology Lab Minimum Credits: 1
- BIO 340 - Human Health and the Environment Minimum Credits: 3
- CHM 200 - Environmental Chemistry Minimum Credits: 3
- SCI 333 - Waste: Sources, Reduction, & Remediation Minimum Credits: 3
- SOC 325 - Sociological Perspectives Minimum Credits: 3

**Total Credits: 14 or 16**

*Note: Total credits may vary if lab-associated courses are completed*

## **Public Relations Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Public Relations by successfully completing the following courses:

### **Public Relations Curriculum - Minor**

**Required Courses**

- MKT 113 - Introduction to Marketing Minimum Credits: 3
- COM 227 - Public Relations Minimum Credits: 3
- COM 310 - Social Media Minimum Credits: 3
- COM 340 - Writing for Public Relations Minimum Credits: 3
- COM 452 - Public Relations Campaign Planning Seminar (Capstone) Minimum Credits: 3

**Total Credits: 15**

**Public Service, B.A.**

**Coordinator: Dr. Frank Catano**

Southern New Hampshire University offers a Bachelor of Arts in Public Service for students with associates of science degrees from New Hampshire seeking to continue their education. The program is designed to be completed in two years of full-time study. The degree is built upon a solid foundation of core liberal arts courses. Students have the opportunity to concentrate in a variety of social science disciplines, and so focus on the areas of greatest interest to them. This challenging, flexible and accessible program provides professionals with the opportunity to move forward in their professions, and the chance to explore a variety of public service careers.

**Public Service Curriculum - Bachelor of Science**

**Program Prerequisite: 60 Credits**

**Note: students must have completed an approved Associate Degree (AA in Fire Science, Criminal Justice, etc.) to enter this degree program.**

**General Education: 24 Credits**

- ENG 200 - Sophomore Seminar Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- SCI - one (1) Science elective Minimum Credits: 3
- LIT - one (1) Literature elective at the 200 Level Minimum Credits: 3
- FAS/LIT/PHL - one (1) course from Fine Arts, Literature, or Philosophy Minimum Credits: 3

**History Elective**

- HIS - one(1) History course at the 100 level Minimum Credits: 3

**Fine Arts Elective**

*Select one (1) course from the following:*

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3
- MUS 223 - Appreciation and History of Music Minimum Credits: 3
- FAS 370 - American Art Minimum Credits: 3

**Economics Elective**

*Select one (1) course from the following:*

- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3

**Major Courses: 33 Credits**

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- SOC 112 - Introduction to Sociology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- POL - one (1) Politics course at the 300 level or higher Minimum Credits: 3
- ESBS - four (4) Social and Behavioral Science courses (with a prefix of ECO, POL, PSY or SOC) Minimum Credits: 12 \*

**Note(s):**

*\* ALL in the same discipline*

**Free Electives: 3 Credits**

**Total Credits: 120**

## Race and Ethnicity Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Race and Ethnicity by successfully completing the following courses:

### Race and Ethnicity Curriculum - Minor

#### Required Courses

*Select five (5) courses from the following:*

- LIT 328 - Multi-Ethnic Literature: Describing the Hyphen Minimum Credits: 3
- LIT 345 - Postcolonial Encounters Minimum Credits: 3
- LIT 350 - The Black Literary Tradition Minimum Credits: 3
- HIS 319 - African-American History since the Civil War Minimum Credits: 3
- HIS 357 - American Slavery Minimum Credits: 3
- SOC 330 - Sociology of Minority Relations Minimum Credits: 3

**Total Credits: 15**

## Social Media and Mental Health Minor

This minor explores social media as it relates to mental health and wellbeing, including consideration of social media addiction, social comparison, cyberbullying, feelings of inclusion/exclusion, and multitasking. This minor also facilitates investigation into how social media can be used as a tool to promote positive mental health outcomes. Students should be aware that some courses in the minor carry prerequisites.

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Social Media and Mental Health by successfully completing the following courses:

### Social Media and Mental Health Curriculum - Minor

#### Required Courses: 15 Credits

*Select five (5) courses from the following:*

- COM 310 - Social Media Minimum Credits: 3
- PSY 215 - Abnormal Psychology Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 305 - Cognitive Psychology Minimum Credits: 3

- PSY 443 - Psychology Internship Minimum Credits: 3
- SOC 335 - Technology and Society Minimum Credits: 3

**Total Credits: 15**

## **Sociology Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Sociology by successfully completing the following courses:

### **Sociology Curriculum - Minor**

#### **Required Courses**

- SOC 112 - Introduction to Sociology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC - three (3) Sociology courses Minimum Credits: 9

**Total Credits: 15**

## **Sociology, B.A.**

**Chair: Dr. Francis Catano**

### **GO MAKE AN IMPACT**

Sociology is the scientific study of social life and the causes and consequences of human behavior, social groups, and societies. The term social life encompasses all interpersonal relationships, all groups, all types of social organizations, and all human culture; past and present. We want our majors to experience Sociology. Our emphasis is on professional practices as well as scholarship, with a career orientation and experiential learning approach. We provide first-person experiences in analyzing and dealing with processes, problems and institutions of society. In a world of globalization and cultural diversity, Sociology is of increased practical importance in many career paths. Partnering with community organizations, the Sociology major emphasizes a hands-on approach to learning.

Graduates of our program seek employment in social services and counseling, management and administrative support, teaching, research, sales, marketing, public relations, criminal justice positions, and many other fields. Our program also prepares students to continue their education to obtain a graduate degree in Sociology or in other areas: for example, entrance into law school or a MBA program

### **Sociology Curriculum - Bachelor of Arts**

#### **General Education Courses: 45 Credits**

The General Education Program



**SAS Required Courses: 9 Credits**

- HIS 301 - World History and Culture Minimum Credits: 3
- PSY 305 - Cognitive Psychology Minimum Credits: 3
- PHL 230 - Religions of the World Minimum Credits: 3

**Required Courses: 36 Credits**

- GEO 200 - World Geography Minimum Credits: 3 (*NOTE: fulfills a requirement of The General Education Program and thus is not counted as credit in the major*)
- SOC 112 - Introduction to Sociology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 325 - Sociological Perspectives Minimum Credits: 3
- ATH 111 - Introduction to Cultural Anthropology Minimum Credits: 3 (*NOTE: fulfills a requirement of The General Education Program and thus is not counted as credit in the major*)
- SCS 224 - Social Science Research Methods Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3 (*NOTE: fulfills a requirement of The General Education Program and thus is not counted as credit in the major*)
- SCS 444 - Capstone Colloquium Minimum Credits: 3
- SOC - six (6) courses from any Sociology course, excluding any Sociology courses already required as part of the Sociology major Minimum Credits: 18

*Select one (1) course from the following:*

- SOC 291 - Experiential Learning Minimum Credits: 3
- SOC 490 - Community Sociology Internship Minimum Credits: 3

*NOTE: Students may take SOC 490 twice for a total of six (6) internship credits to be counted toward the major.*

**Free Electives: 30 Credits****Total Credits: 120**

## Sustainability Certificate

Coordinator: Dr. Paul A. Barresi

In today's world, it's essential to go green, which means living and working sustainably. Public opinion, political pressure, emerging business opportunities, and ecological realities have created sustainability-focused career options in nearly every major job sector. The Sustainability Certificate at SNHU provides students with the knowledge, skills, and practical experience needed to succeed in these careers. Our program blends insights from environmental science, the environmental social sciences, and other sustainability-focused fields into a uniquely practical learning experience that is more than merely interdisciplinary. Its many one-of-a-kind features are designed to meet the demand for sustainability-focused professionals of many different types in today's job market, especially in the private sector.

The Sustainability Certificate is especially for students pursuing bachelor's degrees in SNHU's School of Business or enrolled in other complementary SNHU degree programs, such as the B.S. in Environmental Science. It also is open to anyone not already enrolled in a degree program at SNHU who is interested in earning a stand-alone undergraduate certificate in the sustainability field. The Sustainability Certificate is not for students enrolled in SNHU's B.A. in Environmental Management or B.A. in Environmental Management (International).

*NOTE: For students pursuing the Certificate in Sustainability and a SNHU undergraduate degree concurrently, at least four courses used to satisfy the requirements of the Certificate in Sustainability must be in addition to any courses counted toward the requirement of the student's major.*

### Sustainability Curriculum - Certificate

#### Required Courses

- ENV 100 - Introduction to Sustainability Minimum Credits: 3
- ENV 445 - Sustainability Capstone Experience Minimum Credits: 3

*Select one (1) course from the following:*

- ENV 101 - Environmental Science Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3

*Select one (1) course from the following:*

- BIO 315 - Ecological Principles and Field Methods Minimum Credits: 3
- ENV 305 - Global Climate Change Minimum Credits: 3
- BIO 340 - Human Health and the Environment Minimum Credits: 3

*Select one (1) course from the following:*

- ENV 322 - Environment and Development Minimum Credits: 3

- SOC 318 - Sustainable Communities Minimum Credits: 3

*Select one (1) course from the following:*

- ENV 372 - Sustainability Strategies for Business Minimum Credits: 3
- SCI 333 - Waste: Sources, Reduction, & Remediation Minimum Credits: 3

*Select one (1) course from the following:*

- POL 319 - US Environmental Law and Politics Minimum Credits: 3
- POL 329 - Int'l Environmental Law and Negotiation Minimum Credits: 3
- POL 349 - Comparative Environmental Law and Sustainable Development Minimum Credits: 3

**Total Credits: 21**

### **Guidelines for Certificate Programs**

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. 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 210 requires IT 100 Introduction to Information Technology 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.

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

**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.

## Teaching English as a Foreign Language, M.S.

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

Methodologies for all types of teaching situations are integrated into the curriculum, as well as strategies for teaching learners of all ages. Twelve courses are required (including supervised practice teaching) for a total of 36 credits. The degree program is offered over four terms and can be completed within 12 months (full-time), though most students take longer (up to 18 months).

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

### Admission Requirements:

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

### Teaching English as a Foreign Language Curriculum - Master of Science

#### Required Courses

- EFL 501 - Language Learning and Acquisition Minimum Credits: 3
- EFL 502 - Evaluation and Assessment Minimum Credits: 3
- EFL 503 - Descriptive Linguistics of American English Minimum Credits: 3
- EFL 504 - Introduction to Curriculum Development, Design and Implementation Minimum Credits: 3
- EFL 505 - Overview of TESOL Methodology Minimum Credits: 3
- EFL 540 - Socio-Cultural Context of Language Teaching Minimum Credits: 3
- EFL 599 - Supervised Practice Teaching Minimum Credits: 3

*Select five (5) courses from the following:*

- EFL 523 - Listening and Speaking Techniques Minimum Credits: 3
- EFL 525 - Reading and Writing Techniques Minimum Credits: 3
- EFL 526 - Aspects of Literacy/Multilingual Learner Minimum Credits: 3

- EFL 527 - Strategies/Techniques for Teaching Grammar Minimum Credits: 3
- EFL 530 - Methods of Teaching English through Drama Minimum Credits: 3
- EFL 531 - Pronunciation Techniques Minimum Credits: 3
- EFL 536 - Content-Based Instruction Minimum Credits: 3
- EFL 537 - Computer-Assisted Language Learning Minimum Credits: 3

**Total Credits: 36**

## **Terrorism & Homeland Security Certificate**

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair.

This optional 12-credit program is designed for students interested in future careers or graduate study in the area of terrorism, homeland security, or intelligence. Students explore related topics including terrorist organizations, terrorist tactics, and response by homeland security organizations.

### **Terrorism & Homeland Security Curriculum - Certificate**

#### **Required Courses**

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3

*or*

- POL 306 - The American Legal Tradition Minimum Credits: 3

- JUS 429 - Terrorism Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3

*Select one (1) course from the following:*

- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3

**Total Credits: 12**

#### **Guidelines for Certificate Programs**

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. 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 210 requires IT 100 Introduction to Information Technology 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.

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

**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.

## World Language and Culture Minor

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

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in World Languages and Culture by successfully completing courses from each of the following three (3) categories (program advisor must approve all choices):

### World Languages and Culture Curriculum - Minor

#### Required Courses

Two language courses in the same language and taken at Southern New Hampshire University

*Select two (2) courses from the following:*

- LAR 111 - Elementary Arabic and Culture I Minimum Credits: 3
- LAR 112 - Elementary Arabic and Culture II Minimum Credits: 3
- LAS 111 - Elementary American Sign Language I Minimum Credits: 3

- LAS 112 - Elementary American Sign Language II Minimum Credits: 3
- LFR 111 - Beginning French I Minimum Credits: 3
- LFR 112 - Beginning French II Minimum Credits: 3
- LFR 211 - Intermediate French I Minimum Credits: 3
- LFR 212 - Intermediate French II Minimum Credits: 3
- LFR 311 - French Civilization and Culture Minimum Credits: 3
- LMN 111 - Elementary Mandarin Language/Culture I Minimum Credits: 3
- LMN 112 - Elementary Mandarin Language/Culture II Minimum Credits: 3
- LSP 111 - Beginning Spanish I Minimum Credits: 3
- LSP 112 - Beginning Spanish II Minimum Credits: 3
- LSP 211 - Intermediate Spanish I Minimum Credits: 3
- LSP 212 - Intermediate Spanish II Minimum Credits: 3
- LSP 311 - Hispanic Cultures Minimum Credits: 3

*or*

- Language study taken in a study abroad program Minimum Credits: 6

*Select one (1) of the following:*

- two (2) courses in cultural studies Minimum Credits: 6
- one (1) course in cultural studies *AND* one (1) course in cultural studies taken in a study abroad program Minimum Credits: 6

**Capstone Course:**

*(in consultation with the program advisor for the minor)*

- A capstone course that requires application of language competency and/or cultural studies Minimum Credits: 3

**Total Credits: 15**

## School of Business

**Dean:** William J. Gillett, J.D.

**Associate Dean:** Dr. Andy Lynch

**Webster Hall**

**603.644.3153**

**Fax: 603.644.3150**

### **Mission**

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

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

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

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

### **Laptop Computer Requirement**

All incoming undergraduate day freshman students majoring in business have been required to own a laptop computer or appropriate tablet device. The university has partnered with a manufacturer to offer our students affordable technology. Please see the SNHU website for more information.

### **Research Paper Citation Guidelines**

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

### **The Integrated Core**

The Integrated Core program in the School of Business at Southern New Hampshire University will prepare our students to integrate and apply essential knowledge of the business functions, pursue advanced education and successful careers in business. In addition to these core business courses, students in each Bachelor of Science degree business program will also satisfy the General Education Program requirements and choose free electives that match their career and personal goals.

#### **Integrated Core Courses:**

•

- ACC 105 - Foundations of Accounting I Minimum Credits: 2
- MKT 105 - Foundations of Marketing Minimum Credits: 2
- OL 105 - Foundations of Management Minimum Credits: 2
- INT 105 - International Business: A Macro Perspective Minimum Credits: 1



- IT 105 - Business Information Technology Minimum Credits: 1
- SB 100 - Integration & Application of Business I Minimum Credits: 2
- SB 105 - Integration & Application of Business II Minimum Credits: 2
- ACC 205 - Foundations of Accounting II Minimum Credits: 2
- BUS 205 - Foundations of Business Law Minimum Credits: 2
- ECO 205 - Foundations of Macroeconomics Minimum Credits: 2
- FIN 305 - Foundations of Finance Minimum Credits: 2
- QSO 205 - Business Operations Management Minimum Credits: 2
- SB 205 - Di3: Integration & Application Business III Minimum Credits: 2
- OL 421 - Strategic Management and Policy (Capstone) Minimum Credits: 3
- SB 405 - Di3: Integration and Application IV Minimum Credits: 2
- INT 203 - Information Technology & Globalization Minimum Credits: 1
- OR
  - IT 203 - Information Technology & Globalization Minimum Credits: 1

### **Guiding Principles**

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

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

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

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

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

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

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

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

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

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

## **Institute for International Business of Southern New Hampshire University**

### **Mission**

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

### **Objective**

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

#### **1. Research Objective**

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

#### **3. Training Objective**

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

#### **5. Speaker Series and Conferences**

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

### **Partners**

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

## Accounting Certificate

Department Chair: Bryan Bouchard

### 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 Curriculum - Certificate

#### Required Courses

- ACC 202 - Managerial Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 330 - Federal Taxation I Minimum Credits: 3
- ACC - two (2) Accounting courses Minimum Credits: 6
- ACC 215 - Fundamentals of Financial Accounting Minimum Credits: 3

**Total Credits: 18**

#### Guidelines for Certificate Programs

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. 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 210 requires IT 100 Introduction to Information Technology 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.

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

**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.

## **Accounting Degree in Three, B.S.**

**Department Chair:** Bryan Bouchard

The Degree-in-Three Accounting program is an innovative and integrated three-year, six semester, outcomes focused degree in accounting that allows students to earn a Bachelor of Science degree through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences beyond the classroom. This interdisciplinary approach merges business disciplines as well as the liberal arts, allowing students to put theoretical knowledge and theory into business experiences inside and outside of the classroom. Speaker events, seminars, community engagement experiences and team-based semester projects are just some of the unique learning environments afforded to students in this Degree-in-Three program.

### **Accounting Degree in Three Curriculum - Bachelor of Science**

#### **General Education Program: 42 Credits**

The General Education Program

#### **Integrated Core: 30 Credits**

The Integrated Core

*Note: students in this program take ACC 302 in place of ACC 105*

#### **Major Courses: 20 Credits**

*\*\* May take ACC 550 instead of ACC 207 \*\**

*\*\* May take ACC 640 instead of ACC 411 \*\**

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 330 - Federal Taxation I Minimum Credits: 3
- ACC 405 - Advanced Accounting Minimum Credits: 2 **(take for 3 Credits)**
- ACC 411 - Auditing Principles Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3 **(take for 2 Credits)**

**Major Directed Courses: 13 Credits**

- ACC 115 - Foundations of QuickBooks Minimum Credits: 1
- ACC 215 - Fundamentals of Financial Accounting Minimum Credits: 3
- ACC 345 - Financial Statement Analysis/Business Valuation Minimum Credits: 3
- ACC 350 - Volunteer Income Tax Assistance Minimum Credits: 3
- ACC 490 - Accounting Internship Minimum Credits: 0 (**take for 3 Credits**)

**School Directed Courses: 9 Credits**

- SB 200 - Di3: Broad Integrative Knowledge Part I Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 210 - Di3: Broad Integrative Knowledge II Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 300 - Di3: Civic Engagement/Citizenship I Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 310 - Di3: Civic Engagement/Citizenship II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 400 - Di3: Problem Solving, Interpersonal & Team Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 410 - Di3: Problem Solving Interpersonal and Team II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)

**Free Electives: 6 Credits**

**Total Credits: 120**

**Accounting Minor****Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

NOTE: ACC-215 is a prerequisite for ACC-307.

A student may earn a minor in Accounting by successfully completing the following courses:

**Accounting Curriculum - Minor****Required Courses: 15 Credits**

- ACC 201 - Financial Accounting Minimum Credits: 3

- ACC 202 - Managerial Accounting Minimum Credits: 3
- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3

**Total Credits: 15**

## **Accounting, A.S.**

**Department Chair: Bryan Bouchard**

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

### **Accounting Curriculum - Associate in Science**

**Core Requirements: 25 Credits**

*NOTE: Students enrolled on campus will take an additional 1-credit academic experience: SNHU 101 – SNHU Experience: Transition to College*

**Transfer students will complete SNHU 202 - SNHU Experience: Transition to SNHU.**

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1 or SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

*Select one (1) course from the following:*

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3

*Select one (1) course in Humanities*

- Gen Ed - one (1) course designated as EFAH Minimum Credits: 3

**Major Courses: 27 Credits**

- ACC 215 - Fundamentals of Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC - one (1) Accounting elective at the 300/400 level Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3

**Free Electives: 9 Credits**

**Total Credits: 61**

**Accounting, B.S.**

**Department Chair: Bryan Bouchard**

The Accounting Program provides students with the educational prerequisites required for the certified public accountant examination, certified management accountant examination, certified internal auditor examination and a host of other professional titles related to accounting and taxation.

Accounting students will receive general instruction in business and a thorough education in all areas of accounting, finance and taxation. Students majoring in accounting will be able to specialize in either the financial or managerial fields of accounting. An internship also is available in this program. Students will be able to take additional electives to supplement their knowledge or to further specialize their educations.

**Accounting Curriculum - Bachelor of Science****General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

*Note: students in this program take SB 420 in place of OL 421*

**Major Courses: 20 Credits**

*Note: ACC 207 can be replaced by ACC 550 & ACC 411 can be replaced by ACC 640*

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 330 - Federal Taxation I Minimum Credits: 3
- ACC 405 - Advanced Accounting Minimum Credits: 2 **(take for 3 Credits)**
- ACC 411 - Auditing Principles Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3 **(take for 2 Credits)**

**Major Directed Courses: 13 Credits**

- ACC 115 - Foundations of QuickBooks Minimum Credits: 1
- ACC 215 - Fundamentals of Financial Accounting Minimum Credits: 3
- ACC 345 - Financial Statement Analysis/Business Valuation Minimum Credits: 3
- ACC 350 - Volunteer Income Tax Assistance Minimum Credits: 3
- ACC 490 - Accounting Internship Minimum Credits: 0 **(take for 3 Credits)**

**Free Electives: 12 Credits**

**Total Credits: 120**

**Accounting/Finance Degree in Three, B.S.**

**Department Chair: Dr. Michael Tasto**

The Degree-in-Three Accounting/Finance program is an innovative and integrated three-year, six semester, outcomes focused degree in accounting/finance that allows students to earn a Bachelor of Science degree through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences beyond the classroom. This interdisciplinary approach merges business disciplines as well as the liberal arts, allowing students to put theoretical knowledge and theory into business experiences inside and outside of the classroom. Speaker events, seminars, community engagement experiences and team-based semester projects are just some of the unique learning environments afforded to students in this Degree-in-Three program.

**Accounting/Finance Degree in Three Curriculum - Bachelor of Science**



**General Education Program: 42 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

*Note: students in this program will take SB 420 in place of OL 421*

**Major Courses: 21 Credits**

*Note: ACC 207 can be replaced by ACC 550 & FIN 340 can be replaced by FIN 640*

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 336 - Multinational Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- ECO 306 - Money and Banking Minimum Credits: 3

**Major Directed Courses: 12 Credits**

- ACC 215 - Fundamentals of Financial Accounting Minimum Credits: 3
- ACC 345 - Financial Statement Analysis/Business Valuation Minimum Credits: 3
- FIN 426 - Contemporary Issues in Finance Minimum Credits: 3
- ACC 350 - Volunteer Income Tax Assistance Minimum Credits: 3

**School Directed Courses: 9 Credits**

- SB 200 - Di3: Broad Integrative Knowledge Part I Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 210 - Di3: Broad Integrative Knowledge II Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 300 - Di3: Civic Engagement/Citizenship I Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 310 - Di3: Civic Engagement/Citizenship II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 400 - Di3: Problem Solving, Interpersonal & Team Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)

- SB 410 - Di3: Problem Solving Interpersonal and Team II Minimum Credits: 2 (variable credit course) **(take for 1.5 Credits)**

**Free Electives: 6 Credits**

**Total Credits: 120**

## **Accounting/Finance, B.S.**

**Program Coordinator: Dr. Michael Tasto**

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.

### **Accounting/Finance Curriculum - Bachelor of Science**

**General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

**Major Courses: 30 Credits**

Note: ACC 207 can be replaced by ACC 550; FIN 340 can be replaced by FIN 640

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 215 - Fundamentals of Financial Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ECO 306 - Money and Banking Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 336 - Multinational Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- FIN - one (1) 300/400 level Finance elective Minimum Credits: 3
- ACC/FIN - one (1) 300/400 level Accounting/Finance elective Minimum Credits: 3

**Free Electives: 15 Credits**

**Total Credits: 120**

## **Baking and Pastry Arts, A.S.**

**Department Chair: Vicki Connell**

**Baking and Pastry Arts Curriculum - Associate in Science**

**Required Courses: 16 Credits**

**Students enrolled on campus will complete an additional 1-credit academic experience: SNHU 101 - SNHU Experience: Transition to College.**

**Transfer students will complete SNHU 202 - SNHU Experience: Transition to SNHU.**

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1 or SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3

*Select one (1) course from the following:*

- MAT 101 - Culinary Mathematics Minimum Credits: 3
- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 135 - The Heart of Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 211 - Applied Calculus II Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3
- EFAH - one (1) General Education course in Fine Arts and Humanities Minimum Credits: 3
- ESBS - one (1) General Education course in Social and Behavioral Sciences Minimum Credits: 3

**Major Courses: 44 Credits**

- TCI 109 - Food Purchasing Minimum Credits: 3
- TCI 110 - Culinary Skills and Procedures Minimum Credits: 3

- TCI 111 - Progressive Culinary Techniques/Menu Imp Minimum Credits: 3
- TCI 113 - Fundamentals of Baking Minimum Credits: 3
- TCI 114 - Intermediate Baking Minimum Credits: 3
- TCI 116 - Safety and Sanitation Minimum Credits: 3
- TCI 167 - Nutritional Cooking Minimum Credits: 3
- TCI 230 - Retail Baking Minimum Credits: 3
- TCI 233 - Classical Baking and Plate Composition Minimum Credits: 3
- TCI 238 - Cake Decorating Minimum Credits: 3
- TCI 240 - Advanced Pastry Minimum Credits: 3
- TCI 250 - Dining Room Management Minimum Credits: 3
- TCI 256 - Food and Beverage Cost Control Minimum Credits: 3
- TCI 280 - International Baking and Desserts Minimum Credits: 3
- TCI 390 - Culinary Cooperative Education Minimum Credits: 2

**Free Electives: 3 Credits**

**Total Credits: 63**

**Note(s):**

*Students must hold NRA Serve Safe Certification at the time of graduation.*

## **Baking Certificate**

**Department Chair: Vicki Connell**

### **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 Science Culinary Arts Program.

### **Baking Curriculum - Certificate**

**Required Courses: 15 Credits**

- TCI 109 - Food Purchasing Minimum Credits: 3
- TCI 110 - Culinary Skills and Procedures Minimum Credits: 3

- TCI 113 - Fundamentals of Baking Minimum Credits: 3
- TCI 114 - Intermediate Baking Minimum Credits: 3
- TCI 116 - Safety and Sanitation Minimum Credits: 3

**Total Credits: 15**

### **Guidelines for Certificate Programs**

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. 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 210 requires IT 100 Introduction to Information Technology 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.

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

**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.

## **Bradley Honors Program in Business Administration, B.S.**

**Director: Kyle Viator**

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.

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 modules 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 that also meets the requirements of the University Honors Program. Students receive honors recognition from the university as well as the annual \$2,000 honors scholarship. Students will take HON 201 and HON 202 with other University Honors Program students; all remaining honors coursework will be completed as part of the 3Year Honors Program curriculum.

The mission of the program is to educate selected, qualified honors students who desire a bachelor's degree in business administration 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:** Students 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 high school grade point average is between 3.6 and 3.8. 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 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.

During the first two years of the 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.

In the third year, students participate in a year-long applied management experience. Assigned into project teams, paired with local area businesses, they work to research and recommend creative and viable solutions to the issue and the team organization. While doing so they demonstrate the competencies they have mastered and apply knowledge gained through the program to the process. In addition to their classroom and client obligations, students are required to complete their career readiness program. The time and energy devoted to all aspects of this experience is equivalent to a 9 credit course and satisfies the HON 401 requirement in the University Honors Program.

**Note(s):**

All curriculum inquiries regarding the 3Year Honors Program should be forwarded to the Program Director, Kyle Viator, at 603.626.9100, ext. 3321 or at [k.viator@snhu.edu](mailto:k.viator@snhu.edu).

## **Business Administration Bradley Honors Program, B.S.**

**Department Chair(s): Dr. Susan Losapio**

Business Administration Bradley Honors Program, B.S. is a three year, six semester, competency based, outcome focused bachelor's degree in business administration earned through traditional innovative and applied learning academic experiences.

### **Business Administration Bradley Honors Program Curriculum - Bachelor of Science**

#### **General Education Courses: 42 Credits**

The General Education Program



**Integrated Core: 28 Credits**

The Integrated Core

*Note: students in this program do not take OL 105, and SB 420 replaces OL 421*

**Major Courses: 20 Credits**

- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 326 - Social Environment of Business Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL - two (2) Organizational Leadership electives at the 300/400 level Minimum Credits: 5

**Major Directed Courses: 12 Credits**

- OL 462 - Year 1 Assembly and Knowledge Assurance Minimum Credits: 1.5 (**take course twice**)
- OL 463 - Year 2 Assembly and Knowledge Assurance Minimum Credits: 1.5 (**take course twice**)
- OL 465 - Fieldwork Experience & Final Project Minimum Credits: 3
- OL 468 - Team Based Project Minimum Credits: 3

**School Directed Courses: 9 Credits**

- SB 200 - Di3: Broad Integrative Knowledge Part I Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 210 - Di3: Broad Integrative Knowledge II Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 300 - Di3: Civic Engagement/Citizenship I Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 310 - Di3: Civic Engagement/Citizenship II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 400 - Di3: Problem Solving, Interpersonal & Team Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 410 - Di3: Problem Solving Interpersonal and Team II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)

**Free Electives: 9 Credits**

**Total Credits: 120**

## **Business Administration, A.S.**

**Department Chair(s): Dr. Susan Losapio & Professor Kyle Viator**

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.

### **Business Administration Curriculum - Associate in Science**

#### **Core Requirements: 22 Credits**

*Note: Students enrolled on campus will take an additional 1-credit academic experience: SNHU-101- SNHU Experience: Transition to College*

**Transfer students will complete SNHU 202 - SNHU Experience: Transition to SNHU**

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1 or SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

*Select one (1) course in Humanities:*

The General Education Program - one (1) Fine Arts and Humanities course (EFAH) Minimum Credits: 3

#### **Major Courses: 27 Credits**

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL - two (2) Organizational Leadership courses Minimum Credits: 6

**Free Electives: 12 Credits**

**Total Credits: 61**

## **Business Administration, B.B.A.**

**Department Chair(s): Dr. Susan Losapio & Professor Kyle Viator**

The International Bachelors of Business Administration is a focused business degree. This program is designed for certain international universities with which SNHU has signed articulation agreements. It is intended for international students who are on track to complete a graduate level business degree. They have completed three years of a four year degree in their home country or a three year diploma and require some General Education courses and additional business courses to fulfill our equivalent undergraduate Business Administration degree prior to starting their graduate studies.

The B.B.A. takes into consideration different educational systems around the world. It includes a balance of General Education and business electives in a broad variety of disciplines. In most foreign educational systems students take more credits in their major, so they are typically much more prepared in their subject than their US counterparts. Thus, having more free electives in business allows more flexibility for cooperating schools to direct students to take more specific course that will better fulfill their own final year requirements. A General Education capstone course assesses student understanding of core competencies.

Many countries are actively encouraging their universities to promote and support students to have a study abroad experience. Students in this program may travel to the US to complete their final courses in a classroom setting or they may study online as a more affordable option.

This program is intended to be transfer friendly by accepting 90 transfer credits as a block from approved universities.

### **Requirements for Campus Program:**

90 credits transferred from an approved university

Equivalent GPA of 3.0

TOEFL score of 530/71

TOEFL score between 500/61 and 530/71, or 6.0 IELTS will be required to take a bridge program with ENG 070 and two academic courses.

### **International Bachelors of Business Administration Curriculum**

**Transfer Courses: 90 Credits**

#### **Foundation Courses (as needed):**

- ENG 070 - Academic Writing and Research Skills Minimum Credits: 3
- ENG 071 - Critical Reading Skills Minimum Credits: 3
- ENG 072 - Grammar Workshop Minimum Credits: 3

- ENG 099I - Fundamentals of Writing for International Students Minimum Credits: 3

**General Education Program: 16 Credits**

- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- SCI - one (1) Science course Minimum Credits: 3
- SCS - one (1) Social Sciences course (excluding ECO) Minimum Credits: 3
- FAS - one (1) Fine Arts course Minimum Credits: 3
- SNHU 404 - SNHU Experience: Gen Ed Capstone Minimum Credits: 1

**Major Business Courses: 15 Credits**

- BUS - four (4) courses from ACC, BUS, ECO, FIN, HOS, OL, IT, INT, MKT, QSO, or SPT at the 300/400 level for Business elective courses Minimum Credits: 12
- OL 421 - Strategic Management and Policy (Capstone) Minimum Credits: 3

**Total Credits: 121**

**Business Administration, B.B.A. (partnership with Florence University of the Arts)**

This program is designed for students wishing to apply for a Bachelor of Business Administration (B.B.A.) through partnership with SNHU and Florence University of the Arts. Students are credentialed through Southern New Hampshire University by completing a 90 credit program in Business Administration at Florence University of the Arts and selecting one of two concentrations in Culinary Arts and Food Serve Management, or Management for the Hospitality and Tourism industry. The program may be completed in four years, 3 at FUA (90 credits including 12 credits with FUA's General Education) and 1 year at SNHU (30 credits). The fourth year of the degree can be completed via distance learning through online classes according to the General Education distribution detailed by SNHU.

**Special Requirements:**

This degree is in partnership with the Florence University of the Arts and has the following requirements:

- 90 Credits approved from Florence University of the Arts
- Equivalent of 3.0 GPA
- TOEFL Score: Online between 530/71 and 550/81 or 6.0 IELTS will take ENG 099 or 6.5 IELTS will proceed directly to ENG 120

**Business Administration Curriculum - Bachelor of Business Administration**

**Business Administration at Florence University of the Arts - Transfer Credits: 90**

Includes 12 Credits of General Education courses taken at Florence University of the Arts:

- Italian Language: 6 Credits
- Multicultural Diversity and Gender Studies (fulfills 3 Credits of EFAH General Education requirement): 3 Credits
- Mathematics (College Algebra taken at FUA fulfills 3 Credits of Math Foundation Requirement & prereq for MAT 240): 3 Credits

**General Education Courses: 30 Credits**

The General Education Program

- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- OL 421 - Strategic Management and Policy (Capstone) Minimum Credits: 3
- EFAH - one (1) course from Fine Arts & Humanities, Literature, or History Minimum Credits: 3
- ESBS - one (1) course from Social Science, Economics, Political Science, or Psychology (ECO 201 recommended) Minimum Credits: 3
- Business Electives - four (4) courses at the 300/400 level Minimum Credits: 12

**Total Credits: 120**

**Business Administration, B.S. (with concentration option)**

Department Chair(s) – Dr. Susan Losapio

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**

**General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 28 Credits**

The Integrated Core

*Note: Students in the BS.BAD program do not take OL 105*

**Major Courses: 29 Credits (18 Credits if completing a concentration)**

*Note: Students completing a concentration do not take 11 credits Organizational Leadership or Business courses at the 300/400 level*

- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 326 - Social Environment of Business Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL - 11 credits Organizational Leadership or Business courses at the 300/400 level
- FIN/ECO - one (1) Economics/Finance course Minimum Credits: 3

**Free Electives: 18 Credits (15 Credits if completing a concentration)****Concentration (14 Credits)**

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**

- OL 322 - Managing Organizational Change Minimum Credits: 3
  - OL 318 - Employee and Labor Relations Minimum Credits: 3
- or*
- OL 325 - Total Rewards Minimum Credits: 3
  - OL 442 - Human Resource Strategy and Development Minimum Credits: 3
  - OL - five (5) credits in Organizational Leadership at the 300/400 level Minimum Credits: 5

*NOTE: BUS 307 - Business Law II Minimum Credits: 3 can be used to satisfy one OL course*

### **Organizational Leadership Concentration**

- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 324 - Managing Quality Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3
- OL - five (5) credits in Organizational Leadership at the 300/400 level Minimum Credits: 5

*NOTE: BUS 307 - Business Law II Minimum Credits: 3 (can be used to satisfy one OL course)*

### **Small Business Management Concentration**

- OL 317 - Small Business Management Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 321 - Business Plan Preparation Minimum Credits: 3
- OL - five (5) credits in Organizational Leadership at the 300/400 level (except OL 490) Minimum Credits: 5

*NOTE: BUS 307 - Business Law II Minimum Credits: 3 (can be used to satisfy one OL course)*

**Total Credits: 120**

#### **Note(s):**

Students who select the business administration with internship must use free electives to satisfy internship requirements.

## **Business Analytics Degree in Three, B.S.**

Business Analytics is the intersection of data science with business. It has become an important business function with the availability of big data and the real time nature of many business decisions. It helps in making business decisions that are based on hard data that are routinely collected by business organizations.

Business Analytics consists of three parts – descriptive analytics, predictive analytics and prescriptive analytics. Descriptive analytics analyzes past data in order to gain insights that can be used in future decision making. Predictive analytics goes a step further and tries to predict future behavior. Prescriptive analytics includes optimization techniques that take the predictions and aid in making decisions that will be optimal for the organization.

This program includes courses that cover all the three parts of the business analytics, some foundational courses and courses that help in the implementation of business analytics in an organization. The curriculum of the program is very hands-on and experiential that will prepare you for a successful career in the world of business analytics.

### **Business Analytics Degree in Three Curriculum - Bachelor of Science**

**General Education Program: 42 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

*Note: Students in this program take SB 420 in place of OL 421*

**Major Courses: 18 Credits**

- MAT 300 - Applied Statistics II: Regression Analysis Minimum Credits: 3
- QSO 250 - Fundamentals of Business Analytics Minimum Credits: 3
- QSO 260 - Descriptive Analytics Minimum Credits: 3
- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- QSO 370 - Predictive Analytics Minimum Credits: 3

**Major Directed Courses: 12 Credits**

- QSO 281 - Second Year Fall Experience in Business Analytics Minimum Credits: 3
- QSO 282 - Second Year Spring Experience in Business Analytics Minimum Credits: 3
- QSO 381 - Third Year Fall Experience in Business Analytics Minimum Credits: 3
- QSO 382 - Third Year Spring Experience in Business Analytics Minimum Credits: 3

**School Directed Courses: 9 Credits**

- SB 200 - Di3: Broad Integrative Knowledge Part I Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 210 - Di3: Broad Integrative Knowledge II Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 300 - Di3: Civic Engagement/Citizenship I Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 310 - Di3: Civic Engagement/Citizenship II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 400 - Di3: Problem Solving, Interpersonal & Team Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 410 - Di3: Problem Solving Interpersonal and Team II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)

**Free Electives: 9 Credits**



**Total Credits: 120**

## **Business Analytics Minor**

Business Analytics is the intersection of data science with business. It has become important with the availability of big data and the real time nature of many business decisions. It helps in making business decisions that are based on hard data that are routinely collected by organizations.

Business Analytics consists of three parts – descriptive analytics, predictive analytics and prescriptive analytics. Descriptive analytics analyzes past data in order to gain insights that can be used in future decision making. Predictive analytics goes a step further and tries to predict future behavior. Prescriptive analytics which includes optimization techniques takes the predictions and aids in making decisions that will be optimal for the organization.

This program includes courses that provide the foundational quantitative knowledge necessary for business analytics and application courses that cover all three areas of business analytics. The curriculum of the program is very hands-on that will prepare you for a successful career in the world of business analytics.

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Business Analytics by successfully completing the following courses:

### **Business Analytics Curriculum - Minor**

#### **Required Courses**

- MAT 240 - Applied Statistics Minimum Credits: 3
- QSO 250 - Fundamentals of Business Analytics Minimum Credits: 3
- QSO 260 - Descriptive Analytics Minimum Credits: 3
- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 370 - Predictive Analytics Minimum Credits: 3

**Total Credits: 15**

## **Business Analytics, B.S.**

Business Analytics is the intersection of data science with business. It has become important with the availability of big data and the real time nature of many business decisions. It helps in making business decisions that are based on hard data that are routinely collected by organizations. Business Analytics consists of three parts – descriptive analytics, predictive analytics and prescriptive analytics. Descriptive analytics analyzes past data in order to gain insights that can be used in future decision making. Predictive analytics goes a step further and tries to predict future behavior. Prescriptive analytics which includes optimization techniques takes the predictions and aids in making decisions that will be optimal for the organization. This program includes courses that cover all the three parts of the business analytics, some foundational courses and courses that help in the implementation of business analytics in an organization. The curriculum of the program is very hands-on and experiential that will prepare

you for a successful career in the world of business analytics.

## **Business Analytics Curriculum - Bachelor of Science**

### **General Education Program: 45 Credits**

The General Education Program

### **Integrated Core: 30 Credits**

The Integrated Core

### **Major Courses: 30 Credits**

- QSO 250 - Fundamentals of Business Analytics Minimum Credits: 3
- QSO 260 - Descriptive Analytics Minimum Credits: 3
- MAT 225 - Calculus I: Single-Variable Calculus Minimum Credits: 3
- MAT 300 - Applied Statistics II: Regression Analysis Minimum Credits: 3
- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- QSO 370 - Predictive Analytics Minimum Credits: 3
- QSO/MAT/Business Electives - three (3) Quantitative Studies and Operations Management, Mathematics, or Business electives other than QSO 300 Minimum Credits: 9

*Note: Students interested in the graduate program may substitute two electives with QSO 521 - Decision Science and QSO 531 - Business Data Analysis*

### **Free Electives: 15 Credits**

**Total Credits: 120**

## **Business Information Systems Certificate**

### **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.

### **Business Information Systems Curriculum - Certificate**

#### **Required Courses: 22-24 Credits**

- IT 135 - Interactive Scripting in Virtual Environment Minimum Credits: 3

- MAT 230 - Discrete Mathematics Minimum Credits: 3
- IT - four (4) Information Technology courses (as recommended by the student's advisor) Minimum Credits: 12

*Select one (1) course from the following:*

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

*Select one (1) course from the following:*

- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- IT 105 - Business Information Technology Minimum Credits: 1

**Total Credits: 22-24**

### **Guidelines for Certificate Programs**

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. 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 210 requires IT 100 Introduction to Information Technology 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.

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

**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.

### **Business Management, M.S. (+1 program) (with concentration options)**

Program curriculum is delivered via courses and integration and application experiences that are designed to enable students to produce relevant deliverables that can clearly convey value to potential employers. Knowledge and skills acquired in the program will be integrated and applied within the context of real-world corporate consulting experiences.

Student teams complete corporate consulting experiences throughout their program. Each experience challenges teams to integrate and apply knowledge to a variety of challenges inherent to small and large business environments. Career development components are threaded throughout the program for each student. Students will be coached on career opportunities in their chosen field while developing teamwork, business communication, analysis, and problem-solving skills.

#### **Business Management Curriculum (+1 program) - Master of Science**

##### **Major Courses: 21 Credits**

- SB 510 - Corporate Consulting Preparation Minimum Credits: 4
- ACC 515 - Accounting for Managers Minimum Credits: 2
- QSO 511 - Business Analytics Minimum Credits: 4
- SB 515 - Google Analytics Minimum Credits: 2
- QSO 621 - Lean Six Sigma Quality Management Minimum Credits: 4
- SB 520 - Corporate Consulting I Minimum Credits: 4
- SB 525 - Advanced Business Analysis Minimum Credits: 1

##### **Concentration Options: 10-15 Credits**

##### **International Business Concentration: 15 Credits**

- INT 610 - Multinational Corporate Environment Minimum Credits: 3
- INT 620 - Multinational Corporate Finance Minimum Credits: 3
- INT 640 - Multinational Market Strategies Minimum Credits: 3
- INT 700 - Multinational Business Strategy (Capstone) Minimum Credits: 3
- INT 730 - International Business Consulting Experience Minimum Credits: 3

##### **Marketing Concentration: 10 Credits**

- MKT 515 - Distinctive Concepts in Marketing Minimum Credits: 3
- MKT 516 - Consulting Experience in Marketing Minimum Credits: 4
- MKT 545 - Global Marketing Minimum Credits: 3

### **Project Management Concentration: 12 Credits**

Across countries, roles and experience levels, project managers earn a median salary of \$88,399 serving a number of high demand industries. Six major sectors (Healthcare, IT, Construction, Finance, Aerospace, and Defense) face differing challenges and economic outlooks, but they have one thing in common: job opportunities for project practitioners. The project management concentration is designed to prepared students to meet these industry demands.

- QSO 641 - Practical Project Management Minimum Credits: 4
- QSO 681 - Advanced Project Management Minimum Credits: 4
- QSO 682 - Consulting Experience in Project Management Minimum Credits: 4

### **Sport Business Concentration: 13 Credits**

The Sport Management Concentration is built on the foundation of the Masters Core Curriculum with added emphasis on the application of Sport Marketing, Analytics, and Partnerships. The keystone of the concentration is a 4-credit corporate consulting project, completed across two semesters.

- SPT 608 - Sport Marketing and Media Minimum Credits: 3
- SPT 608L - Sport Agency Lab 1 Minimum Credits: 1
- SPT 622 - Sport Business Analytics Minimum Credits: 3
- SPT 622L - Sport Agency Lab 2 Minimum Credits: 1 (**take for 3 credits**)
- SPT 525 - Sport Licensing and Strategic Alliances Minimum Credits: 3

**Total Credits: 31-36**

## **Business Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Business by successfully completing the following courses:

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

### **Business Curriculum - Minor**

**Required Courses**

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- BUS - one (1) Business elective Minimum Credits: 3

**Total Credits: 18**

**Business Studies in Accounting, B.S.**

**Contact: Prof. David Doyon**

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, 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 in Accounting Curriculum - Bachelor of Science****General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

**Major Courses: 15 Credits**

- ACC 215 - Fundamentals of Financial Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 330 - Federal Taxation I Minimum Credits: 3

- ACC 207 - Cost Accounting Minimum Credits: 3 or ACC 550 - Cost Accounting Minimum Credits: 3

**Free Electives: 30 Credits**

**Total Credits: 120**

## **Business Studies in Business Administration, B.S.**

**Contact: Dr. Maria Manus Painchaud & Dr. Susan Losapio**

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, 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 in Business Administration Curriculum - Bachelor of Scien**

**General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 28 Credits**

Note: Students in the Business Studies in Business Administration, B.S. program do not take OL 105 - Foundations of Management as part of the Integrated Core.

The Integrated Core

**Major Courses: 17 Credits**

- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL - Five (5) credits in Organizational Leadership courses at the 300/400 level, except OL 490

**Free Electives: 30 Credits**

**Total Credits: 120**

## **Business Studies in Business Finance, B.S.**

**Contact: Dr. Michael Tasto**

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, 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 in Business Finance Curriculum - Bachelor of Science**

#### **General Education Program: 45 Credits**

The General Education Program

#### **Integrated Core: 30 Credits**

The Integrated Core

#### **Major Courses: 18 Credits**

- ECO 301 - Managerial Economics Minimum Credits: 3
- ECO 402 - Intermediate Macroeconometrics Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- FIN - one (1) Finance elective at the 200+ level Minimum 3 Credits

*Select one (1) of the following Mathematics courses:*

- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 300 - Applied Statistics II: Regression Analysis Minimum Credits: 3

#### **Free Electives: 27 Credits**

**Total Credits: 120**

## **Business Studies in Computer Information Technology, B.S.**



**Coordinators: Drs. Tom S. Chan & J. Stephanie Collins**

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, 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 in Computer Information Technology Curriculum - Bachelor of Science****General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

**Major Courses: 21 Credits**

- IT 135 - Interactive Scripting in Virtual Environment Minimum Credits: 3
- IT 145 - Foundation in Application Development Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- IT - two (2) Information Technology elective courses (as recommended by an advisor) Minimum Credits: 6

**Free Electives: 24 Credits**

**Total Credits: 120**

**Business Studies in Game Design and Development, B.S.**

Contact: Dean William Gillett

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, 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 in Game Design and Development Curriculum- Bachelor of Science**

#### **General Education Program: 45 Credits**

The General Education Program

#### **Integrated Core: 30 Credits**

The Integrated Core

#### **Major Courses: 21 Credits**

- IT 135 - Interactive Scripting in Virtual Environment Minimum Credits: 3
- IT 207 - Information Technology and Digital Games Minimum Credits: 3 or GAM 207 - Information Technology and Digital Games Minimum Credits: 3
- IT 303 - Design of Virtual Game Environments Minimum Credits: 3 or GAM 303 - Design of Virtual Game Environments Minimum Credits: 3
- IT 305 - Digital Game Development Minimum Credits: 3 or GAM 305 - Digital Game Development Minimum Credits: 3

*Select three (3) courses from the following:*

- ADV 428 - Promotional Research & Media Management Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- ECO 402 - Intermediate Macroeconometrics Minimum Credits: 3
- IT 467 - Digital Commerce and eBusiness Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3

#### **Free Electives: 24 Credits**

**Total Credits: 120**

## **Business Studies in Human Resource Management, B.S.**

**Contact: Dr. Maria Manus Painchaud & Dr. Susan Losapio**

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, 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 in Human Resource Management Curriculum - Bachelor of Science**

#### **General Education Program: 45 Credits**

The General Education Program

#### **Integrated Core: 28 Credits**

The Integrated Core

*Note: Students in this program do not take OL 105 - Foundations of Management as part of The Integrated Core.*

#### **Major Courses: 23 Credits**

- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL 442 - Human Resource Strategy and Development Minimum Credits: 3
- OL 325 - Total Rewards Minimum Credits: 3 **or** OL 318 - Employee and Labor Relations Minimum Credits: 3
- OL - five (5) credits in Organizational Leadership electives at the 300/400 level, except OL 490 - Business Administration Internship. (BUS 307 - Business Law II satisfies one OL elective) Minimum Credits: 5

#### **Free Electives: 24 Credits**

**Total Credits: 120**

## **Business Studies in International Management, B.S.**

**Contact: Dr. C. Bulent Aybar**

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, 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 in International Management Curriculum - Bachelor of Science****General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

**Major Courses: 15 Credits**

- OL 215 - Principles of Management Minimum Credits: 3
- INT - four (4) International Business courses at the 300/400 level Minimum Credits: 12

**Free Electives: 30 Credits**

**Total Credits: 120**

**Business Studies in Marketing, B.S.**

**Contact: Dr. Pat Spirou**

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, 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 in Marketing Curriculum - Bachelor of Science**

**General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

**Major Courses: 21 Credits**

- MKT 265 - Social Media & Marketing Communications Minimum Credits: 3
- MKT 270 - Professional Selling Minimum Credits: 3
- MKT 337 - Marketing Research Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- MKT 432 - Strategic Marketing Planning (Capstone) Minimum Credits: 3

*Note: MKT 515 Distinctive Concepts in Marketing Minimum Credits: 3 can replace MKT 432 - Strategic Marketing Planning (Capstone) Minimum Credits: 3*

- ADV/MKT - two (2) Advertising/Marketing courses (QSO 330 - Supply Chain Management can be taken) Minimum Credits: 6
- *Note: INT 433 - Multinational Marketing Minimum Credits: 3 or MKT 433 - Multinational Marketing are approved marketing electives that can be replaced by MKT 545 - Global Marketing*

**Free Electives: 24 Credits**

**Total Credits: 120**

**Business Studies in Operations and Project Management, B.S.**

**Contact: Dr. Kishore Pochampally**

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, 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 in Operations and Project Management Curriculum - Bachelor of Science**

**General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

**Major Courses: 18 Credits**

- QSO 330 - Supply Chain Management Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- QSO 360 - Six Sigma Quality Management Minimum Credits: 3
- QSO 400 - Topics in Operations Management Minimum Credits: 3
- QSO 440 - Topics in Project Management Minimum Credits: 3
- QSO - one (1) Quantitative Studies and Operations Management elective (other than QSO 300 - Operations Management) Minimum Credits: 3

**Free Electives: 27 Credits**

**Total Credits: 120**

**Business Studies in Organizational Leadership, B.S.**

**Contact: Dr. Maria Manus Painchaud & Dr. Susan Losapio**

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, 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 in Organizational Leadership Curriculum - Bachelor of Science**

**General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 28 Credits**

The Integrated Core

*Note: Students in this program do not complete OL 105 - Foundations of Management as part of the Integrated Core.*

**Major Courses: 20 Credits**

- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 324 - Managing Quality Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL - two (2) credits in Organizational Leadership electives at the 300/400 level except for OL 490 - Business Administration Internship (BUS 307 - Business Law II satisfies one OL elective)

**Free Electives: 27 Credits**

**Total Credits: 120**

**Business Studies in Small Business Management, B.S.**

**Contact: Dr. Maria Manus Painchaud & Dr. Susan Losapio**

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, 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 in Small Business Management Curriculum - Bachelor of Science**

**General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 28 Credits**

The Integrated Core

*Note: Students in this program do not complete OL 105 - Foundations of Management as part of the Integrated Core.*

**Major Courses: 23 Credits**

- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 317 - Small Business Management Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 321 - Business Plan Preparation Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3
- OL - five (5) credits of Organizational Leadership electives at the 300/400 level except for OL 490 - Business Administration Internship

**Free Electives: 24 Credits****Total Credits: 120****Business Studies in Sport Management, B.S.****Contact: Dr. Mark Hecox**

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, 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 in Sport Management Curriculum - Bachelor of Science****General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

**Major Courses: 18 Credits**

- SPT 111 - Introduction to Sport Management Minimum Credits: 3



- SPT 201 - Governance/Management of Sport Organizations Minimum Credits: 3
- SPT 208 - Sport Marketing Minimum Credits: 3
- SPT 333 - Sport, Society, and Ethics Minimum Credits: 3

*Select two (2) Sport Management courses from the following list: (Note: SPT 525 can replace SPT 425)*

- SPT 307 - Sport Law Minimum Credits: 3
- SPT 310 - Sport Sponsorship Minimum Credits: 3
- SPT 319 - Sport Sales and Promotions Minimum Credits: 3
- SPT 320 - Media/Public Relations in Sport Minimum Credits: 3
- SPT 321 - Fitness Management Minimum Credits: 3
- SPT 323 - Golf Club Management Minimum Credits: 3
- SPT 340 - Practicum in Sport Management Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 402 - Sport Revenue Minimum Credits: 3
- SPT 404 - Sport Agency Minimum Credits: 3
- SPT 415 - Event Management and Marketing Minimum Credits: 3
- SPT 425 - Sport Licensing/Strategic Alliances Minimum Credits: 3
- SPT 430 - Front Office Management Minimum Credits: 3

**Free Electives: 27 Credits**

**Total Credits: 120**

## **Computer Information Technology Degree in Three, B.S.**

**Program Coordinators: Drs. Tom Chan and J. Stephanie Collins**

The Department of Computer Information Technology supports the needs of our students for acquiring competences in current and emerging technologies and practices in business and society. To this end, the department develops and implements high quality, innovative, competency-based technology curricula that meet continuing and evolving needs. The CIT Degree in Three Program provides students will a challenging fast-paced three-year learning experience that blends a robust general education curriculum with core business and information technology courses along with industry-based experiences that includes a required internship. Our students will have a solid foundation for making a substantial contribution to business, industry, science, and humanity.

**Computer Information Technology Degree in Three Curriculum - Bachelor of Science**

**General Education Program: 42 Credits**

The General Education Program

*NOTE: IT 135 - Interactive Scripting in Virtual Environment is a required ESTM for CIT majors.*

**Integrated Core: 30 Credits**

The Integrated Core

*NOTE: Students in this program take SB 420 in place of OL 421*

**Major Courses: 21 Credits**

- IT 145 - Foundation in Application Development Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 311 - Advanced Application Development Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- IT 485 - Information Technology Strategy and Management Minimum Credits: 3

**Major Directed Courses: 12 Credits**

- IT 291 - IT Foundation Experience Minimum Credits: 2 (**take course twice**)
- IT 391 - IT Integration Experience Minimum Credits: 2 (**take course twice**)
- IT 491 - IT Application Experience (Capstone) Minimum Credits: 2 (**take course twice**)

**School Directed Courses: 9 Credits**

- SB 200 - Di3: Broad Integrative Knowledge Part I Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 210 - Di3: Broad Integrative Knowledge II Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 300 - Di3: Civic Engagement/Citizenship I Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 310 - Di3: Civic Engagement/Citizenship II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 400 - Di3: Problem Solving, Interpersonal & Team Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)

- SB 410 - Di3: Problem Solving Interpersonal and Team II Minimum Credits: 2 (variable credit course) **(take for 1.5 Credits)**

**Free Electives: 6 Credits**

**Total Credits: 120**

## **Computer Information Technology Minor**

**Program Coordinators: Drs. Tom Chan and J. Stephanie Collins**

This course of study is designed for students who are working toward a degree in a major area other than IT. Information technology can be the career enhancing addition to any other major as the use of IT is ubiquitous.

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Computer Information Technology by successfully completing the following courses:

### **Computer Information Technology Curriculum - Minor**

#### **Prerequisite Course**

- MAT 230 - Discrete Mathematics Minimum Credits: 3

#### **Required Courses: 15 Credits**

- IT 135 - Interactive Scripting in Virtual Environment Minimum Credits: 3
- IT 145 - Foundation in Application Development Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3 **OR** IT 105 - Business Information Technology Minimum Credits: 3
- IT - two (2) Information Technology courses (as recommended by an advisor) Minimum Credits: 6

**Total Credits: 15**

## **Computer Information Technology, A.S.**

**Coordinators: Drs. Tom S. Chan & J. Stephanie Collins**

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.

### **Computer Information Technology Curriculum - Associate in Science**

**Core Requirements: 19 Credits**

*NOTE: Students enrolled on campus will take an additional 1-credit academic experience: SNHU 101 - SNHU Experience: Transition to College*

*Transfer students will complete SNHU 202 - SNHU Experience: Transition to SNHU*

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1 or SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- IT 135 - Interactive Scripting in Virtual Environment Minimum Credits: 3
- Gen Ed - one (1) General Education course categorized as EFAH Minimum Credits: 3

*Select one (1) course from the following:*

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

**Major Courses: 30 Credits**

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- IT 145 - Foundation in Application Development Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- IT - four (4) Information Technology courses (as recommended by an advisor) Minimum Credits: 12

**Free Electives: 12 Credits****Total Credits: 61**

## **Computer Information Technology, B.A.**

**Coordinators: Drs. Tom Chan and J. Stephanie Collins**

The B.A. in Computer Information Technology is directed toward a new generation of students who wish to integrate technology with the liberal arts. The program provides a foundation for creative and applied fields, including digital games, digital music, geographical information systems, cognitive science/artificial intelligence, and human/robotic interactions. The next generation of IT professionals will be better prepared than any preceding one to meet the demand for creative individuals who are also technologists. IT is projected as one of the largest growth areas among all occupations today. Employers look for students with capabilities beyond traditional programming who are able to integrate the liberal arts with expert skill sets. This major prepares students for positions in management, communication, Web design and, generally, in design/development through the use of technology.

### **Computer Information Technology Curriculum - Bachelor of Arts**

#### **General Education Program: 45 Credits**

The General Education Program

*NOTE: IT 135 - Interactive Scripting in Virtual Environment is a required ESTM for CIT majors.*

#### **SAS Required Courses: 9 Credits**

- COM 212 - Public Speaking Minimum Credits: 3

*Select one (1) course from the following:*

- PHL 214 - Formal Logic Minimum Credits: 3
- PSY 108 - Introduction to Psychology Minimum Credits: 3

*Select one (1) course from the following:*

- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- MAT 350 - Applied Linear Algebra Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3

#### **Major Courses: 27 Credits**

- IT 145 - Foundation in Application Development Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3

- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- IT 485 - Information Technology Strategy and Management Minimum Credits: 3
- IT - Two (2) Information Technology courses (recommended by advisor) Minimum Credits: 6

**Free Electives: 39 Credit**

**Total Credits: 120**

## **Computer Information Technology, B.S.**

**Coordinators: Drs. Tom S. Chan & J. Stephanie Collins**

Southern New Hampshire University's CIT 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 business person 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 and 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 have extensive business experience and connections, published fourteen books in the area, hold twenty-eight patents, and publish in the professional literature. Students benefit by exposure to 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.

Laptop or 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.

### **Computer Information Technology Curriculum - Bachelor of Science**

#### **General Education Program: 45 Credits**

The General Education Program

*NOTE: IT 135 - Interactive Scripting in Virtual Environment is a required ESTM for CIT majors.*

#### **Integrated Core: 30 Credits**

The Integrated Core

#### **Major Courses: 24 Credits**

- IT 145 - Foundation in Application Development Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- IT 485 - Information Technology Strategy and Management Minimum Credits: 3
- IT - Two (2) Information Technology courses (recommended by advisor) Minimum Credits: 6

#### **Free Electives: 21 Credits**

**Total Credits: 120**

## **Cooking Certificate**

**Department Chair: Vicki Connell**

### **Culinary Certificates**

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 Science Culinary Arts Program.

### **Cooking Curriculum - Certificate**

**Required Courses**

- TCI 109 - Food Purchasing Minimum Credits: 3
- TCI 110 - Culinary Skills and Procedures Minimum Credits: 3
- TCI 111 - Progressive Culinary Techniques/Menu Imp Minimum Credits: 3
- TCI 113 - Fundamentals of Baking Minimum Credits: 3
- TCI 116 - Safety and Sanitation Minimum Credits: 3

**Total Credits: 15****Guidelines for Certificate Programs**

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. 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 210 requires IT 100 Introduction to Information Technology 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.

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

**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.

**Culinary Arts, A.S.****Department Chair: Vicki Connell**



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 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. 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 hone their skills in our award-winning campus restaurant, The Quill, which serves international and American regional cuisine. Technical subject areas include food preparation, baking and pastry techniques, menu planning, cost control, supervision, dining room service, 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 may tailor their course work to facilitate transfer into the four-year B.S. in Culinary Management degree program, the B.S. in Hospitality Business degree program or the B.A.S. in Hospitality 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 099 - 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 099 should speak with their advisors about how the courses will fit into their academic program schedules.*

### **Culinary Arts Curriculum - Associate in Science**

#### **Required Courses: 16 Credits**

**Students enrolled on campus will complete an additional 1-credit academic experience: SNHU 101 - SNHU Experience: Transition to College.**

**Transfer students will complete SNHU 202 - SNHU Experience: Transition to SNHU.**

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1 or SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- EFAH - one (1) General Education course in Fine Arts and Humanities Minimum Credits: 3
- ESBS - one (1) General Education course in Social and Behavioral Sciences Minimum Credits: 3

*Select one (1) course from the following:*

- MAT 101 - Culinary Mathematics Minimum Credits: 3
- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 135 - The Heart of Mathematics Minimum Credits: 3

- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 211 - Applied Calculus II Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3

**Major Courses: 44 Credits**

- TCI 109 - Food Purchasing Minimum Credits: 3
- TCI 110 - Culinary Skills and Procedures Minimum Credits: 3
- TCI 111 - Progressive Culinary Techniques/Menu Imp Minimum Credits: 3
- TCI 113 - Fundamentals of Baking Minimum Credits: 3
- TCI 114 - Intermediate Baking Minimum Credits: 3
- TCI 116 - Safety and Sanitation Minimum Credits: 3
- TCI 167 - Nutritional Cooking Minimum Credits: 3
- TCI 211 - Italian Cuisine Minimum Credits: 3
- TCI 217 - Classical Cuisine Minimum Credits: 3
- TCI 218 - International Cuisine and Service Minimum Credits: 3
- TCI 220 - Charcuterie Minimum Credits: 3
- TCI 235 - American Regional Cuisine Minimum Credits: 3
- TCI 250 - Dining Room Management Minimum Credits: 3
- TCI 256 - Food and Beverage Cost Control Minimum Credits: 3
- TCI 390 - Culinary Cooperative Education Minimum Credits: 2

**Free Electives: 3 Credits**

**Total Credits: 63**

**Culinary Management (2+2 degree), B.S.**

Department Chair: Vicki Connell

The B.S. in Culinary Management degree extends students' culinary skill development while offering business and leadership competencies. Graduates will have the knowledge and skills to succeed in the culinary/restaurant management industry.

Admission is open only to students with Associate degrees from accredited culinary programs.

### **Culinary Management (2+2 degree) Curriculum - Bachelor of Science**

**Credits transferred from an accredited two-year culinary program: 63 Credits**

#### **General Education Courses: 24 Credits**

- ENG 200 - Sophomore Seminar Minimum Credits: 3

*Select one (1) course from the following:*

- MAT 101 - Culinary Mathematics Minimum Credits: 3
- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

*Complete the following:*

- SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- SNHU 303 - SNHU Experience: Life after SNHU Minimum Credits: 1
- SNHU 404 - SNHU Experience: Gen Ed Capstone Minimum Credits: 1
- Gen Ed - one (1) General Education course categorized as ESBS Minimum Credits: 3
- Gen Ed - one (1) General Education course categorized as EFAH Minimum Credits: 3
- Gen Ed - three (3) General Education courses as part of an Integration Cluster Minimum Credits: 9

#### **Culinary Lab Courses: 30 Credits**

- ACC 201 - Financial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3

*Select one (1) course from the following:*

- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 326 - Social Environment of Business Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3
  
- TCI - four (4) Culinary courses at the 300/400 level Minimum Credits: 12

**Free Electives: 3 Credits**

**Total Credits: 120**

## **Culinary Management, B.S.**

**Department Chair: Vicki Connell**

*Students must complete all courses for Culinary A.S. before taking B.S. courses*

### **Culinary Management Curriculum - Bachelor of Science**

**General Education Program: 45 Credits**

The General Education Program

**Major Courses: 59 Credits**

- TCI 109 - Food Purchasing Minimum Credits: 3
- TCI 110 - Culinary Skills and Procedures Minimum Credits: 3
- TCI 111 - Progressive Culinary Techniques/Menu Imp Minimum Credits: 3
- TCI 113 - Fundamentals of Baking Minimum Credits: 3
- TCI 114 - Intermediate Baking Minimum Credits: 3
- TCI 116 - Safety and Sanitation Minimum Credits: 3
- TCI 167 - Nutritional Cooking Minimum Credits: 3
- TCI 250 - Dining Room Management Minimum Credits: 3
- TCI 256 - Food and Beverage Cost Control Minimum Credits: 3
- TCI 390 - Culinary Cooperative Education Minimum Credits: 2
- MKT 113 - Introduction to Marketing Minimum Credits: 3

- OL 215 - Principles of Management Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- ACC 201 - Financial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3

*Select one (1) course from the following:*

- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 326 - Social Environment of Business Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3
  
- TCI - four (4) Culinary lab courses at the 300/400 level Minimum Credits: 12

**Track Selection (select one): 15 Credits**

**Culinary Arts Track**

- TCI 211 - Italian Cuisine Minimum Credits: 3
- TCI 217 - Classical Cuisine Minimum Credits: 3
- TCI 218 - International Cuisine and Service Minimum Credits: 3
- TCI 220 - Charcuterie Minimum Credits: 3
- TCI 235 - American Regional Cuisine Minimum Credits: 3

**Baking and Pastry Arts Track**

- TCI 230 - Retail Baking Minimum Credits: 3
- TCI 233 - Classical Baking and Plate Composition Minimum Credits: 3
- TCI 238 - Cake Decorating Minimum Credits: 3
- TCI 240 - Advanced Pastry Minimum Credits: 3
- TCI 280 - International Baking and Desserts Minimum Credits: 3

**Free Electives: 3 Credits**

**Total Credits: 122**

**Note(s):**

*\* Prerequisite for OL 215 can be satisfied with TCI 250.*

**Degree in Three, B.S.**

**Director: Kyle Viator**

The Degree in Three program is an innovative business program that allows students to earn a Bachelor of Science degree in three years (six semesters) through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences outside of the classroom. This interdisciplinary approach merges business and liberal arts while allowing students to put theory into practice. Speaker events, workshops, seminars, community engagement experiences and team-based semester projects are just some of the unique learning opportunities afforded to students in the Degree in Three program.

The program blends the same business core courses required of our four-year programs, coupled with unique out-of-classroom learning experiences. Students graduate in six semesters with 120-credits; however, 30 credits are completed through integrated, non-seat time experiences. Degree in Three students can major in Accounting, Accounting/Finance, Business Administration, Computer Information Technology, Economics/Finance, Fashion Merchandising, Hospitality Business, International Business, Marketing, Operations and Project Management, or Sport Management.

What makes the program unique is that it combines the same general education and business core coursework of our four-year programs, with invaluable learning experiences that take place out of the classroom. This program emphasizes the essential business competencies and incorporates a collaborative approach between students, their professors and the business community. Students will learn firsthand exactly how theory is applied in real-world settings by participating in on-campus workshops, civic events in the community, and team-based projects.

To provide a better understanding of what students can expect when not in class, here's an overview of each year:

- **Year 1 - Theme: Broad Integrative Knowledge**

Students will attend on and off-campus events, lectures, workshops, performances, and art exhibits and write about those experiences. Students will begin exploring their professional development.

- **Year 2 - Theme: Civic Engagement and Citizenship**

Students move from spectator to participant as they become engaged in civic events and get involved with organizations. Students will continue exploring their professional development.

- **Year 3 - Theme: Problem Solving, Interpersonal and Team Membership Skills**

As part of a project team, students investigate and analyze a real problem that a business or community faces, and create a solution. Students will also participate in industry-specific events, professional development workshops, and other outside learning experiences to prepare for life after graduation.

During each semester of the program, students take part in school directed experiences referred to as "the huddle". The huddle is a regularly scheduled meeting with Degree in Three classmates and a faculty facilitator to exchange ideas about the learning that takes place out of the classroom; it is the vehicle to discuss the various non-seat time experiences.

The **school directed experiences** are as follows: SB 200, SB 210, SB 300, SB 310, SB 400 and SB 410. Students must earn a minimum of a "C" in each of these six (6) required SB courses. Students must demonstrate competency in these program-specific courses in order to continue in the program. Additionally, the SNHU Experience (SNHU 101, SNHU 303 and SNHU 404) is integrated into the Degree in Three program through the school directed experiences.

Each fall and spring semester, students will take five 3-credit courses, made up of business and general education core classes, as well as major-specific courses.

## **Economics and Math, B.S.**

The Bachelor of Science in Economics and Math at Southern New Hampshire University has a dual mission: to examine the behavior of the economy and its relationship to business and government, and to study the funding and investment needs of corporations, individuals and institutions, all grounded in the foundations of mathematical theory and application. The primary goal of the program is to establish a solid foundation in the applied and theoretical areas of international and domestic finance, business, economics and math. As an Economics and Math major, you'll develop the analytical and quantitative skills needed for corporate and individual financial management, economic modeling and forecasting, or be very well prepared to enter a graduate or doctoral program.

### **Economics and Math Curriculum - Bachelor of Science**

#### **General Education Program: 45 Credits**

The General Education Program

*Note: Students must take ECO 201, MAT 225, and MAT 240 as part of the General Education Requirement.*

#### **Integrated Core: 30 Credits**

The Integrated Core

#### **Major Courses: 30 Credits**

- ECO 301 - Managerial Economics Minimum Credits: 3
- ECO 306 - Money and Banking Minimum Credits: 3
- ECO 402 - Intermediate Macroeconometrics Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 275 - Calculus II: Integration & Series Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3
- MAT 300 - Applied Statistics II: Regression Analysis Minimum Credits: 3
- MAT 470 - Real Analysis Minimum Credits: 3
- ECO - two (2) Economics courses at the 200 level or higher Minimum Credits: 6

#### **Electives: 15 Credits**

#### **Total Credits: 120**

## **Economics Minor**

**Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Economics by successfully completing the following courses:

**Economics Curriculum - Minor****Prerequisite Courses**

*Select one (1) course from the following:*

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

*and*

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3

**Required Courses**

- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- ECO 301 - Managerial Economics Minimum Credits: 3
- ECO 306 - Money and Banking Minimum Credits: 3
- ECO - two (2) Economics courses at the 200 level or higher Minimum Credits: 6

**Total Credits: 18**

**Economics/Finance Degree in Three, B.S.**

**Department Chair: Dr. Michael Tasto**

The Degree-in-Three Economics/Finance program is an innovative and integrated three-year, six semester, outcomes focused degree in economics/finance that allows students to earn a Bachelor of Science degree through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences beyond the classroom. This interdisciplinary approach merges business disciplines as well as the liberal arts, allowing students to put theoretical knowledge and theory into business experiences inside and outside of the classroom. Speaker events, seminars, community engagement experiences and team-based semester projects are just some of the unique learning environments afforded to students in this Degree-in-Three program.



**Economics and Finance Degree in Three Curriculum - Bachelor of Science****General Education Program: 42 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

*Note: students in this program take SB 420 in place of OL 421*

**Major Courses: 15 Credits**

- ECO 301 - Managerial Economics Minimum Credits: 3
- ECO 402 - Intermediate Macroeconometrics Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- ECO/FIN - one (1) Economics/Finance elective Minimum Credits: 3

**Major Directed Courses: 12 Credits**

- ECO 306 - Money and Banking Minimum Credits: 3
  - FIN 426 - Contemporary Issues in Finance Minimum Credits: 3
- or
- FIN 440 - Investment Analysis Minimum Credits: 3
  - ECO/FIN - two (2) Economics/Finance electives Minimum Credits: 6

**School Directed Courses: 9 Credits**

- SB 200 - Di3: Broad Integrative Knowledge Part I Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 210 - Di3: Broad Integrative Knowledge II Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 300 - Di3: Civic Engagement/Citizenship I Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 310 - Di3: Civic Engagement/Citizenship II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 400 - Di3: Problem Solving, Interpersonal & Team Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)

- SB 410 - Di3: Problem Solving Interpersonal and Team II Minimum Credits: 2 (variable credit course) **(take for 1.5 Credits)**

**Free Electives: 12 Credits**

**Total Credits: 120**

## **Economics/Finance, B.S.**

**Department Chair: Dr. Michael Tasto**

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

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

### **Economics/Finance Curriculum - Bachelor of Science**

**General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

**Major Courses: 30 Credits**

- ECO 301 - Managerial Economics Minimum Credits: 3
- ECO 306 - Money and Banking Minimum Credits: 3
- ECO 402 - Intermediate Macroeconometrics Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- FIN/ECO - four (4) Finance/Economics courses at the 200 level or higher Minimum Credits: 12

*Select one (1) course from the following:*

- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3

- MAT 300 - Applied Statistics II: Regression Analysis Minimum Credits: 3

**Free Electives: 15 Credits**

**Total Credits: 120**

## **Fashion Merchandising and Management Degree in Three, B.S.**

**Coordinator: Dr. Eklou Amendah**

The degree in three program gives students the opportunity to experience real world business scenarios of apparel product development, distribution and marketing by working directly with fashion retailers from the field. Situation analyses, case studies and strategic plans will be developed. Students will be required to experience a semester long study abroad at Florence University of the Arts in Florence Italy.

### **Fashion Merchandising and Management Degree in Three Curriculum - Bachelor of Science**

**General Education Program: 42 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

*Note: Students in this program take SB 420 in place of OL 421*

**Major Courses: 21 Credits**

- FMM 114 - Introduction to Fashion Merchandising Minimum Credits: 3
- FMM 209 - Sourcing, Supply Systems and Distribution Minimum Credits: 3
- FMM 410 - Fashion Research and Forecasting Minimum Credits: 3
- FMM 457 - Strategic Fashion Management Minimum Credits: 3
- FMM - one (1) Fashion Merchandising and Management elective Minimum Credits: 3

**Tracks:**

*Select one (1) track:*

**Consumer Promotion:**

*Select two (2) courses from the following:*

- MKT 230 - Retail Sales Promotion Minimum Credits: 3

- MKT 231 - Visual Merchandising Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3

**Retail:**

*Select two (2) courses from the following:*

- MKT 222 - Principles of Retailing Minimum Credits: 3
- MKT 228 - Technology in Fashion and Retailing Minimum Credits: 3
- MKT 442 - Retail Management Minimum Credits: 3

**Major Directed Courses: 12 Credits**

- FMM 111 - Foundational Integration Experience Minimum Credits: 1.5 (**take course twice**)
- FMM 333 - Exploration Integration Experience Minimum Credits: 3 (**take course twice**)
- MKT 490 - Marketing Internship Minimum Credits: 0 (variable credit course) (**take for 3 Credits**)

**School Directed Courses: 9 Credits**

- SB 200 - Di3: Broad Integrative Knowledge Part I Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 210 - Di3: Broad Integrative Knowledge II Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 300 - Di3: Civic Engagement/Citizenship I Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 310 - Di3: Civic Engagement/Citizenship II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 400 - Di3: Problem Solving, Interpersonal & Team Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 410 - Di3: Problem Solving Interpersonal and Team II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)

**Free Electives: 6 Credits**

**Total Credits: 120**

**Fashion Merchandising and Management, B.S.**

**Coordinator: Dr. Eklou Amendah**

The business of fashion remains impervious to the economic environment. Fashion in the US is a multi-billion dollar industry. Despite economic shifts, people still buy clothing, buyers still choose fashions to sell, and retailers and

contract manufacturers still make and sell clothing. Graduates of fashion merchandising management programs must demonstrate the skills, knowledge, and ability required for careers in the field.

The Fashion Merchandising and Management program at Southern New Hampshire University fills a niche in the New England fashion education marketplace. It is one of only seven such programs in New England. It provides a strong combination of business, fashion and experiential learning to students enrolled in the program. Students explore the ever-changing fashion industry by investigating how fashion apparel is developed, marketed and distributed. They learn how technological and organizational changes affect the business of fashion. Through field trips, guest speaker series and internships, students develop a broad perspective about the business of fashion. Upon successfully completing the program students develop an understanding of merchandise planning and operation systems.



Learn more by scanning the QR code or visiting [goo.gl/KUv5v](https://goo.gl/KUv5v)

Fashion Merchandising and Management Curriculum - Bachelor of Science

**General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

**Major Courses: 27 Credits**

- FMM 114 - Introduction to Fashion Merchandising Minimum Credits: 3
- FMM 204 - Textiles and Color Theory Minimum Credits: 3
- FMM 208 - History of Fashion and Costume Minimum Credits: 3
- FMM 225 - Merchandise Planning Minimum Credits: 3
- FMM 325 - Sustainability in Fashion Minimum Credits: 3
- FMM 340 - Merchandise Management Strategies Minimum Credits: 3
- FMM 410 - Fashion Research and Forecasting Minimum Credits: 3
- FMM 457 - Strategic Fashion Management Minimum Credits: 3
- MKT 490 - Marketing Internship Minimum Credits: 0 (variable credit course) **(take for 3 credits)**

**Allied Course: 3 Credits**

- QSO 330 - Supply Chain Management Minimum Credits: 3

**Fashion Focus Options (select one): 6 Credits**

**Consumer Promotion**

*Select two (2) courses from the following:*

- MKT 230 - Retail Sales Promotion Minimum Credits: 3
- MKT 231 - Visual Merchandising Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- FMM 209 - Sourcing, Supply Systems and Distribution Minimum Credits: 3

**International**

*Select two (2) courses from the following:*

- FMM 209 - Sourcing, Supply Systems and Distribution Minimum Credits: 3
- FMM 417 - Global Sourcing and Apparel Minimum Credits: 3
- MKT 322 - International Retailing Minimum Credits: 3
- MKT 326 - Global Consumer Culture Minimum Credits: 3

**Retail**

*Select two (2) courses from the following:*

- MKT 222 - Principles of Retailing Minimum Credits: 3
- MKT 442 - Retail Management Minimum Credits: 3
- MKT 228 - Technology in Fashion and Retailing Minimum Credits: 3
- FMM 209 - Sourcing, Supply Systems and Distribution Minimum Credits: 3

**Free Electives: 9 Credits**

**Total Credits: 120 Credits**

## **Fashion Merchandising Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Fashion Merchandising by successfully completing the following courses:

### **Fashion Merchandising Curriculum - Minor**

#### **Prerequisite Courses**

- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 222 - Principles of Retailing Minimum Credits: 3

#### **Required Courses**

- FMM 101 - Basic Design and Color Theory Minimum Credits: 3
- or*
- GRA 101 - Basic Design and Color Theory Minimum Credits: 3
- 
- FMM 114 - Introduction to Fashion Merchandising Minimum Credits: 3
  - FMM 204 - Textiles and Color Theory Minimum Credits: 3
  - FMM 225 - Merchandise Planning Minimum Credits: 3
  - FMM 340 - Merchandise Management Strategies Minimum Credits: 3

**Total Credits: 15**

## **Fashion Merchandising, A.S.**

**Program Coordinator: Dr. Eklou Amendah**

The Associate Degree in Fashion Merchandising offers students a concentrated course of study that prepares them for entry-level positions in soft goods retailing or wholesaling in the fashion industry. Many students choose careers in the merchandising or operations departments of specialty, department and discount stores. Others opt for positions in manufacturers' showrooms or as sales representatives.

Fashion Merchandising students are required to participate in an internship that will combine valuable practical experience with theories learned in the classroom.

Since many of our two-year degree recipients stay on to complete four-year degree programs, the transition between the two-year Fashion Merchandising Program and its closely related four-year counterpart, the Retailing Program, is a smooth one. Students anticipating transfer to a four-year degree program should consult with their advisors regarding the most effective choices of free electives.

It also is possible for students to complement Fashion Merchandising courses with other majors, such as Marketing or Communications. Such pursuits are limited only by students' needs, interests and creativity.

### **Fashion Merchandising Curriculum - Associate in Science**

#### **Core Requirements: 19 Credits**

**NOTE: Students enrolled on campus will take an additional 1-credit academic experience: SNHU-101- SNHU Experience: Transition to College**

**Transfer students will complete SNHU 202 - SNHU Experience: Transition to SNHU.**

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1 or SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- ECO 201 - Microeconomics Minimum Credits: 3
- PSY 108 - Introduction to Psychology Minimum Credits: 3

*Select one (1) course from the following:*

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

#### **Major Courses: 36 Credits**

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- FMM 101 - Basic Design and Color Theory Minimum Credits: 3
- FMM 114 - Introduction to Fashion Merchandising Minimum Credits: 3
- FMM 204 - Textiles and Color Theory Minimum Credits: 3
- FMM 225 - Merchandise Planning Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3



- MKT 222 - Principles of Retailing Minimum Credits: 3
- MKT 230 - Retail Sales Promotion Minimum Credits: 3
- MKT 270 - Professional Selling Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- FMK 290 - Fashion Merchandising Internship Minimum Credits: 3

**Free Electives: 6 Credits**

**Total Credits: 61**

**Note(s):**

\* FMK 290 Fashion Merchandising Internship *may be taken during the summer between the first and second year or during the first semester of the second year.*

## **Finance Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Finance by successfully completing the following courses:

### **Finance Curriculum - Minor**

#### **Prerequisite Course**

- ECO 201 - Microeconomics Minimum Credits: 3 (for FIN 320 and FIN 340)

#### **Required Courses**

- ECO 202 - Macroeconomics Minimum Credits: 3
- FIN 320 - Principles of Finance Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- FIN - two (2) Finance courses at the 300/400 level OR ECO 306 - Money and Banking AND one (1) Finance course at the 300/400 level Minimum Credits: 6

**Total Credits: 18**

## **Hospitality Business Degree in Three (with focus options), B.S.**

**Department Chair: Dr. Kimberly Monk**

The hospitality industry is one of the largest and most dynamic of industries globally and in many countries, the driver of local economies. A degree in hospitality management offers students career opportunities in this diverse field.

The Hospitality Business Program at Southern New Hampshire University makes available a business management curriculum which prepares students for careers in the hospitality and tourism industry. This curriculum combines business and hospitality courses, applied experiences in hospitality organizations, electives and the option of internships. Students choose a concentration to focus intensively in a particular area of the hospitality industry and are provided the leadership skills and knowledge necessary to be successful managers and entrepreneurs.

The curriculum is carefully balanced between theory and practice. All students graduate from the program having completed required experiential learning (work experience) of 500-1,000 hours in hospitality related fields. This ensures a balance between classroom learning and real-world practice.

Students may also spend a semester or a year studying abroad. Strong industry partnerships, a vibrant student community in an environment that encourages learning and access to diverse, experienced and advanced faculty are the hallmarks of the hospitality business education at Southern New Hampshire University.

### **Mission Statement**

The Hospitality Business Program is committed to providing its students with a quality learning experience that incorporates hospitality business theories and practices. The curriculum integrates social and ethical responsibility, cultural sensitivity and honorable stewardship. This balanced approach develops adaptive learners and provides them with the critical competencies essential for success in the hospitality industry.

### **Degree in Three program**

Students will earn their degree in three years without taking evening, weekend or summer classes. While enrolled, students also complete 750 hours of experiential learning (work experience) in hospitality businesses with a minimum of 150 hours in guest/customer contact.

### **Hospitality Business Degree in Three Curriculum - Bachelor of Science**

#### **Major Directed Courses: 6 Credits**

- HOS 101 - Introduction to Hospitality and Tourism Minimum Credits: 1
- HOS 321 - Di3: Hospitality Sales Management Minimum Credits: 2
- HOS 327 - Food and Beverage Operations Management Minimum Credits: 3

#### **General Education Program: 42 Credits**

The General Education Program

#### **Integrated Core: 30 Credits**

The Integrated Core

*Note: HOS 205 replaces ACC 205, HOS 417 replaces BUS 205 and SB 420 replaces OL 421 for students in this program*

**Major Courses: 18 Credits**

- HOS 220 - Geography of Global Cultures Minimum Credits: 3
- HOS 225 - Intro to Commercial Food Production Minimum Credits: 3
- HOS 311 - Policy and Planning for Sustainable Development Minimum Credits: 3
- HOS 315 - Rooms Division Management Minimum Credits: 3
- HOS 418 - Hospitality Facilities Management Minimum Credits: 3
- HOS 420 - Financial Analysis for the Hospitality Industry Minimum Credits: 3

**HOS 492 Experiential Learning - Requirement for Graduation**

In order to graduate, students enrolled in the Bachelor of Science Degree in Three program also complete 750 hours of experiential learning in hospitality businesses with a minimum of 150 hours in guest/customer contact.

- HOS 492 - Experiential Learning Minimum Credits: 0

**School Directed Courses: 9 Credits**

- SB 200 - Di3: Broad Integrative Knowledge Part I Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 210 - Di3: Broad Integrative Knowledge II Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 300 - Di3: Civic Engagement/Citizenship I Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 310 - Di3: Civic Engagement/Citizenship II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 400 - Di3: Problem Solving, Interpersonal & Team Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 410 - Di3: Problem Solving Interpersonal and Team II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)

**Concentration (select one): 9 Credits****Hospitality Management - Hotel & Resort**

- HOS 415 - Hotel Administration Minimum Credits: 3
- HOS 428 - Resort Development and Management Minimum Credits: 3

- HOS 430 - Casino and Gaming Operations Minimum Credits: 3

**Event and Convention Management**

- HOS 340 - Special Events Management Minimum Credits: 3
- HOS 341 - Meeting Planning Minimum Credits: 3
- HOS 401 - Convention Sales and Group Planning Minimum Credits: 3

**Restaurant and Beverage Management**

- HOS 322 - Beverage Management and Control Minimum Credits: 3
- HOS 424 - Managing, Merchandising, and Service of Wines Minimum Credits: 3
- HOS 425 - Food and Beverage Pairing Minimum Credits: 3

**Free Electives: 6 Credits**

**Total Credits: 120**

**Hospitality Business, B.S.**

**Department Chair: Kimberly Monk, Ed.D, CHE**

The hospitality industry is one of the largest and most dynamic of industries globally and in many countries, the driver of local economies. A degree in hospitality management offers students career opportunities in this diverse field.

The Hospitality Business Program at Southern New Hampshire University makes available a business management curriculum which prepares students for careers in the hospitality and tourism industry. This curriculum combines business and hospitality courses, applied experiences in hospitality organizations, electives and the option of internships. Students choose a concentration to focus intensively in a particular area of the hospitality industry and are provided the leadership skills and knowledge necessary to be successful managers and entrepreneurs.

The curriculum is carefully balanced between theory and practice. All students graduate from the program having completed required experiential learning (work experience) of 500-1,000 hours in hospitality related fields. This ensures a balance between classroom learning and real-world practice.

Students may also spend a semester or a year studying abroad. Strong industry partnerships, a vibrant student community in an environment that encourages learning and access to diverse, experienced and advanced degree faculty are the hallmarks of the hospitality business education at Southern New Hampshire University.

**Mission Statement**

The Hospitality Business Program is committed to providing its students with a quality learning experience that incorporates hospitality business theories and practices. The curriculum integrates social and ethical responsibility, cultural sensitivity and honorable stewardship. This balanced approach develops adaptive learners and provides them with the critical competencies essential for success in the hospitality industry.

Students enrolled in the Bachelor of Science in Hospitality Business will complete their degree in four years. Additionally, while enrolled, students complete 1,000 hours of experiential learning in hospitality businesses with a minimum of 200 hours in guest/customer contact.

### **Hospitality Business Curriculum - Bachelor of Science**

#### **General Education Program: 45 Credits**

The General Education Program

#### **Integrated Core: 30 Credits**

The Integrated Core

*Note: HOS 202 replaces ACC 202 and HOS 416 replaces BUS 206 for BS in Hospitality Business Students.*

#### **Hospitality Major Courses: 18 Credits**

- HOS 220 - Geography of Global Cultures Minimum Credits: 3
- HOS 225 - Intro to Commercial Food Production Minimum Credits: 3
- HOS 311 - Policy and Planning for Sustainable Development Minimum Credits: 3
- HOS 315 - Rooms Division Management Minimum Credits: 3
- HOS 418 - Hospitality Facilities Management Minimum Credits: 3
- HOS 420 - Financial Analysis for the Hospitality Industry Minimum Credits: 3

#### **Major Directed Courses: 6 Credits**

- HOS 101 - Introduction to Hospitality and Tourism Minimum Credits: 1
- HOS 321 - Di3: Hospitality Sales Management Minimum Credits: 2
- HOS 327 - Food and Beverage Operations Management Minimum Credits: 3

#### **Hospitality Concentration (select one): 9 Credits**

##### **Event and Convention Management**

- HOS 340 - Special Events Management Minimum Credits: 3
- HOS 341 - Meeting Planning Minimum Credits: 3
- HOS 401 - Convention Sales and Group Planning Minimum Credits: 3

**Hotel and Resort Management**

- HOS 415 - Hotel Administration Minimum Credits: 3
- HOS 428 - Resort Development and Management Minimum Credits: 3
- HOS 430 - Casino and Gaming Operations Minimum Credits: 3

**Restaurant and Beverage Management**

- HOS 322 - Beverage Management and Control Minimum Credits: 3
- HOS 424 - Managing, Merchandising, and Service of Wines Minimum Credits: 3

*Select one (1) course from the following:*

- HOS 425 - Food and Beverage Pairing Minimum Credits: 3

**HOS 492 Experiential Learning – Requirement for Graduation**

In order to graduate, students enrolled in the Bachelor of Science in Hospitality Business degree program must complete 1,000 hours of experiential learning in hospitality businesses with a minimum of 200 hours in guest/customer contact.

- HOS 492 - Experiential Learning Minimum Credits: 0

**Free Electives: 12 Credits**

Students complete twelve (12) credits of free electives. The hospitality students may use these electives to complete additional hospitality courses providing depth and breadth to the major required courses. Non hospitality students may use these electives to pursue a concentration in Hotel and Convention Management and/or Restaurant Management.

**Total Credits: 120**

**Hospitality Management, B.A.S. (with concentration option)**

**Department Chair: Dr. Kimberly Monk**

The hospitality industry is one of the largest and most dynamic of industries globally and in many countries, the driver of local economies. A degree in hospitality management offers students career opportunities in this diverse field.

The Hospitality Business Program at Southern New Hampshire University makes available a business management curriculum which prepares students for careers in the hospitality and tourism industry. This curriculum combines business and hospitality courses, applied experiences in hospitality organizations, electives and the option of internships. Students choose a concentration to focus intensively in a particular area of the hospitality industry and are provided the leadership skills and knowledge necessary to be successful managers and entrepreneurs.

The curriculum is carefully balanced between theory and practice. All students graduate from the program having completed required experiential learning (work experience) of 500-1,000 hours in hospitality related fields. This ensures a balance between classroom learning and real-world practice.

Students may also spend a semester or a year studying abroad. Strong industry partnerships, a vibrant student community in an environment that encourages learning and access to diverse, experienced and advanced degree faculty are the hallmarks of the hospitality business education at Southern New Hampshire University.

### **Mission Statement**

The Hospitality Business Program is committed to providing its students with a quality learning experience that incorporates hospitality business theories and practices. The curriculum integrates social and ethical responsibility, cultural sensitivity and honorable stewardship. This balanced approach develops adaptive learners and provides them with the critical competencies essential for success in the hospitality industry.

### **B.A.S. Hospitality Management**

Admission is open to students with associate degrees from accredited culinary, hospitality and tourism management programs. Students planning to transfer into the two (2) year Bachelor of Applied Science in Hospitality Management degree program must fulfill the following requirements before they are admitted:

- Successful completion of the associate degree with a GPA of 3.00 or above
- A letter of recommendation from a faculty member

While enrolled, students also complete sixty (60) credits of coursework and five hundred (500) hours of experiential learning (work experience) in hospitality businesses regardless of industry experience obtained prior to being admitted into the program.

### **Hospitality Management Curriculum - Bachelor Applied Sciences**

**Credits transferred from a hospitality and tourism program: 60 Credits**

**General Education Courses: 21 Credits**

#### **Foundation:**

- ENG 200 - Sophomore Seminar Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- SNHU 303 - SNHU Experience: Life after SNHU Minimum Credits: 1
- SNHU 404 - SNHU Experience: Gen Ed Capstone Minimum Credits: 1

#### **Exploration:**

- ECO 201 - Microeconomics Minimum Credits: 3

*or*

- ECO 202 - Macroeconomics Minimum Credits: 3

**Integration:**

- three (3) courses from any one (1) cluster Minimum Credits: 9

**Business Core Courses: 10 Credits**

- HOS 205 - Foundations of Hospitality Managerial Accounting Minimum Credits: 2
- HOS 417 - Hospitality Law Minimum Credits: 2
- OL 421 - Strategic Management and Policy (Capstone) Minimum Credits: 3
- QSO 300 - Operations Management Minimum Credits: 3

**Hospitality Major Courses: 14 Credits**

- HOS 220 - Geography of Global Cultures Minimum Credits: 3
- HOS 311 - Policy and Planning for Sustainable Development Minimum Credits: 3
- HOS 321 - Di3: Hospitality Sales Management Minimum Credits: 2
- HOS 418 - Hospitality Facilities Management Minimum Credits: 3
- HOS 420 - Financial Analysis for the Hospitality Industry Minimum Credits: 3
- HOS 492 - Experiential Learning Minimum Credits: 0 \*

**Hospitality Concentrations (select one): 9 Credits**

**Event and Conventions Management**

- HOS 340 - Special Events Management Minimum Credits: 3
- HOS 341 - Meeting Planning Minimum Credits: 3
- HOS 401 - Convention Sales and Group Planning Minimum Credits: 3

**Hotel and Resort Management**

- HOS 415 - Hotel Administration Minimum Credits: 3
- HOS 428 - Resort Development and Management Minimum Credits: 3
- HOS 430 - Casino and Gaming Operations Minimum Credits: 3



**Restaurant and Beverage Management**

- HOS 322 - Beverage Management and Control Minimum Credits: 3
- HOS 424 - Managing, Merchandising, and Service of Wines Minimum Credits: 3
- HOS 425 - Food and Beverage Pairing Minimum Credits: 3

*or*

**HOS 492 Experiential Learning – Requirement for Graduation**

In order to graduate, students enrolled in the two (2) year Bachelor of Applied Science in Hospitality Management degree program must complete 500 hours of experiential learning in hospitality businesses with a minimum of 100 hours in guest/customer contact.

- HOS 492 - Experiential Learning Minimum Credits: 0

**Free Electives: 6 Credits**

**Total Credits: 120**

**Hotel and Event Management Minor**

Department Chair: Dr. Kimberly Monk

**Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Hotel and Event Management by successfully completing the following courses:

**Minors in Hospitality Business**

The Hospitality Business program provides students from other disciplines an opportunity to declare a minor in Hospitality and Event Management and/or Restaurant and Beverage Management. Each minor consists of six (6) courses (18 credits).

**Hotel and Event Management Curriculum - Minor****Required Courses**

- HOS 311 - Policy and Planning for Sustainable Development Minimum Credits: 3
- HOS 315 - Rooms Division Management Minimum Credits: 3
- HOS 401 - Convention Sales and Group Planning Minimum Credits: 3

- HOS 415 - Hotel Administration Minimum Credits: 3
- HOS 418 - Hospitality Facilities Management Minimum Credits: 3

*Select one (1) course from the following:*

- HOS 340 - Special Events Management Minimum Credits: 3
- HOS 341 - Meeting Planning Minimum Credits: 3

**Total Credits: 18**

## **Human Resource Management Certificate**

**Coordinator: Dr. Maria Manus Painchaud**

### **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.

### **Human Resource Management Curriculum - Certificate**

#### **Required Courses**

- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 211 - Human Resource Management Minimum Credits: 3
- OL 318 - Employee and Labor Relations Minimum Credits: 3
- OL 325 - Total Rewards Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL 442 - Human Resource Strategy and Development Minimum Credits: 3

**Total Credits: 18**

#### **Guidelines for Certificate Programs**

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. 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 210 requires IT 100 Introduction to Information Technology 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.

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

**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.

## **International Business Degree in Three, B.S.**

**Department Chair: Dr. Bulent Aybar**

The Degree-in-Three International Business program is an innovative and integrated three-year, six semester, outcomes focused degree in International Business that allows students to earn a Bachelor of Science degree through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences beyond the classroom. This interdisciplinary approach merges business disciplines as well as the liberal arts, allowing students to put theoretical knowledge and theory into business experiences inside and outside of the classroom. Speaker events, seminars, community engagement experiences and faculty guided international field trips are just some of the unique learning environments afforded to students in this Degree-in-Three program.

### **International Business Degree in Three Curriculum - Bachelor of Science**

#### **General Education Program: 42 Credits**

The General Education Program

#### **Integrated Core: 30 Credits**

The Integrated Core

*Note: Students in this program take SB 420 in place of OL 421*

#### **Major Courses: 18 Credits**

- INT 221 - Global Financial System Minimum Credits: 3
- INT 315 - International Management Minimum Credits: 3

- INT 335 - Importing & Exporting in International Trade Minimum Credits: 3
- INT 400 - International Business Project Minimum Credits: 3
- INT 433 - Multinational Marketing Minimum Credits: 3
- INT 316 - Cultural & Political Environment of International Business Minimum Credits: 3

*or*

- INT 441 - Licensing and Negotiations in the International Arena Minimum Credits: 3

#### **Major Directed Courses: 12 Credits**

- INT 280 - Int'l Business Foundational Experience Minimum Credits: 1.5 (**take course twice**)
- INT 380 - Global Practicum-I Minimum Credits: 3 (**take course twice**)
- INT 490 - International Business Internship Minimum Credits: 0 (**take for 3 Credits**)

#### **School Directed Courses: 9 Credits**

- SB 200 - Di3: Broad Integrative Knowledge Part I Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 210 - Di3: Broad Integrative Knowledge II Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 300 - Di3: Civic Engagement/Citizenship I Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 310 - Di3: Civic Engagement/Citizenship II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 400 - Di3: Problem Solving, Interpersonal & Team Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 410 - Di3: Problem Solving Interpersonal and Team II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)

#### **Free Electives: 9 Credits**

**Total Credits: 120**

## **International Business Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in International Business by successfully completing the following courses:

#### **International Business Curriculum - Minor**

**Prerequisite Courses**

- ECO 202 - Macroeconomics Minimum Credits: 3 (for INT 433/MKT 433)
- FIN 320 - Principles of Finance Minimum Credits: 3 (for INT 336/FIN 336)
- MKT 113 - Introduction to Marketing Minimum Credits: 3 (for INT 433/MKT 433)
- OL 125 - Human Relations in Administration Minimum Credits: 3

**Required Courses: 15 Credits**

- INT 113 - Introduction to International Business Minimum Credits: 3
- INT 400 - International Business Project Minimum Credits: 3
- INT 316 - Cultural & Political Environment of International Business Minimum Credits: 3
  
- INT 336 - Multinational Corporate Finance Minimum Credits: 3
  
- or*
- FIN 336 - Multinational Corporate Finance Minimum Credits: 3
  
- INT 433 - Multinational Marketing Minimum Credits: 3
  
- or*
- MKT 433 - Multinational Marketing Minimum Credits: 3

**Total Credits: 15****International Business, B.S. (with concentration options)****Department Chair: Dr. Bulent Aybar**

The International Business major provides students with a solid foundation in core business functions, specific understanding of global dimensions of business and integrated knowledge of major regions of the world. These are acquired through experiential learning, study abroad programs, language studies and live case studies explored in faculty directed international field trips.

The International Business program prepares aspiring students for careers in globally integrated for-profit and non-profit organizations as well as for cross-border entrepreneurial pursuits. More specifically, students will gain necessary analytical skills, knowledge and intellectual versatility to succeed in careers involving international market analysis, global business development, consulting, international banking and finance in any country and culture.

Students are required to declare a "concentration" to gain in depth knowledge and skills in a business function that will complement their international business training and enhance their post-graduation placement opportunities. Students can choose concentrations in Accounting, Finance, Marketing, Management, Entrepreneurship, Information Technology and Supply Chain Management.

### **International Business Curriculum - Bachelor of Science**

#### **General Education Program: 45 Credits**

The General Education Program

#### **Integrated Core: 30 Credits**

The Integrated Core

#### **Major Courses: 30 Credits**

- INT 113 - Introduction to International Business Minimum Credits: 3
- INT 221 - Global Financial System Minimum Credits: 3
- INT 315 - International Management Minimum Credits: 3
- INT 400 - International Business Project Minimum Credits: 3
- INT 422 - International Strategic Management Minimum Credits: 3
- INT 433 - Multinational Marketing Minimum Credits: 3

*Select four (4) courses from the following:*

- INT 316 - Cultural & Political Environment of International Business Minimum Credits: 3
- INT 335 - Importing & Exporting in International Trade Minimum Credits: 3
- INT 336 - Multinational Corporate Finance Minimum Credits: 3
- ECO 322 - International Economics Minimum Credits: 3
- INT 410 - International Entrepreneurship Minimum Credits: 3
- INT 440 - Emerging Trends in International Business Minimum Credits: 3
- INT 441 - Licensing and Negotiations in the International Arena Minimum Credits: 3
- LAR, LFR, LMN, or LSP Language Electives \*

#### **Note(s):**

*\* Students may select up to six (6) credits of language electives to satisfy course requirements*

**Concentration (select one): 9 Credits****Accounting Concentration**

- ACC 207 - Cost Accounting Minimum Credits: 3 **OR** ACC 307 - Intermediate Accounting I Minimum Credits: 3
- INT 336 - Multinational Corporate Finance Minimum Credits: 3 **OR** FIN 336 - Multinational Corporate Finance Minimum Credits: 3
- ACC 312 - International Managerial Accounting Minimum Credits: 3

**Entrepreneurship Concentration**

- INT 335 - Importing & Exporting in International Trade Minimum Credits: 3
- INT 410 - International Entrepreneurship Minimum Credits: 3
- OL 326 - Social Environment of Business Minimum Credits: 3

**Finance Concentration**

- INT 336 - Multinational Corporate Finance Minimum Credits: 3 **OR** FIN 336 - Multinational Corporate Finance Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3

**Information Technology Concentration**

- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- IT 485 - Information Technology Strategy and Management Minimum Credits: 3

**Management Concentration**

- OL 215 - Principles of Management Minimum Credits: 3
- OL 322 - Managing Organizational Change Minimum Credits: 3

*Select one (1) course from the following:*

- OL 328 - Leadership Minimum Credits: 3

- OL 342 - Organizational Behavior Minimum Credits: 3
- QSO 310 - Management of Service Operations Minimum Credits: 3

**Marketing Concentration**

- MKT 265 - Social Media & Marketing Communications Minimum Credits: 3
- MKT 322 - International Retailing Minimum Credits: 3
- MKT 270 - Professional Selling Minimum Credits: 3 **OR** MKT 331 - Business to Business Marketing Minimum Credits: 3 **OR** MKT 326 - Global Consumer Culture Minimum Credits: 3

**Supply Chain Management Concentration**

- QSO 330 - Supply Chain Management Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- QSO 360 - Six Sigma Quality Management Minimum Credits: 3

**Free Electives: 6 Credits**

**Total Credits: 120**

**International Business, M.S.**

The M.S. program in international business is designed to prepare students for positions of leadership in the international operations of multinational corporations. The 12 course (36-credit) program is designed to teach students how to direct and manage business in a multinational environment with different political, economic, financial and regulatory systems.

**International Business Curriculum - Master of Science****Major Courses: 27 Credits**

- INT 600 - Multinational Corporate Management Minimum Credits: 3
- INT 610 - Multinational Corporate Environment Minimum Credits: 3
- INT 620 - Multinational Corporate Finance Minimum Credits: 3
- INT 640 - Multinational Market Strategies Minimum Credits: 3
- INT 650 - International Trade and Competitiveness Minimum Credits: 3
- INT 660 - International Negotiations Minimum Credits: 3



- INT 700 - Multinational Business Strategy (Capstone) Minimum Credits: 3
- INT 750 - Seminar in Multinational Business Minimum Credits: 3
- MKT 500 - Marketing Strategies Minimum Credits: 3

**Major Electives: 9 Credits**

*Select three (3) courses from the following:*

- ACC 500 - Managerial Accounting Minimum Credits: 3
- FIN 500 - Financial Management Minimum Credits: 3
- INT 605 - Introduction to International Business & Information Technology Minimum Credits: 3
- INT 655 - Understanding Emerging Markets Minimum Credits: 3
- INT 675 - International Corp Governance & Control Minimum Credits: 3

**Total Credits: 36**

**International Business, Ph.D.**

**Director: Dr. Bulent Aybar**

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

**Admission:**

Admission into the Ph.D. program is competitive. Applicants must have an M.S. in International Business or a related area from an accredited University. In addition to completing an application form that requires an essay and a fee, applicants must provide:

- Official undergraduate and graduate transcripts
- Official GMAT or GRE score
- Three letters of recommendation
- Resume
- Official TOEFL or IELTS score if not a natural U.S. citizen or not awarded an M.S. degree by a university in the U.S.A.

Only completed applications will be reviewed by the Ph.D. Admissions Committee.

**Program Requirements:**

Students must complete pre-requisite courses for each of the doctoral seminars.

**Minor Field of Specialization:**

Students and faculty mentors design a minor area of specialization that must include at least four upper-level courses in fields such as finance, information technology, marketing, or business strategy

**Comprehensive Examination:**

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

**Dissertation Stage:**

During the dissertation stage, students enroll each term in the Doctoral Dissertation Colloquium. These colloquiums provide a forum for students to discuss their dissertation research and help monitor their progress in completing their dissertations. Students are required to enroll in at least two colloquia.

Each student is assigned a committee, which normally is comprised of two faculty members from the international business area, one from the minor field of specialization, and one who specializes in research methodology. The dissertation is expected to contribute to the student's chosen field of study.

Once a student completes their research and the final draft and receives approval from the dissertation chair, the student will make an oral presentation to the committee and any other interested individuals. A student must receive approval from all members of the dissertation committee to successfully complete the doctoral program.

**For more information, contact:**

Dr. Bulent Aybar

Director, Doctoral Program

Southern New Hampshire University School of Business

2500 North River Road

Manchester, NH 03106-1045

603.644.3116 @ Fax 603.644.3150

<http://www.snhu.edu>

**International Business Curriculum - Doctor of Philosophy**

**Required Doctoral Seminars**

- INT 800 - Foreign Direct Investment Minimum Credits: 3

- INT 810 - Privatization, Economic Reform and Globalization in Emerging Markets Minimum Credits: 3
- INT 820 - Seminar in Multinational Finance Minimum Credits: 3
- INT 830 - Theories of Globalization Minimum Credits: 3
- INT 840 - Seminar in Multinational Marketing Minimum Credits: 3
- INT 850 - Seminar in Global Business Strategy Minimum Credits: 3
- INT 880 - Advanced Quant Methods/Int'l Bus I Minimum Credits: 3
- INT 881 - Advanced Quantitative Methods in International Business II Minimum Credits: 3

**Total Credits: 24**

## **International Sport Management Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in International Sport Management by successfully completing the following courses:

### **International Sport Management Curriculum - Minor**

#### **Required Courses: 15 Credits**

- SPT 425 - Sport Licensing/Strategic Alliances Minimum Credits: 3
- SPT 465 - Global Sport Business Minimum Credits: 3
- INT 315 - International Management Minimum Credits: 3
- INT 433 - Multinational Marketing Minimum Credits: 3

*Select one (1) of the following:*

- INT 316 - Cultural & Political Environment of International Business Minimum Credits: 3
- Study Abroad option Minimum Credits: 3

**Total Credits: 15**

## Marketing Degree in Three, B.S.

Department Chair: Dr. Pat Spirou

The marketing field encompasses activities related to: identifying needs of prospective customers, selecting a target market, designing a product, packaging, pricing, advertising, selling, distributing, servicing products and services in both domestic and international markets. It is the driving force in business. Therefore, the degree to which companies are able to do it well and respond to customer demands largely determines their success. Southern New Hampshire University's Marketing Degree in Three, B.S. program provides students with a challenging fast-paced three-year learning experience that blends a robust general education curriculum with core business and marketing courses along with industry-based experiences that includes a required internship in year three of the program. Throughout the program, each student develops a professional ePortfolio featuring work completed throughout the program. The ePortfolio is a valuable tool students can leverage to market themselves for internship and employment opportunities.

### Marketing Degree in Three Curriculum - Bachelor of Science

#### General Education Program: 42 Credits

The General Education Program

#### Integrated Core: 30 Credits

The Integrated Core

Note: Students in the BS.MAR.3 program take SB 420 in place of OL 421

#### Major Courses: 18 Credits

*Note: MKT 515 can replace MKT 432*

*Note: INT 433 / MKT 433 are approved marketing electives that can be replaced by MKT 545*

- MKT 265 - Social Media & Marketing Communications Minimum Credits: 3
- MKT 270 - Professional Selling Minimum Credits: 3
- MKT 337 - Marketing Research Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- MKT 432 - Strategic Marketing Planning (Capstone) Minimum Credits: 3

One MKT elective (3 credits)

#### Major Directed Courses: 12 Credits

- MKT 212 - Marketing Foundations Experience Minimum Credits: 1.5 (Take course twice)
- MKT 312 - Consumer Research Experience Minimum Credits: 1.5 (Take course twice)
- MKT 490 - Marketing Internship Minimum Credits: 0 (variable credit course) (Take for 3 credits)

- MKT 499 - Marketing Simulation (Capstone) Minimum Credits: 3 (Take for 3 credits)

**School Directed Courses: 9 Credits**

- SB 200 - Di3: Broad Integrative Knowledge Part I Minimum Credits: 2 (Take for 1.5 credits)
- SB 210 - Di3: Broad Integrative Knowledge II Minimum Credits: 2 (Take for 1.5 credits)
- SB 300 - Di3: Civic Engagement/Citizenship I Minimum Credits: 2 (variable credit course) (Take for 1.5 credits)
- SB 310 - Di3: Civic Engagement/Citizenship II Minimum Credits: 2 (variable credit course) (Take for 1.5 credits)
- SB 400 - Di3: Problem Solving, Interpersonal & Team Minimum Credits: 2 (variable credit course) (Take for 1.5 credits)
- SB 410 - Di3: Problem Solving Interpersonal and Team II Minimum Credits: 2 (variable credit course) (Take for 1.5 credits)

**Free Electives: 9 Credits****Total Credits: 120****Marketing Minor**

The Marketing minor is comprised of six courses in marketing that give students a basic knowledge of the field.

**Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Marketing by successfully completing the following courses:

**Marketing Curriculum - Minor****Required Courses**

*May require additional prerequisites. Check course descriptions for details.*

- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 337 - Marketing Research Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- MKT - three (3) Marketing courses Minimum Credits: 9

**Total Credits: 18**

## Marketing, A.S.

**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.

### Marketing Curriculum - Associate in Science

#### Core Requirements: 25 Credits

*NOTE: Students enrolled on campus will take an additional 1-credit academic experience: SNHU-101 - SNHU Experience: Transition to College  
Transfer students will complete SNHU 202 - SNHU Experience: Transition to SNHU.*

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1 or SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- EFAH- one (1) Fine Arts and Humanities course Minimum Credits: 3
- ESBS- one (1) Social and Behavioral Sciences course Minimum Credits: 3 (PSY-108 or SOC-112 is a prerequisite for MKT-345)
- ESTM- one (1) Science, Technology, and Mathematics course Minimum Credits: 3

#### Major Courses: 27 Credits

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- MKT - five (5) Marketing courses Minimum Credits: 15

**Free Electives: 9 Credits**

**Total Credits: 61**

## **Marketing, B.S.**

**Department Chair: Dr. Pat Spirou**

The marketing field encompasses activities related to: identifying needs of prospective customers, selecting a target market, designing a product, packaging, pricing, advertising, selling, distributing, and servicing products in both domestic and international markets. It is the driving force in business. Therefore, the degree to which companies are able to do it well and respond to customer needs and wants largely determines their success.

Southern New Hampshire University's Marketing Program integrates theory and application. Marketing majors also study general management, finance, organizational behavior, information technology and selected liberal arts courses, ensuring that students learn the tenets of marketing in concert with those disciplines. Domestic and international marketing internships and study abroad programs allow Marketing majors additional opportunities to link marketing theory with practice.

Students will also formulate an ePortfolio and a career portfolio which are included in the coursework of the marketing curriculum.



Learn more by scanning the QR code or visiting [goo.gl/KUv5v](https://goo.gl/KUv5v)

### **Career Outlook**

The Marketing Program at Southern New Hampshire University prepares graduates to work in various areas of the marketing field including retail management, professional sales, advertising, media planning, research, distribution, product/brand management, marketing research and customer relations, social media marketing, e-commerce, digital marketing and marketing management. 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

### **General Education Program: 45 Credits**

The General Education Program

### **Integrated Core: 30 Credits**

The Integrated Core

### **Major Courses: 15 Credits**

*Note: MKT 515 can replace MKT 432*

- MKT 265 - Social Media & Marketing Communications Minimum Credits: 3
- MKT 270 - Professional Selling Minimum Credits: 3
- MKT 337 - Marketing Research Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- MKT 432 - Strategic Marketing Planning (Capstone) Minimum Credits: 3

### **Marketing Electives: 15 Credits**

*Select five (5) courses from the following:*

*Note: INT 433 / MKT 433 are approved marketing electives that can be replaced by MKT 545*

- ADV 263 - Advertising Copy and Design Minimum Credits: 3
- ADV 340 - Advertising Media Planning Minimum Credits: 3
- QSO 330 - Supply Chain Management Minimum Credits: 3
- FMM/MKT - any (1-5) Fashion Merchandising Management or Marketing elective(s)
- ADV/MKT/FMK/RET - any Advertising, Marketing, Fashion Marketing, or Retailing Internships

### **Electives: 15 Credits**

**Total Credits: 120**

## **Operations and Project Management Degree in Three, B.S.**

**Department Chair: Dr. Tej Dhakar**

Operations Management is the planning and execution of operations (routine work) in the service and manufacturing worlds, including demand forecasting, production planning, inventory control, quality management, and supply chain collaboration. Project Management is the planning and execution of projects (non-routine work) in the service and business worlds, including project initiating, project planning, project executing, project monitoring and controlling, and project closing. Efficient management of operations and projects is of utmost importance for both the success and survival of a firm. This program is designed for students interested in the production of goods and services and the application of quantitative methods to solve business problems. The program also serves students interested in planning and executing a variety of projects in service and manufacturing firms. The program helps students to pursue careers such as Operations Analyst/Manager, Project Analyst/Coordinator/Manager, Supply Chain Analyst/Manager, Production Planner, Logistics Engineer, Distribution Analyst/Manager, Purchasing Analyst/Manager, Inventory Control Analyst/Manager, Quality Analyst/Manager, Plant Manager, Warehouse Manager, Materials Manager, and Master Scheduler.

### **Operations and Project Management Degree in Three Curriculum - Bachelor of Science**



**General Education Program: 42 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

*Note: Students in this program take SB 420 in place of OL 421*

**Major Courses: 21 Credits**

- QSO 330 - Supply Chain Management Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- QSO 360 - Six Sigma Quality Management Minimum Credits: 3
- QSO 400 - Topics in Operations Management Minimum Credits: 3
- QSO 440 - Topics in Project Management Minimum Credits: 3
- QSO - one (1) Quantitative Studies and Operations Management elective (other than QSO 300) Minimum Credits: 3

*NOTE: Students interested in the graduate program can substitute QSO 531 for the QSO elective and QSO 601 (Prerequisite: QSO 531) for QSO 400*

**Major Directed Courses: 12 Credits**

- QSO 291 - 2nd Year Fall Experience in OPM Minimum Credits: 3
- QSO 391 - 2nd Year Spring Experience in OPM Minimum Credits: 3
- QSO 491 - 3rd Year Fall Experience in OPM Minimum Credits: 3
- QSO 492 - 3rd Year Spring Experience in OPM Minimum Credits: 3

**School Directed Courses: 9 Credits**

- SB 200 - Di3: Broad Integrative Knowledge Part I Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 210 - Di3: Broad Integrative Knowledge II Minimum Credits: 2 (**take for 1.5 Credits**)
- SB 300 - Di3: Civic Engagement/Citizenship I Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)
- SB 310 - Di3: Civic Engagement/Citizenship II Minimum Credits: 2 (variable credit course) (**take for 1.5 Credits**)

- SB 400 - Di3: Problem Solving, Interpersonal & Team Minimum Credits: 2 (variable credit course) **(take for 1.5 Credits)**
- SB 410 - Di3: Problem Solving Interpersonal and Team II Minimum Credits: 2 (variable credit course) **(take for 1.5 Credits)**

**Free Electives: 6 Credits**

**Total Credits: 120**

## **Operations and Project Management, B.S.**

**Department Chair: Dr. Tej Dhakar**

Operations Management is the planning and execution of operations (routine work) in the service and manufacturing worlds, including demand forecasting, production planning, inventory control, quality management, and supply chain collaboration. Project Management is the planning and execution of projects (non-routine work) in the service and business worlds, including project initiating, project planning, project executing, project monitoring and controlling, and project closing. Efficient management of operations and projects is of utmost importance for both the success and survival of a firm. This program is designed for students interested in the production of goods and services and the application of quantitative methods to solve business problems. The program also serves students interested in planning and executing a variety of projects in service and manufacturing firms. The program helps students to pursue careers such as Operations Analyst/Manager, Project Analyst/Coordinator/Manager, Supply Chain Analyst/Manager, Production Planner, Logistics Engineer, Distribution Analyst/Manager, Purchasing Analyst/Manager, Inventory Control Analyst/Manager, Quality Analyst/Manager, Plant Manager, Warehouse Manager, Materials Manager, and Master Scheduler.

### **Operations and Project Management Curriculum - Bachelor of Science**

**General Education Courses: 45 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

**Major Courses: 30 Credits**

- QSO 310 - Management of Service Operations Minimum Credits: 3
- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 330 - Supply Chain Management Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- QSO 360 - Six Sigma Quality Management Minimum Credits: 3
- QSO 400 - Topics in Operations Management Minimum Credits: 3

- QSO 440 - Topics in Project Management Minimum Credits: 3
- QSO/MAT/Business Electives - three (3) courses in Quantitative Studies and Operations Management/Mathematics/Business (other than QSO 300) Minimum Credits: 9

*NOTE: students interested in the graduate program can substitute QSO Elective by QSO 531 and QSO 400 by QSO 601 (Pre-requisite: QSO 531)*

**Free Electives: 15 Credits**

**Total Credits: 120**

## **Operations and Project Management, M.S. (+1 program)**

The Master of Science in Operations and Project Management (MSOPM) degree program, as offered by the University College at SNHU, is a 30- credit full-time program with semester-long courses. The program gives students the knowledge, skills, and education necessary to pursue or accelerate careers in Operations Management and Project Management. This program provides a market-relevant combination of a comprehensive business education with real-world applications.

### **Operations and Project Management Curriculum (+1 program) - Master of Science**

#### **Required Courses**

- QSO 521 - Decision Science Minimum Credits: 4
- QSO 531 - Business Data Analysis Minimum Credits: 4
- QSO 601 - Operations and Innovation Management Minimum Credits: 4
- QSO 621 - Lean Six Sigma Quality Management Minimum Credits: 4
- QSO 631 - Global Supply Chain Management Minimum Credits: 4
- QSO 641 - Practical Project Management Minimum Credits: 4
- QSO 691 - Integrating Experience in OPM I Minimum Credits: 4
- QSO 692 - Integrating Experience in OPM II Minimum Credits: 4

**Total Credits: 32**

## **Operations and Supply Chain Management Minor**

Operations and Supply Chain Management focuses on the effective management of resources and activities that produce or deliver the goods and services in manufacturing and service organizations. This minor will expose you to concepts and techniques to effectively manage the people, materials, equipment, and processes that a business needs to design, produce and deliver its goods and services.

**Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Operations and Supply Chain Management by successfully completing the following courses:

**Operations and Supply Chain Management Curriculum - Minor****Required Courses**

- MAT 240 - Applied Statistics Minimum Credits: 3
  - QSO 330 - Supply Chain Management Minimum Credits: 3
  - QSO 400 - Topics in Operations Management Minimum Credits: 3
  - QSO - two (2) Quantitative Studies and Operations Management courses Minimum Credits: 6
  
  - QSO 300 - Operations Management Minimum Credits: 3
- or
- QSO 205 - Business Operations Management Minimum Credits: 2

*NOTE: Students interested in the graduate program can substitute one QSO Elective with QSO 531 and QSO 400 with QSO 601 (Pre-requisite: QSO 531)*

**Total Credits: 17 or 18**

**Organizational Leadership Minor****Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Organizational Leadership by successfully completing the following courses:

**Organizational Leadership Curriculum - Minor****Required Courses**

- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 324 - Managing Quality Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3

- OL 342 - Organizational Behavior Minimum Credits: 3

**Total Credits: 18**

### **Professional Accountancy, M.S. (+1 program)**

The Master of Professional Accountancy program is a graduate day program to be completed in three 16-week semesters beginning with the fall term. While this program is targeted for graduates of the B.S. Accounting Degree in Three program at SNHU, it is possible for graduates with a B.S. in accounting degree to be eligible to complete the graduate program.

This program is aimed at students who are interested in pursuing a career in public accounting and prepares them to take the CPA exam.

#### **Professional Accountancy Curriculum (+1 program) - Master of Science**

##### **Required Courses**

- ACC 550 - Cost Accounting Minimum Credits: 3
- ACC 640 - Auditing Minimum Credits: 3
- TAX 655 - Fed Income Tax of Corp & Partnerships Minimum Credits: 3
- ACC 645 - Advanced Auditing Minimum Credits: 3
- ACC 660X - Controllership Minimum Credits: 2
- ACC 680X - International Accounting Minimum Credits: 2
- ACC 696 - Situational Ethics in Accounting Minimum Credits: 3
- ACC 685 - Governmental & Nonprofit Accounting Minimum Credits: 3
- ACC 700X - Seminar in Accounting Topics Minimum Credits: 2
- ACC 720 - Auditing & Attestation Review Course Minimum Credits: 3
- ACC 730 - Financial Reporting Review Minimum Credits: 3

**Total Credits: 30**

### **Professional Sales Concentration**

Students in any program at SNHU may combine their credits to obtain a concentration in Professional Sales. This concentration is designed to complement the accelerated curricula of the Di3 Programs in the School of Business as well as others major at the university.

Students completing a concentration in Professional Sales must earn a minimum of a "C" grade in all required sales concentration courses.

Since Hospitality Business DiT students must obtain 15 credits for concentrations, they must receive prior approval from Dr. Kimberly Monk. If approved, the student will substitute MKT 320 Sales Force Management with HOS 101 - Introduction to Hospitality and Tourism Minimum Credits: 1 and HOS 321 Hospitality Sales Management Minimum Credits: 2. In addition, the student will also take six credits of HOS courses determined by Dr. Kimberly Monk

### **Professional Sales Concentration**

#### **Concentration Courses: 9 credits**

- MKT 270 - Professional Selling Minimum Credits: 3
- MKT 300 - Advanced Professional Selling Minimum Credits: 3
- MKT 320 - Sales Force Management Minimum Credits: 3

**Total Credits: 9**

### **Professional Sales Minor**

Students in any program at SNHU may combine their credits to obtain a minor in Professional Sales. This minor is comprised of courses that give students the foundation to pursue a career in sales in their field of study. The curriculum builds from the theory of the science and art of sales to real-world practices applicable in inside or field sales as well as in Business-to-Consumer (B2C) and Business-to-Business (B2B) industries.

Students may earn a minor in Professional Sales by successfully completing the following courses and must earn a minimum of a "C" grade in all required sales minor courses.

#### **Professional Sales Minor Application Process**

Due to the a) one-on-one, face-to-face coaching with Professional Sales industry professionals and b) a required strong aptitude and desire for a career in sales, the following policies have been developed.

Requirements for the Application to the Professional Sales Minor:

- Completion of and minimum of a "C" in Professional Selling/MKT 270
- Minimum Cumulative GPA of 2.5
- Completed interview with Professional Sales Program Director

The following are the guidelines for declaring a minor in Professional Sales:

Students who would like to declare a Professional Sales Minor must meet the entrance requirements for the program and submit a completed application. In order to begin the application process, students must have completed Professional Selling/MKT 270 with a grade of "C" or higher and have a minimum cumulative GPA of 2.5.

Students will then submit an application to the Professional Sales Program Director. The application must include:

- Email of intent (copied to academic advisor) stating the student's interest in the Professional Sales Minor
- Request a one-on-one interview

Following the interview, the Program Director will:

- Meet and/or inform the Marketing Department Chair as well as the applicants' academic advisor to discuss the applicants' aptitude and desire for career in sales
- Send an email to the applicants stating the decision.
- When an applicant is accepted in the program, a copy of this email will be sent to appropriate people/office (see list below) and the applicant will be expected to complete the Program Modification Form.
  - Marketing Department Chair
  - Applicant's Academic Advisor
  - Academic Advising Office
  - Registrar's Office

*Note:*

- Meetings with the Marketing Department Chair and appropriate academic advisors to discuss applicants will occur on an as needed basis, no fewer than once per semester.
- Due to the face-to-face nature of this specialized program, the following limitations have been set:
  - All courses in the program must be taken face-to-face with the exception of Business-to-Business Marketing/MKT 331, Business Communications/ENG 200, Industrial Organizational Psychology/PSY 258, Introduction to Supply Chain Management and of course, Marketing Internship/MKT 490.
  - Course equivalencies which may be accepted from other institutions include Business-to-Business Marketing/MKT 331, and all elective courses.
  - Sales Force Management/MKT 320 may also be accepted but must be approved by the Program Director but only on a case-by-case basis.

### **Professional Sales Curriculum - Minor**

#### **Prerequisite Course**

- MKT 113 - Introduction to Marketing Minimum Credits: 3

#### **Required Courses: 15 Credits**

- MKT 270 - Professional Selling Minimum Credits: 3
- MKT 300 - Advanced Professional Selling Minimum Credits: 3
- MKT 320 - Sales Force Management Minimum Credits: 3

*Select two (2) courses from the following:*

- COM 322 - Advanced Public Speaking Minimum Credits: 3
- ENG 220 - Business Communication Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- FMM 340 - Merchandise Management Strategies Minimum Credits: 3
- IT 475 - Current Trends in Information Technology Minimum Credits: 3
- MKT 328 - Sales Competition Team Minimum Credits:
- MKT 331 - Business to Business Marketing Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- PSY 258 - Industrial Organizational Psychology Minimum Credits: 3
- QSO 330 - Supply Chain Management Minimum Credits: 3
- SPT 319 - Sport Sales and Promotions Minimum Credits: 3
- MKT 490 - Marketing Internship Minimum Credits: 0 (variable credit course)

**Total Credits: 15**

## **Project Management Minor**

The minor in Project Management would enable one to acquire the skills needed to keep projects on task, on time, and on budget. The curriculum builds from theories of project management to real-world practices applicable to all industries and fields, including marketing, financial services, business administration, information technology, international trade, health sciences, government, construction, and more.

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Project Management by completing the following courses:



**Project Management Curriculum - Minor****Required Courses**

- MAT 240 - Applied Statistics Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- QSO 440 - Topics in Project Management Minimum Credits: 3
- QSO - two (2) Quantitative Studies and Operations Management electives Minimum Credits: 6

*NOTE: Students interested in the graduate program can substitute the QSO electives with QSO 521 and/or QSO 531.*

**Total Credits: 15**

**Restaurant Management Minor****Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Restaurant Management by successfully completing the following courses:

**Minors in Hospitality Business**

The Hospitality Business program provides students from other disciplines an opportunity to declare a minor in Hospitality and Event Management and/or Restaurant and Beverage Management. Each minor consists of six (6) courses (18 credits).

**Restaurant Management Curriculum - Minor****Required Courses**

- HOS 225 - Intro to Commercial Food Production Minimum Credits: 3
- HOS 327 - Food and Beverage Operations Management Minimum Credits: 3
- HOS 418 - Hospitality Facilities Management Minimum Credits: 3
- HOS 322 - Beverage Management and Control Minimum Credits: 3
- HOS 424 - Managing, Merchandising, and Service of Wines Minimum Credits: 3
- HOS 425 - Food and Beverage Pairing Minimum Credits: 3

**Total Credits: 18**

**Retailing Minor****Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Retailing by successfully completing the following courses:

### **Retailing Curriculum - Minor**

#### **Prerequisite Course**

- MKT 113 - Introduction to Marketing Minimum Credits: 3

#### **Required Courses: 15 Credits**

- MKT 222 - Principles of Retailing Minimum Credits: 3
- FMM 225 - Merchandise Planning Minimum Credits: 3
- FMM 340 - Merchandise Management Strategies Minimum Credits: 3
- MKT 230 - Retail Sales Promotion Minimum Credits: 3 *OR* MKT 231 - Visual Merchandising Minimum Credits: 3
- MKT 322 - International Retailing Minimum Credits: 3 *OR* MKT 442 - Retail Management Minimum Credits: 3

**Total Credits: 15**

### **Social Media Marketing Minor**

The minor in Social Media Marketing provides students with a broad approach to the history, theory, technology, impact, and strategic uses of social media utilizing the most relevant and current attributes in technology, marketing, advertising, communication, public relations, and journalism.

#### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Social Media Marketing by successfully completing the following courses:

### **Social Media Marketing Curriculum - Minor**

#### **Required Courses**

- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 355 - Social Media Marketing Strategy Minimum Credits: 3
- MKT 455 - Social Media Marketing Campaigns Minimum Credits: 3

*Select one (1) course from the following:*

- MKT 229 - Principles of Integrated Marketing Communications Minimum Credits: 3

- COM 310 - Social Media Minimum Credits: 3

*Select one (1) course from the following:*

- MKT 360 - Direct Marketing Minimum Credits: 3
- MKT 378 - Brand Communications Minimum Credits: 3
- IT 467 - Digital Commerce and eBusiness Minimum Credits: 3

**Total Credits: 15**

## **Sport & Special Event Management Minor**

**Department Chair: Dr. Mark Hecox**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Sport & Special Event Management by successfully completing the following courses:

### **Sport & Special Event Management Curriculum - Minor**

#### **Business Core Foundation Course**

- MKT 113 - Introduction to Marketing Minimum Credits: 3

#### **Required Courses: 15 Credits**

- HOS 340 - Special Events Management Minimum Credits: 3

*Select four (4) courses from the following:*

*NOTE: Hospitality majors must take only SPT or QSO electives; Sport Management majors must take one (1) HOS elective.*

- SPT 310 - Sport Sponsorship Minimum Credits: 3
- SPT 319 - Sport Sales and Promotions Minimum Credits: 3
- SPT 323 - Golf Club Management Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 415 - Event Management and Marketing Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- HOS 311 - Policy and Planning for Sustainable Development Minimum Credits: 3

- HOS 401 - Convention Sales and Group Planning Minimum Credits: 3

**Total Credits: 15**

## **Sport Management Degree in Three, B.S.**

**Department Chair: Dr. Mark Hecox**

The Sport Management Degree in Three, B.S. program delivers a quality three-year, competency-based, outcomes focused bachelor's degree for students through a combination of traditional and innovative academic experiences that prepares our students to be valuable members of organizations and contributing members to society.

### **Sport Management Degree in Three Curriculum - Bachelor of Science**

#### **General Education Program: 42 Credits**

The General Education Program

#### **Integrated Core: 30 Credits**

The Integrated Core

*Note: Students in this program take SB 420 in place of OL 421*

#### **Major Courses: 21 Credits**

*Note: SPT 565 can replace SPT 465*

- SPT 111 - Introduction to Sport Management Minimum Credits: 3
- SPT 201 - Governance/Management of Sport Organizations Minimum Credits: 3
- SPT 208 - Sport Marketing Minimum Credits: 3
- SPT 333 - Sport, Society, and Ethics Minimum Credits: 3
- SPT 461 - Seminar in Sport Management (Capstone) Minimum Credits: 3
- SPT 465 - Global Sport Business Minimum Credits: 3

One SPT elective (3 credits)

#### **Major Directed Courses: 12 Credits**

- SPT 340 - Practicum in Sport Management Minimum Credits: 3 (Take course twice)
- SPT 491 - Sport Management Internship Minimum Credits: 3 (Take course twice)

#### **School Directed Courses: 9 Credits**

- SB 200 - Di3: Broad Integrative Knowledge Part I Minimum Credits: 2 (Take for 1.5 credits)
- SB 210 - Di3: Broad Integrative Knowledge II Minimum Credits: 2 (Take for 1.5 credits)
- SB 300 - Di3: Civic Engagement/Citizenship I Minimum Credits: 2 (variable credit course) (Take for 1.5 credits)
- SB 310 - Di3: Civic Engagement/Citizenship II Minimum Credits: 2 (variable credit course) (Take for 1.5 credits)
- SB 400 - Di3: Problem Solving, Interpersonal & Team Minimum Credits: 2 (variable credit course) (Take for 1.5 credits)
- SB 410 - Di3: Problem Solving Interpersonal and Team II Minimum Credits: 2 (variable credit course) (Take for 1.5 credits)

**Free Electives: 6 Credits**

**Total Credits: 120**

## **Sport Management Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Sport Management by successfully completing the following courses:

### **Sport Management Curriculum - Minor**

#### **Required Courses: 15 Credits**

- SPT 111 - Introduction to Sport Management Minimum Credits: 3
- SPT 201 - Governance/Management of Sport Organizations Minimum Credits: 3
- SPT 208 - Sport Marketing Minimum Credits: 3
- SPT 333 - Sport, Society, and Ethics Minimum Credits: 3

*Select one (1) course from the following:*

- SPT 307 - Sport Law Minimum Credits: 3
- SPT 310 - Sport Sponsorship Minimum Credits: 3
- SPT 319 - Sport Sales and Promotions Minimum Credits: 3
- SPT 320 - Media/Public Relations in Sport Minimum Credits: 3
- SPT 321 - Fitness Management Minimum Credits: 3

- SPT 323 - Golf Club Management Minimum Credits: 3
- SPT 340 - Practicum in Sport Management Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 402 - Sport Revenue Minimum Credits: 3
- SPT 415 - Event Management and Marketing Minimum Credits: 3
- SPT 425 - Sport Licensing/Strategic Alliances Minimum Credits: 3
- SPT 430 - Front Office Management Minimum Credits: 3
- SPT 465 - Global Sport Business Minimum Credits: 3
- SPT 491 - Sport Management Internship Minimum Credits: 3
- SPT 492 - Sport Management Internship II Minimum Credits: 3

**Total Credits: 15**

## **Sport Management, B.S.**

**Department Chair: Dr. Mark Hecox**

The growth of sports as a major industry has increased the need and opportunities for well-trained professional managers. A well-rounded business education with a focus on sport management skills is essential in this rapidly growing field.

The mission of Southern New Hampshire University's Sport Management program is to deliver an innovative educational experience grounded in relevant theory and practice that enables students to be successful leaders in the global sport industry. Students couple ten specialized courses in sport management with a strong mix of business and liberal arts courses. Students will have an opportunity to gain practical experience through field experiences with a variety of sport, fitness and recreational organizations.

The Sport Management program is fully accredited under the School of Business ACBSP. The program requires the major in Sport Management to complete extensive field experience(s) totaling a minimum of 300 hours. Therefore, students majoring in Sport Management are required to complete SPT 491 which has a minimum GPA requirement of 2.5. Any student with a minor or concentration in Sport Management is encouraged to complete field experience(s) which also have a minimum GPA requirement of 2.5. In order to facilitate this and to ensure that all students are eligible and prepared for their field experience, any student with a Sport Management major, minor or concentration must receive a minimum of a "C" in all required Sport Management courses. Similarly, all students wishing to change their major to Sport Management must complete a brief application process to ensure their understanding of the field experience requirement in the program.

### **Sport Management Curriculum - Bachelor of Science**

**General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

*Note: SPT 465 replaces INT 113 in the School of Business Core for all BS Sport Management Students.*

**Major Courses: 30 Credits**

*Students completing a Sport Management major must earn a minimum of a "C" grade in all required program courses (including Sport Management Core and electives).*

- SPT 111 - Introduction to Sport Management Minimum Credits: 3
- SPT 201 - Governance/Management of Sport Organizations Minimum Credits: 3
- SPT 208 - Sport Marketing Minimum Credits: 3
- SPT 333 - Sport, Society, and Ethics Minimum Credits: 3
- SPT 461 - Seminar in Sport Management (Capstone) Minimum Credits: 3
- SPT 491 - Sport Management Internship Minimum Credits: 3 (*Must take for 6 credits*)

*Select one (1) course from the following:*

- SPT 307 - Sport Law Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 402 - Sport Revenue Minimum Credits: 3

**Additional Electives**

*Note: SPT 525 can replace SPT 425*

*Select two (2) courses from the following (courses not previously taken):*

- SPT 307 - Sport Law Minimum Credits: 3
- SPT 310 - Sport Sponsorship Minimum Credits: 3
- SPT 319 - Sport Sales and Promotions Minimum Credits: 3
- SPT 320 - Media/Public Relations in Sport Minimum Credits: 3
- SPT 321 - Fitness Management Minimum Credits: 3
- SPT 323 - Golf Club Management Minimum Credits: 3
- SPT 340 - Practicum in Sport Management Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3

- SPT 402 - Sport Revenue Minimum Credits: 3
- SPT 404 - Sport Agency Minimum Credits: 3
- SPT 415 - Event Management and Marketing Minimum Credits: 3
- SPT 425 - Sport Licensing/Strategic Alliances Minimum Credits: 3
- SPT 430 - Front Office Management Minimum Credits: 3

**Free Electives: 15 Credits**

**Total Credits: 120**

## **Technical Management, B.S.**

**Department Chair: Dr. Tej Dhakar**

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.

**NOTE:** *There is a variation of this program serving students who have completed an Associate's degree in a technical field (e.g. automotive technology, electronics technology, construction engineering, manufacturing engineering, etc.) from an accredited institution prior to joining SNHU. The curriculum is designed to help students master a number of tools and techniques that are essential for management careers in various technical fields.*

**Admission Requirement:** *Associate's degree in a technical field from an accredited institution.*

### **Technical Management Curriculum - Bachelor of Science**

**General Education Program: 45 Credits**

The General Education Program

**Integrated Core: 30 Credits**

The Integrated Core

**Major Courses: 15 Credits**

- QSO 330 - Supply Chain Management Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- QSO 360 - Six Sigma Quality Management Minimum Credits: 3
- QSO 400 - Topics in Operations Management Minimum Credits: 3



- QSO 440 - Topics in Project Management Minimum Credits: 3

**Free Electives: 30 Credits**

**Total Credits: 12**

## School of Education

**Dean: Raymond McNulty**

**Belknap Hall**

**603.629.4675**

**Fax: 603.629.4673**

### Undergraduate Mission

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

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

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

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

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

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

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

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

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

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

### **Requirements for NH Teacher Certification Teacher Certification Program**

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

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

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

### **Field Experiences**

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

### **Student Teaching**

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

### **Graduate Mission**

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

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

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

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

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

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

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

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

### **School of Education Graduate Programs**

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

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

### **Graduate Applicant Information**

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

- Completed application form, including \$40 fee
- Current resumé
- Official transcripts from all institutions attended, including current institution(s), in sealed envelopes
- Copy of current teacher certification, if applicable

## Education

### Conversion Programs

These programs are designed for college graduates seeking teaching certification. After a thorough transcript review, the student completes only the courses needed to fulfill the New Hampshire State Standards for teacher certification, including supervised student teaching. The number of credits required for certification varies according to the applicant's background. The program does not lead to a degree.

### Additional Certification for Certified Teachers

Certified teachers can pursue additional endorsements in any of the certification areas offered through the School of Education. The certification requirements will be determined by a transcript review and can be completed as a prescribed sequence of course

## Child Development Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Child Development by successfully completing the following courses:

### Child Development Curriculum - Minor

#### Required Courses

- DEV 106 - Child Development Minimum Credits: 3
- DEV 260 - Family and Culture Minimum Credits: 3
- DEV 249 - Field Experience: Child Care Setting Young Children Minimum Credits: 3

*Select two (2) courses from the following:*

- PSY 230 - Psychology of Individual Differences and Special Needs Minimum Credits: 3
- PSY 314 - Disorders of Childhood and Adolescence Minimum Credits: 3
- PSY 319 - Social Development: Child and Adolescent Minimum Credits: 3
- PSY 321 - Issues in Childhood Development Minimum Credits: 3
- PSY 322 - Issues in Adolescent Development Minimum Credits: 3

**Total Credits: 15**

## Early Childhood Education – Pre K-3 Certification, M.Ed.

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

### Early Childhood Education - Pre K-3 Certification Curriculum - Master of Education

**Required Courses**

- DEV 536 - Developmentally Appropriate Practice Minimum Credits: 3
- EDU 503C - Methods of Teaching Elementary Math Minimum Credits: 3
- EDU 521C - Exploring the Principles of Education Minimum Credits: 3 \*
- EDU 533C - Learning through Technology Minimum Credits: 3 \*
- EDU 535C - Early Childhood Health and Science Minimum Credits: 3
- EDU 537 - Social Studies/Arts for Young Children Minimum Credits: 3
- EDU 538 - Literacy Acquisition for Young Children Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3 \*
- EDU 552 - Assessment for and of Learning Minimum Credits: 3
- RDG 503C - Emerging and Early Literacy Development K-4 Minimum Credits: 3
- SPED 501C - Students with Exceptionalities Minimum Credits: 3
- EDU 770 - Certification Internship Minimum Credits: 3

**Note(s):**

*\* Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

**Total Credits: 36-39 (dependent on student teaching)**

**Early Childhood Education, B.A.**

The Early Childhood Education Program leads to teaching certification for birth through grade 3. The program provides students with a comprehensive understanding of child development, family systems, curriculum, instruction, and assessment. This program prepares educators with a solid foundation in developmental theory, teaching methods, and a content area concentration in an academic discipline. Students examine traditional and innovative research-based approaches to teaching a diverse population of young children.

**Early Childhood Education Curriculum - Bachelor of Arts****General Education Program: 45 Credits**

The General Education Program

*Note:*

*English (FENG): Students must complete both ENG 120 and ENG 200*

*Mathematics (FMAT): Students must complete either MAT 106 or MAT 206*

*General Education Electives (EGED): Students must complete DEV 260 as one of the two required elective courses*

**Major Courses: 72 Credits**

- DEV 106 - Child Development Minimum Credits: 3
- EDU 102 - Foundations of Education Minimum Credits: 3
- EDU 102L - Foundations of Education Lab Minimum Credits: 1
- EDU 120 - Developing Mathematical Thinking Minimum Credits: 3
- DEV 220 - Precursors of Academic Skills Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- SPED 206 - Interventions in Early Childhood Minimum Credits: 3
- EDU 203 - Professional Responsibility and Ethics in Teaching Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 419 - Integrating Social Studies and the Arts in the Elementary School Minimum Credits: 3
- EDU 261 - Emerging and Early Literacy: Grades K-4 Minimum Credits: 3
- EDU 225 - Mathematics Instruction/Young Children Minimum Credits: 3
- EDU 345 - Teaching English Language Learners Minimum Credits: 3
- EDU 359 - Writing/Literature/Elem Minimum Credits: 3
- EDU 363 - Literacy Facilitation for all Learners Minimum Credits: 3
- EDU 370 - Science for Early Learners Minimum Credits: 3
- EDU 435 - Learning with Technology Minimum Credits: 3
- EDU 440 - Differentiating Instruction Minimum Credits: 2
- EDU 487 - Student Teaching I Minimum Credits: 9
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12

**Free Electives: 3 Credits**

**Total Credits: 120**

## Education Minor

This course of study is designed for students who are working toward a degree in another major area. An Education minor can be a career-enhancing addition to any other major and can also expose students to the world of education and potential careers.

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Education by successfully completing the following courses:

### Education Curriculum - Minor

#### Required Courses

- EDU 200 - Introduction to Education Minimum Credits: 3
  - EDU 435 - Learning with Technology Minimum Credits: 3
  - SPED 260 - Children with Exceptionalities Minimum Credits: 3
  
  - EDU 270 - Foundations of Teaching and Learning Minimum Credits: 3
- or*
- EDU 271 - Methods of Teaching Secondary Education Minimum Credits: 3

*Select one (1) course from the following:*

- DEV 260 - Family and Culture Minimum Credits: 3
- DEV 340 - Meaning and Development of Play Minimum Credits: 3
- EDU 245 - Lit for Children and Young Adolescents Minimum Credits: 3
- PSY 201 - Educational Psychology Minimum Credits: 3
- SPED 210 - Early Childhood Issues/Disabilities Minimum Credits: 3

**Total Credits: 15**

## Education, B.A.

The Education Program provides students not seeking certification a degree in the field of education.

A plan of study allows the individual to design a program to accomplish career goals in the areas of educational services or related fields that do not require certification. Individuals may select courses from related disciplines to

complete the 45 credit hours for the General Studies in Education program. Students design a plan of study with an academic advisor from the School of Education. Acceptance into the major requires approval by the faculty.

### **Education Curriculum - Bachelor of Arts**

#### **General Education Program: 45 Credits**

The General Education Program

#### **Major Courses: 12 Credits**

- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 435 - Learning with Technology Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3

#### **Allied Disciplines: 45 Credits**

- 45 credits of Program Chair approved major courses

#### **Free Electives: 18 Credits**

**Total Credits: 120**

### **Educational Leadership – Principal Certification, M.Ed.**

This program is designed for individuals who wish to become certified building principals. The program shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The program shall allow for individualized programs of study and experience. Prerequisite: Five years of teaching experience.

#### **Educational Leadership - Principal Certification Curriculum - Master of Education**

##### **Required Courses**

- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 547 - Curriculum Development Minimum Credits: 3
- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 555 - Student Centered Curriculum/Instruction Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3



- EDU 610 - Ethics and School Law Minimum Credits: 3
- EDU 760 - School Facilities and Finance Minimum Credits: 3
- EDU 765 - School and Community Relations Minimum Credits: 3
- EDU 780 - School Organizational Leadership Minimum Credits: 3
- EDU 790 - Practicum in School Leadership (Capstone) Minimum Credits: 3
- ELE - one (1) elective course

**Total Credits: 36**

## **Educational Leadership, Ed.D.**

The Ed.D. in Educational Leadership program is designed for PreK-12 leaders, higher education administrators, curriculum specialists, and executive directors seeking to lead in a variety of system-level organizations such as school districts, state departments of education, policy organizations, nonprofits, foundations, or institutions of higher education. All candidates will be prepared to shape education policy, build public-private partnerships, and understand the steps necessary to lead 21st century schools, colleges, universities, or community organizations. The program seeks to produce a new generation of transformational leaders, focused on student learning and able to engage with and lead others in large-scale systemic change. The dissertation will support this focus and contribute important research to the scholarship on organizational behavior, leadership, and school reform.

Experienced candidates from various fields in education are encouraged to apply. SNHU is committed to enrolling talented individuals who reflect the full spectrum of society, with respect to race, ethnicity, gender identity, religion, political beliefs, and other personal characteristics. Most importantly, all candidates must show evidence of having the moral, emotional, and ethical dispositions necessary to become effective 21st century leaders.

### **Applicant Information**

Admission will be based on a yearly cohort size of 10 to 15 candidates. All candidates will hold a minimum master's degree, and some may hold advanced degrees.

**Cohort Model:** The cohort model is a vital part of the program. It is core pedagogical strategy, which will bring together doctoral candidates with diverse career experiences and backgrounds. The cohort model will employ action based frameworks, innovative strategies, scholarly readings, and collaborative conversations to engage all candidates in the analysis of and reflection on contemporary educational issues. Cohort members will become a source of support and encouragement to one another. Within the model, the program will encourage a highly individualized approach to research and study. Each candidate's program and dissertation will be based on his or her scholarly interests, coupled with review and analysis of the candidate's mastery of the program competencies targeted for the three-year course of study.

**Application:** The application process will include the following:

- A completed application form;
- A written statement of purpose;
- A face-to-face interview;

- Two letters of recommendation;
- Curriculum Vita/Resume;
- Academic transcripts demonstrating evidence of undergraduate and graduate degree attainment.

The application review team will consist of full-time faculty members and the program director. The review team will evaluate each application, looking for evidence of professional and academic success and for the candidate's potential contributions to the cohort and the program as a whole. The review team will seek individuals with demonstrated abilities to think critically, work effectively in groups, conduct research, and engage thoughtfully in discussions, seminars, and activities surrounding the transformational issues explored in class and on-line.

### **Educational Leadership Curriculum – Doctor of Education**

#### **Program Plan**

##### **Phase I: Initial Summer Residency and Six Foundational Courses**

- EDU 910 - Theory into Practice I Minimum Credits: 3
- EDU 911 - Educational Scholarship Minimum Credits: 3
- EDU 913 - Sociocultural Analysis of Education Systems Minimum Credits: 3
- EDU 914 - Reflection and Evaluation I Minimum Credits: 3
- EDU 916 - Applied Research I Minimum Credits: 3
- EDU 918 - Applied Research II Minimum Credits: 3
- EDU 919 - Decision Making in Education Systems I Minimum Credits: 3

##### **Phase II: Summer Residency, Six Foundational Courses, and Qualifying Questions**

- EDU 920 - Theory into Practice II Minimum Credits: 3
- EDU 921 - Reflection and Evaluation II Minimum Credits: 3
- EDU 923 - Decision Making in Education Systems II Minimum Credits: 3
- EDU 924 - Case Study I Minimum Credits: 3
- EDU 928 - Research-Based Independent Study I Minimum Credits: 3
- EDU 926 - Case Study II Minimum Credits: 3
- EDU 929 - Research-Based Independent Study II Minimum Credits: 3

##### **Phase III: Final Summer Residency, Defense of Qualifying Questions, and Dissertation Proposal**

- EDU 930 - Theory into Practice III Minimum Credits: 3
- EDU 943 - Dissertation I Minimum Credits: 3
- EDU 944 - Dissertation II Minimum Credits: 3
- EDU 945 - Dissertation III Minimum Credits: 3
- EDU 950 - Dissertation Colloquium Minimum Credits: 3

**Total Credits: 54**

## **Elementary Education with Special Education, B.A.**

The Elementary Education with Special Education Program leads to elementary teaching certification for grades K-8 and general special education teaching certification for grades K-12. The program provides graduates with comprehensive knowledge of instructional theory and practice and a content area concentration in general special education. Students examine traditional and innovative research-based approaches to teaching a diverse population of students with mild/moderate disabilities. Requirements for both endorsements are accomplished without taking any additional credits (120 total credits). Students who complete this program are highly marketable candidates for both elementary education and special education teaching positions.

### **Elementary Education with Special Education Curriculum - Bachelor of Arts**

#### **General Education Program: 45 Credits**

The General Education Program

*Note: MAT 106 OR MAT 206 are required for Teacher Certification; SNHU 101, SNHU 303 and SNHU 404 are part of the Gen Ed and DEV 260 is also required*

#### **Major Courses: 78 Credits**

- DEV 106 - Child Development Minimum Credits: 3
- EDU 102 - Foundations of Education Minimum Credits: 3
- EDU 102L - Foundations of Education Lab Minimum Credits: 1
- EDU 120 - Developing Mathematical Thinking Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 419 - Integrating Social Studies and the Arts in the Elementary School Minimum Credits: 3
- EDU 261 - Emerging and Early Literacy: Grades K-4 Minimum Credits: 3
- EDU 225 - Mathematics Instruction/Young Children Minimum Credits: 3

- EDU 345 - Teaching English Language Learners Minimum Credits: 3
- EDU 335 - Methods of Teaching Elementary Mathematics Minimum Credits: 3
- EDU 359 - Writing/Literature/Elem Minimum Credits: 3
- EDU 362 - Literacy in the Content Areas: 4-8 Minimum Credits: 3
- EDU 363 - Literacy Facilitation for all Learners Minimum Credits: 3
- EDU 370 - Science for Early Learners Minimum Credits: 3
- EDU 435 - Learning with Technology Minimum Credits: 3
- SPED 230 - Implications of Special Education Minimum Credits: 3
- SPED 350 - Special Education Assessment Minimum Credits: 3
- SPED 333 - Collaboration in Special Education Minimum Credits: 3
- EDU 440 - Differentiating Instruction Minimum Credits: 2
- EDU 487 - Student Teaching I Minimum Credits: 9
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12

**Total Credits: 123**

## **Elementary Education, B.A.**

The Elementary Education Program leads to teaching certification for grades K-8. The program provides graduates with comprehensive knowledge of instructional theory and practice. Students examine traditional and innovative research-based approaches to teaching a diverse population of elementary students.

### **Elementary Education Curriculum - Bachelor of Arts**

#### **General Education Program: 45 Credits**

The General Education Program

The following courses are required in the General Education Foundation:

- ENG 120
- ENG 200
- MAT 106 *or* MAT 206
- SNHU 101 *or* SNHU 202
- SNHU 303

- SNHU 404

The following course is required in the General Education Exploration:

- DEV 260

*Note: MAT 106 and MAT 206 are required for Teacher Certification.*

**Major Courses: 72 Credits**

- DEV 106 - Child Development Minimum Credits: 3
- EDU 102 - Foundations of Education Minimum Credits: 3
- EDU 102L - Foundations of Education Lab Minimum Credits: 1
- EDU 120 - Developing Mathematical Thinking Minimum Credits: 3
- EDU 203 - Professional Responsibility and Ethics in Teaching Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 261 - Emerging and Early Literacy: Grades K-4 Minimum Credits: 3
- EDU 225 - Mathematics Instruction/Young Children Minimum Credits: 3
- EDU 335 - Methods of Teaching Elementary Mathematics Minimum Credits: 3
- EDU 345 - Teaching English Language Learners Minimum Credits: 3
- EDU 359 - Writing/Literature/Elem Minimum Credits: 3
- EDU 362 - Literacy in the Content Areas: 4-8 Minimum Credits: 3
- EDU 363 - Literacy Facilitation for all Learners Minimum Credits: 3
- EDU 370 - Science for Early Learners Minimum Credits: 3
- EDU 419 - Integrating Social Studies and the Arts in the Elementary School Minimum Credits: 3
- EDU 435 - Learning with Technology Minimum Credits: 3
- EDU 440 - Differentiating Instruction Minimum Credits: 2
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12
- EDU 487 - Student Teaching I Minimum Credits: 9

**Free Electives: 3 Credits**

**Total Credits: 120**

## **English Language and Literature and English Education, B.A.**

The Bachelor of Arts in English Language and Literature and English Education integrates the major in English with the program in English Education, and meets the requirements for State of New Hampshire certification to teach English, grades 5-12.

This program is demanding and intense: students who aspire to teach in public secondary education systems will at the same time complete the requirements for the English Language and Literature degree, graduating with 120 credits.

Students completing the program will have acquired skills in communication and critical thinking, developed a strong background in English Language and Literature, and gained an understanding of the processes of teaching and learning applicable not only in school settings but also to other learning and training settings.

### **English Language and Literature and English Education Curriculum - Bachelor of Arts**

#### **General Education Program: 45 Credits**

The General Education Program

#### **SED Allied Courses: 6 Credits**

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3

#### **English Language and Literature and English Education: 30 Credits**

- ENG 350 - The English Language Minimum Credits: 3
  - LIT 300 - Literary Theory Minimum Credits: 3
  - LIT 319 - Shakespeare Minimum Credits: 3
  - LIT 323 - Studies in Drama Minimum Credits: 3
  - LIT 327 - Studies in Poetry Minimum Credits: 3
  
  - LIT 201 - World Lit I: Foundations of Culture Minimum Credits: 3
- or*
- LIT 202 - World Lit II: Renaissance to Modern Minimum Credits: 3

#### **American Literature**

*Select one (1) course from the following:*

- LIT 221 - American Literature I Minimum Credits: 3
- LIT 222 - American Literature II Minimum Credits: 3
- LIT 312 - Early American Literature Minimum Credits: 3
- LIT 313 - The American Renaissance Minimum Credits: 3
- LIT 314 - American Realism and Naturalism Minimum Credits: 3
- LIT 315 - Twentieth Century American Literature and Beyond Minimum Credits: 3

**British Literature**

*Select one (1) course from the following:*

- LIT 219 - British Literature I Minimum Credits: 3
- LIT 220 - British Literature II Minimum Credits: 3
- LIT 306 - Medieval Literature Minimum Credits: 3
- LIT 307 - Renaissance and Restoration Literature Minimum Credits: 3
- LIT 309 - Romance, Revolutions, and the Birth of the Novel Minimum Credits: 3
- LIT 310 - Victorian Literature Minimum Credits: 3
- LIT 311 - Modern British Literature Minimum Credits: 3

**Non-traditional Literature**

*Select one (1) course from the following:*

- LIT 328 - Multi-Ethnic Literature: Describing the Hyphen Minimum Credits: 3
- LIT 330 - Gender and Text Minimum Credits: 3
- LIT 350 - The Black Literary Tradition Minimum Credits: 3
- LIT 345 - Postcolonial Encounters Minimum Credits: 3

**Writing Workshop**

*Select one (1) course from the following:*

- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3

- ENG 328 - Poetry Writing Workshop Minimum Credits: 3

**English Education Certification Courses: 39 Credits**

- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 232 - Young Adult Literature Minimum Credits: 3
- EDU 435 - Learning with Technology Minimum Credits: 3
- EDU 271 - Methods of Teaching Secondary Education Minimum Credits: 3
- EDU 312 - Writing Workshop for Educators Minimum Credits: 3
- EDU 320 - Methods of Teaching English I Minimum Credits: 3
- EDU 324 - The Inclusive Classroom Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12

**Total Credits: 120**

**Note(s):**

**May** lead to teacher certification

**Field-based Graduate Program in Education**

**\*\* Offered on location at regional sites in Vermont, New Hampshire and internationally. \*\***

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

**Program Director: Dr. Wendy Baker**

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

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

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



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

All courses and program activities occur off-site on location in cohort models, where area professional educators work together over a period of several years. The networking and collegial support for ensuring ongoing culture-specific change and improvement often continues even after the graduate degree or certificate is completed. An Action Research Practicum replaces the traditional graduate thesis.

A new site or cohort is created when a need is identified in a particular geographic location. A minimum of 15 educators interested in pursuing their graduate work is required for the creation of a new graduate face-to-face education cohort group.

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

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

Southern New Hampshire University-Vermont Programs

Field-based Graduate Programs in Education

463 Mountain View Drive, Suite 101

Colchester, VT 05446

1.844.282.4484

info@actioneducation.com

<http://www.actioneducation.com>

#### **Admission Materials Include:**

- Field-based Graduate Program in Education application
- Official transcripts from previous undergraduate and/or graduate course work
- A teaching certificate or evidence of teaching experience
- Evidence of access to a teaching situation
- Three letters of professional reference
- Successful completion of EDGR 600 - Profile Seminar
- Non-refundable \$40 application fee

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

Individual admission decisions will be based upon the evaluation of the submitted application materials. Faculty members will look for evidence that an applicant is likely to contribute to an understanding of important issues about

educational practice and research, has earned a bachelor's degree (for a M.Ed.) or a Master's degree (for a C.A.G.S.), has at least one year of full-time teaching experience in grades preschool-12 and possesses good communication skills. The applicant's previous academic record also will be considered. Each candidate must take the 1-credit EDGR 600 - Profile Seminar, one credit of the 36-credit requirement for the master of education or the 31-credit requirement for the certificate of advanced graduate study, to explore and reflect upon personal and professional goals as part of the admissions process.

### **Time Limits**

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

### **Transfer Credit**

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

A maximum of six credits of graduate work may be approved for transfer towards a Master of Education degree. A maximum of three credits of graduate work may be approved for transfer towards a Certificate of Advanced Graduate Study. Credits will be considered for transfer, provided that:

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

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

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

### **Education Curriculum - Master of Education (M.Ed)**

The Master of Education (M.Ed.) program requires completion of 36 semester credit hours.

#### **Core Courses: 15 Credits**

- EDGR 610 - Dimensions of Curriculum and Management Minimum Credits: 3

- EDGR 620 - Dimensions of Teaching/Instructional Technology Minimum Credits: 3
- EDGR 630 - Dimensions of Assessment and Evaluation Minimum Credits: 3
- EDGR 640 - Dimensions of Leadership & Organization Minimum Credits: 3
- EDGR 650 - Dimensions in Learning and Development Minimum Credits: 3

**Applications Courses: 15 Credits**

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

- EDGR 615 - Curriculum and Management Decision Making Minimum Credits: 3
- EDGR 625 - Teaching and Instructional Technology Applications Minimum Credits: 3
- EDGR 635 - Applications in Assessment/Evaluation Minimum Credits: 3
- EDGR 645 - Challenges in Leadership Minimum Credits: 3
- EDGR 655 - Learning and Development Applications Minimum Credits: 3

**Integrating Activities: 6 Credits**

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

- EDGR 600 - Profile Seminar Minimum Credits: 1
- EDGR 601 - Action Research Practicum I Minimum Credits: 1
- EDGR 602 - Action Research Practicum II Minimum Credits: 1
- EDGR 603 - Action Research Practicum III Minimum Credits: 1
- EDGR 604 - Action Research Practicum IV Minimum Credits: 1
- EDGR 690 - Capstone Seminar Minimum Credits: 1

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

The Certificate of Advanced Graduate Study (C.A.G.S.) is designed to allow educators to pursue specific education topics through the coursework that is offered at each on-location cohort site. A student must have earned a master's degree from an accredited institution before applying for a C.A.G.S. Thirty-one credits are required and selected from the Master of Education curriculum. Students work with faculty members and the academic program director to construct a meaningful and cohesive theme.

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

**Total Credits: 36**

## **History and Social Studies Education, B.A.**

The Bachelor of Arts in History and Social Studies Education integrates the major in History with the program in Social Studies Education, and meets the requirements for State of New Hampshire certification to teach social studies in grades 5-12.

This program is demanding and intense: students who aspire to teach in public secondary education systems will at the same time complete the requirements for the History degree.

Students completing the program will have acquired skills in communication and critical thinking, developed an historic perspective, and gained an understanding of the processes of teaching and learning applicable not only in school settings but also to other learning and training settings.

### **History and Social Studies Education Curriculum - Bachelor of Arts**

#### **General Education Program: 45 Credits**

The General Education Program

#### **SED Allied Courses: 6 Credits**

- LIT - one (1) Literature course at the 200/300 level Minimum Credits: 3
- PSY 108 - Introduction to Psychology Minimum Credits: 3

#### **History Major Courses: 33 Credits**

- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- HIS 117 - World Civilizations, Prehistory to 1500 Minimum Credits: 3
- HIS 118 - World Civilizations, 1500 to Present Minimum Credits: 3
- HIS 270 - American Environmental History Minimum Credits: 3
- HIS 340 - Making History Minimum Credits: 3
- HIS 460 - History Research Seminar (Capstone) Minimum Credits: 3
  
- HIS 260 - Modern China Minimum Credits: 3
- or*
- HIS 264 - Modern Japan Minimum Credits: 3

*Select one (1) course from the following:*

- POL 305 - State and Local Government Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3
- POL 324 - Congress and the Legislative Process Minimum Credits: 3
- HIS - three (3) History courses Minimum Credits: 9

**Education Major Courses: 36 Credits**

- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 435 - Learning with Technology Minimum Credits: 3
- EDU 271 - Methods of Teaching Secondary Education Minimum Credits: 3
- EDU 312 - Writing Workshop for Educators Minimum Credits: 3
- EDU 324 - The Inclusive Classroom Minimum Credits: 3
- EDU 326 - Methods of Teaching Social Studies Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12

**Total Credits: 120**

**Note(s):**

*Leads to teacher certification*

### **Leadership, M.Ed.**

This program is designed for individuals who want to become leaders in today's schools, including those seeking certification for Principal or Curriculum Administration. The program emphasizes leadership qualities of communication, collaboration, and innovative thinking in order to promote a positive school culture that ensures student achievement. After a series of required courses, students choose three courses to round out their degree. One series of three courses leads to principal certification; one leads to Curriculum Administrator certification; and one pathway is three student selected electives.

For those seeking a certification pathway, there is a prerequisite of three years of teaching experience.

### **Leadership Curriculum - Master of Education**

#### **Required Courses: 27 Credits**

- EDU 507 - Leadership for Learning Minimum Credits: 3
- EDU 508 - Effective Management of Schools Minimum Credits: 3
- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 554 - The Development of a Mission, Vision and Goals Minimum Credits: 3
- EDU 590 - Process and Communication Skills Minimum Credits: 3
- EDU 604 - Leading a Collaborative School Minimum Credits: 3
- EDU 656 - Reflective Leadership Skills Minimum Credits: 3
- EDU 670 - Leading Creativity and Innovation Minimum Credits: 3
- EDU 680 - Teacher Support, Monitoring, and Accountability Minimum Credits: 3

#### **Electives or Certification Specialization: 9 Credits**

##### **Electives**

- EDU - three (3) Education electives Minimum Credits: 9

##### **with Curriculum Administrator Certification**

- EDU 608 - Curriculum, Instruction, Data Continuum Minimum Credits: 3
- EDU 739 - Practicum in Curriculum Administration I Minimum Credits: 3
- EDU 740 - Practicum Curriculum Administration II Minimum Credits: 3

##### **with Principal Certification**

- EDU 610 - Ethics and School Law Minimum Credits: 3
- EDU 789 - Practicum in School Leadership I Minimum Credits: 3
- EDU 790 - Practicum in School Leadership (Capstone) Minimum Credits: 3

**Total Credits: 36**

## **Middle School Mathematics Education, B.A.**

The Middle School Mathematics education program leads to certification for mathematics grades 5-8. The program of study provides prospective middle school mathematics teachers with strong mathematical knowledge and a good sense of mathematics learning that takes place during the middle grades. Throughout this program, courses integrate knowledge of mathematics, knowledge of teaching, and mathematical knowledge for teaching. The program provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching Middle School Mathematics.

### **Middle School Mathematics Education Curriculum - Bachelor of Arts**

#### **General Education Program: 45 Credits**

#### **The General Education Program**

*Note: MAT 106, MAT 206, PSY 108, and PSY 211 are required for Teacher Certification.*

#### **Major Courses: 18 Credits**

- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3
- MAT 360 - Statistics and Probability for Teachers Minimum Credits: 3
- MAT 361 - Geometry for Teachers Minimum Credits: 3
- MAT 362 - Algebra for Teachers Minimum Credits: 3
- MAT 450 - History of Math and Math Education Minimum Credits: 3

#### **Education Courses: 52 Credits**

- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 220 - Teaching in the Middle School Minimum Credits: 3
- EDU 435 - Learning with Technology Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- DEV 106 - Child Development Minimum Credits: 3
- EDU 102 - Foundations of Education Minimum Credits: 3
- EDU 102L - Foundations of Education Lab Minimum Credits: 1
- EDU 376 - Mathematics Teaching Methods Minimum Credits: 6

- EDU 425 - Literacy Strategies Secondary Education Minimum Credits: 3
- EDU 497 - Ethics in Secondary Teaching Minimum Credits: 2
- EDU 498 - Seminar in Mathematics Education Minimum Credits: 1
- EDU 487 - Student Teaching I Minimum Credits: 9

**Free Electives: 5 Credits**

**Total Credits: 120**

## **Middle School Science Education, B.S.**

The Middle School Science Education Program leads to certification for middle level science grades 5-9. The program provides graduates with strong scientific knowledge and a good sense of science learning that take place during the middle grades. Throughout this program, courses integrate knowledge of science, knowledge of teaching, and scientific knowledge for teaching. The program provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching middle school science.

### **University Jurisdiction:**

The School of Education Graduate Program will deliver the program, and certifies student teachers.

The key faculty members include full-time faculty of the Department of Science at SNHU: Kevin Degnan (Chair), Joseph Corbin, Michele Goldsmith, and Katharine York.

### **Middle School Science Education Curriculum - Bachelor of Science**

#### **General Education Program: 45 Credits**

The General Education Program

#### **Major Courses: 33 Credits**

- BIO 101 - Principles of Biology Minimum Credits: 3
- BIO 101L - Principles of Biology Lab Minimum Credits: 1
- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- BIO 210L - Anatomy and Physiology Lab Minimum Credits: 1
- BIO 215 - People, Places, and Plagues Minimum Credits: 3
- BIO 315 - Ecological Principles and Field Methods Minimum Credits: 3
- GEO 200 - World Geography Minimum Credits: 3
- CHM 101 - Fundamentals of Chemistry Minimum Credits: 3



- CHM 101L - Fundamentals of Chemistry Lab Minimum Credits: 1
- ENV 101 - Environmental Science Minimum Credits: 3
- PHY 101 - Principles of Physics Minimum Credits: 3
- PHY 103 - Earth System Science Minimum Credits: 3
- SCI 220 - Energy and Society Minimum Credits: 3

**Science Certification Courses: 36 Credits**

- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 220 - Teaching in the Middle School Minimum Credits: 3
- EDU 435 - Learning with Technology Minimum Credits: 3
- EDU 362 - Literacy in the Content Areas: 4-8 Minimum Credits: 3
- EDU 375 - Middle School Science Methods Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- EDU 324 - The Inclusive Classroom Minimum Credits: 3

**Free Electives: 6 Credits**

**Total Credits: 120**

**Music Education, B.A.**

The Music Education Program leads to teacher certification for music grades K–12. The program provides an intensive study of music, a broad and integrated background in the liberal arts, and the skills, knowledge and experience to help elementary, middle, and high school students develop to their full potential. Music education majors practice traditional and innovative research-based approaches to teaching music through a six semester series of weekly internships in the local public schools, and a full immersion semester of student teaching.

**Music Education Curriculum - Bachelor of Arts****General Education Program: 45 Credits**

The General Education Program

**Major Courses: 33 Credits**

- MUS 211 - Music Theory and Aural Skills I Minimum Credits: 3
- MUS 212 - Music Theory and Aural Skills II Minimum Credits: 3
- MUS 311 - Music Theory and Aural Skills III Minimum Credits: 3
- MUS 312 - Music Theory and Aural Skills IV Minimum Credits: 3
- MUS 351 - Music History: Antiquity to 1750 Minimum Credits: 3
- MUS 352 - Music History: 1750 to the Present Minimum Credits: 3
- MUS 451 - Seminar: Music History and Theory Minimum Credits: 3
- MUS 250 - Private Music Lessons Minimum Credits: 1 **(take for 6 Credits)**
- MUS 130 - Chorus Minimum Credits: 0 or MUS 140 **(take for 6 Credits)**

**Music Certification Courses: 30 Credits**

- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 435 - Learning with Technology Minimum Credits: 3
- MUE 351 - Beginning Conducting Minimum Credits: 3
- MUE 352 - Advanced Conducting and Leadership Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- MUE 100 - Introduction to Music Education Minimum Credits: 3

**Instrument Courses: 6 Credits**

- MUE 204 - Brass Techniques Minimum Credits: 1
- MUE 206 - Woodwind Techniques Minimum Credits: 1
- MUE 205 - String Techniques Minimum Credits: 1
- MUE 203 - Percussion Techniques Minimum Credits: 1
- MUE 201 - Vocal Techniques Minimum Credits: 1
- MUE 202 - Piano/Guitar Techniques Minimum Credits: 1

**Music Internship Courses: 11 Credits**

- MUE 262 - Elementary General Music Methods Minimum Credits: 3
- MUE 263 - Middle School General Music Methods Minimum Credits: 3
- MUE 264 - Advanced Vocal Music Methods Minimum Credits: 1
- MUE 265 - Advanced Instrumental Music Methods Minimum Credits: 1
- MUE 300 - High School General Music Methods Minimum Credits: 3

**Required Course: 3 Credits**

- PSY 211 - Lifespan Development Minimum Credits: 3

**Total Credits: 128****Secondary Mathematics Education, B.A.**

The University is pursuing approval by the New Hampshire State Board of Education for an approved certification program in Mathematics Grades 7-12. Students may take courses associated with this certification while the University seeks approval. Until approval is granted, students cannot be recommended to the State Department of Education for certification. State certification is contingent upon the program being approved by the New Hampshire State Board of Education

The program of study provides prospective mathematics teachers for grades 7-12 with strong mathematical knowledge and a good sense of mathematics learning that takes place during grades 7-12. Throughout this program, courses integrate knowledge of mathematics, knowledge of teaching, and mathematical knowledge for teaching. The program provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching mathematics in grades 7-12.

**Secondary Mathematics Education Curriculum - Bachelor of Arts****General Education Program: 45 Credits**

The General Education Program

*Note: MAT 225, MAT 230, PSY 108, and PSY 211 are required for Teacher Certification.*

**Major Courses: 30 Credits**

- MAT 275 - Calculus II: Integration & Series Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3
- MAT 310 - Number Theory Minimum Credits: 3
- MAT 325 - Calculus III: Multivariable Calculus Minimum Credits: 3
- MAT 330 - Differential Equations Minimum Credits: 3

- MAT 350 - Applied Linear Algebra Minimum Credits: 3
- MAT 360 - Statistics and Probability for Teachers Minimum Credits: 3
- MAT 361 - Geometry for Teachers Minimum Credits: 3
- MAT 362 - Algebra for Teachers Minimum Credits: 3
- MAT 450 - History of Math and Math Education Minimum Credits: 3

**Education Courses: 49 Credits**

- EDU 102 - Foundations of Education Minimum Credits: 3
- EDU 102L - Foundations of Education Lab Minimum Credits: 1
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 220 - Teaching in the Middle School Minimum Credits: 3
- EDU 376 - Mathematics Teaching Methods Minimum Credits: 6
- EDU 425 - Literacy Strategies Secondary Education Minimum Credits: 3
- EDU 435 - Learning with Technology Minimum Credits: 3
- EDU 487 - Student Teaching I Minimum Credits: 9
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12
- EDU 497 - Ethics in Secondary Teaching Minimum Credits: 2
- EDU 498 - Seminar in Mathematics Education Minimum Credits: 1
- SPED 260 - Children with Exceptionalities Minimum Credits: 3

**Total Credits: 124****Special Education, B.A.**

The program for children with disabilities prepares students for eligibility for teaching certification for grades K-12 in General Special Education. Teachers with this certification are qualified to teach children with disabilities in all settings.

**Special Education Curriculum - Bachelor of Arts****General Education Program: 45 Credits**

The General Education Program

*Note: MAT 106 and MAT 206 are required for Teacher Certification.*

**Major Courses: 75 Credits**

- DEV 106 - Child Development Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 435 - Learning with Technology Minimum Credits: 3
- EDU 225 - Mathematics Instruction/Young Children Minimum Credits: 3
- EDU 335 - Methods of Teaching Elementary Mathematics Minimum Credits: 3
- EDU 261 - Emerging and Early Literacy: Grades K-4 Minimum Credits: 3
- EDU 363 - Literacy Facilitation for all Learners Minimum Credits: 3
- EDU 440 - Differentiating Instruction Minimum Credits: 2
- SPED 230 - Implications of Special Education Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- SPED 350 - Special Education Assessment Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12
- EDU 102 - Foundations of Education Minimum Credits: 3
- EDU 102L - Foundations of Education Lab Minimum Credits: 1
- EDU 120 - Developing Mathematical Thinking Minimum Credits: 3
- EDU 345 - Teaching English Language Learners Minimum Credits: 3
- EDU 359 - Writing/Literature/Elem Minimum Credits: 3
- EDU 362 - Literacy in the Content Areas: 4-8 Minimum Credits: 3
- EDU 487 - Student Teaching I Minimum Credits: 9
- SPED 333 - Collaboration in Special Education Minimum Credits: 3
- SPED 420 - Accessing Curriculum Minimum Credits: 3

**Total Credits: 120**

# University Course Inventory

## Course Numbering Key

000 - 099	Developmental (NOTE: All ESL courses, regardless of the number, are considered Developmental)
100 - 499	Undergraduate
500 - 799	Graduate (Masters)
800 +	Graduate (Doctoral)

**NOTE:** All courses offered in both the University College [UC] and the College of Online and Continuing Education [COCE] are shown here. To find course offering by University College [UC] or College of Online and Continuing Education [COCE], please refer to the "University College Courses" or "COCE Courses" links to the left.

## General Education Course Codes

Students may view General Education courses by code by filtering on a Keyword or Phrase below. For example, if searching for courses that fulfil the Science, Technology, and Mathematics requirement, enter "ESTM" as the Keyword or Phrase and press "Filter". Alternatively, please reference the General Education requirements for the University College and the College of Online and Continuing Education by referring to the "Gen Ed UC" or "Gen Ed COCE" links to the left.

University College (UC)	
FENG	Foundation – English
FSNH	Foundation – SNHU
FMAT	Foundation – Mathematics
EFAH	Exploration – Fine Arts and Humanities
ESBS	Exploration – Social and Behavioral Sciences
ESTM	Exploration – Science, Technology, and Mathematics
EGED	Exploration – General Education Electives
IAME	Integration Cluster - America
IDIV	Integration Cluster – Diversity
IESH	Integration Cluster – Environmental Sustainability and Human Societies
IETH	Integration Cluster – Ethics
IGCU	Integration Cluster – Global Culture
IGSO	Integration Cluster – Global Society
IIRO	Integration Cluster – I, Robot
IPOC	Integration Cluster – Popular Culture
IWAP	Integration Cluster – War and Peace
IWEL	Integration Cluster – Wellness

College of Online and Continuing Education (COCE)	
FENG	Foundation – English
FSNHC	Foundation – SNHU
FMATC	Foundation – Math
EFAHC	Fine Arts and Humanities
ESBSC	Social and Behavioral Sciences
ESTMC	Science, Technology, and Mathematics
EGEDC	General Education Electives
IDIV	Diversity
IGSO	Global Society
IWEL	Wellness
PFTF	Preparing for the Future

## Academic Skills

### **SNHU 100 - Pro Seminar**

This course is for continuing education students re-entering the educational system. Topics covered in this seminar include self-knowledge, establishing personal goals, developing effective study skills, and practice in communications skills. Offered only in the Division of Continuing Education. Offered as needed.

Credit(s): 3

### **SNHU 101 - SNHU Experience: Transition to College**

Transition to College will help you make the most successful, least stressful transition to college life possible. This is the first in a 3-course sequence of SNHU Experience courses (SNHU 101, SNHU 303, SNHU 404) designed to support your academic, personal, and professional development. The goal of class discussions and outside work for SNHU 101 will be to help you develop and refine the knowledge and skills you will need to manage and get the most out of the academic and personal opportunities ahead of you. Remember that these opportunities may be challenging, but challenges allow us all to grow and change.

Credit(s): 1

### **SNHU 202 - SNHU Experience: Transition to SNHU**

SNHU 202: Transition to SNHU will help transfer students make the most successful, least stressful transition possible. This is a course in the 3-course sequence of SNHU Experience courses (SNHU 101/202, SNHU 303, SNHU 404) designed to support your academic, personal, and professional development. The goal of class discussions and outside work for SNHU 202 will be to help you develop and refine the knowledge and skills you will need to manage and get the most out of academic and personal opportunities, as well as integrate them with your previous and future academic and personal experiences. Remember that these opportunities may be challenging, but challenges allow us all to grow and change.

Credit(s): 1

### **SNHU 303 - SNHU Experience: Life after SNHU**

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

Prerequisite(s): SNHU 101 or SNHU 202 and 45 credits

Credit(s): 1

### **SNHU 404 - SNHU Experience: Gen Ed Capstone**

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

Prerequisite(s): SNHU 101 or SNHU 202 and SNHU 303

Credit(s): 1

### **SNHU 405 - SNHU Experience: Gen Ed Capstone Abroad**

This capstone course focuses students on preparing for their post collegiate life. Topics include: goal setting, career and graduate school exploration, resume and cover letter writing, interviewing techniques, topics of personal finance, lifelong learning opportunities and reflection on their general education experiences. This process culminates with the presentation of professional and personal development e-portfolios that highlight and demonstrate their academic, personal, and professional development throughout their SNHU experience. For students enrolled at SNHU international sites.

Credit(s): 3

### **SNHU 490 - General Education Internship**

SNHU 490 is a credit-bearing internship for students who have already taken two courses in their General Education cluster and choose to complete their third course in their cluster as an approved General Education Internship. Students, after completing the Pre-Internship Seminar on BlackBoard, will work with the Career Development Center (CDC) to secure an internship and will then work with an assigned internship advisor to establish related academic requirements and specific assignments. The Internship, as well as the related academic component, will allow students to apply knowledge from their General Education cluster to real-world experience as well as reflect on how such real-world experience integrates back into the classroom.

Credit(s): 3

## **Accounting**

**Department Chair: Bryan Bouchard**

### **ACC 105 - Foundations of Accounting I**

This course will provide an overview of selected topics from financial accounting. It is designed to help business majors understand how accounting information can help them make decisions and evaluate decisions made on the job. Business majors will explore the rules and regulations for preparing financial accounting information and learn how to prepare and analyze basic financial statements.

Credit(s): 2

### **ACC 115 - Foundations of QuickBooks**

This course will provide an introduction to QuickBooks which is one of the most popular accounting systems used by small businesses. This course will take you through the fundamentals of how this software works. You will learn how to apply the accounting cycle using this software and produce various reports that can be used to provide valuable information to a business.

Credit(s): 1

### **ACC 201 - Financial Accounting**

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.

Credit(s): 3

### **ACC 202 - Managerial Accounting**

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(s): ACC 201 or ACC 105

Credit(s): 3

### **ACC 205 - Foundations of Accounting II**

This course will continue to reinforce the concepts learned in Foundations of Accounting I and add selected topics from managerial accounting. Business majors will learn about cost types and their behaviors. They will also learn the principles to evaluate the financial impact of alternative business decisions.

Prerequisite(s): ACC 105 or ACC 215



Credit(s): 2

### **ACC 207 - Cost Accounting**

This course examines the accounting concepts and practices used in the recording, classifying and reporting of cost data. An analysis is made of the behavior of costs and its use to management in the planning and control process. Budgeting, standard cost, job order and process are examined, along with special problems in cost accounting.

Prerequisite(s): ACC 202 or ACC 205

Credit(s): 3

### **ACC 215 - Fundamentals of Financial Accounting**

This course is designed to give students an introduction to financial accounting and reporting techniques and concepts including an overview of the accounting cycle, financial statements and ethical responsibilities of accountants in business.

Credit(s): 3

### **ACC 302 - Professional Communication in Accounting**

Professional Communication in Accounting introduces students to the rhetorical strategies necessary to plan, design, write and distribute texts necessary for professional accounting experiences. Emphasizing the need to address appropriate audience and language, students will be able to create a portfolio of workplace documents representative of their field.

Prerequisite(s): Minimum Sophomore class standing (30 credits)

Credit(s): 2

### **ACC 307 - Intermediate Accounting I**

This is the first of three courses in intermediate accounting. These courses are designed to extend a student's knowledge of financial accounting practices. The first course focuses on understanding the theoretical framework that provides the foundations for the development of various accounting standards, regulations and practices. This followed by a review of the accounting cycle, including adjusting, correcting, reversing, and closing entries. Students will learn how to prepare accurate and complex financial statements including required disclosures that must accompany an organization's income statement, balance sheet and statement of cash flows; and how time value of money impacts the recording of various transactions. The course concludes with a presentation of techniques to analyze income measurement and profitability analysis.

Prerequisite(s): ACC 215

Credit(s): 3

### **ACC 308 - Intermediate Accounting II**

This is the second of three courses in intermediate accounting. These courses are designed to extend a student's knowledge of financial accounting practices. The second course focuses on an improved understanding of a company's assets and begins a discussion of liabilities. Students will study the recording and disclosure requirements for cash and receivables, inventories, long-lived operational assets and investments, which also serve as financial instruments for an organization. The course concludes with a presentation of recording and disclosure requirements for current and long-term liabilities. Integrated within this course will be exposure to CPA simulation questions and the use of the FARS database for conducting accounting research.

Prerequisite(s): ACC 307

Credit(s): 3

### **ACC 309 - Intermediate Accounting III**

This is the last of three courses in intermediate accounting. These courses are designed to extend a student's knowledge of financial accounting practices. Students will study the reporting and disclosure requirements for more complex accounting topics that would include leases, accounting for income taxes and pensions, and shareholders'

equity, including share-based compensation and various earnings per share (EPS) computations. Other financial reporting issues discussed include accounting changes and error corrections as well as the presentation of requirements for partnership accounting issues. Integrated within this course will be exposure to CPA simulation questions and the use of the FARS database for conducting accounting research.

Prerequisite(s): ACC 308

Credit(s): 3

### **ACC 312 - International Managerial Accounting**

The study of foreign currencies and exchange risk management, global organization and control, planning and performance evaluation in multinational enterprises, multinational taxation, global financial statement analysis, and transparency and disclosure in global environment to gain an appreciation and understanding of international managerial accounting. The above studies will relate to international accounting and reporting considerations, standards, and responsibilities. Global market.

Prerequisite(s): ACC 202 or ACC 205

Credit(s): 3

### **ACC 315 - Accounting Systems Applications**

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.

Prerequisite(s): ACC 202 or ACC 205 and IT 100

Credit(s): 3

### **ACC 322 - Governmental and Non-Profit Accounting**

This course covers the accounting principles and procedures applicable to governmental and nonprofit institutions.

Prerequisite(s): ACC 307

Credit(s): 3

### **ACC 330 - Federal Taxation I**

A detailed presentation is made of the theory and practice applicable to the preparation of federal income tax returns for individuals.

Credit(s): 3

### **ACC 331 - Federal Taxation II**

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(s): ACC 330

Credit(s): 3

### **ACC 335 - Tax Factors for Business Decisions**

This course focuses on tax basics that apply to all forms of business organizations. It stresses the importance of tax concepts within the framework of financial reporting and emphasizes differences between tax and financial accounting theory and electronic applications in the tax area. The course covers general concepts, underlying policies, a comparison of tax rules to GAAP, basic compliance obligations, the role of the tax advisor and current tax issues. The Internal Revenue Code, comprehensive research matters of tax law, the computer online service research will be explored.

Prerequisite(s): ACC 202 or ACC 205

Credit(s): 3

**ACC 340 - Controllership**

This course examines the accounting and interpersonal skills necessary to manage an efficient accounting department. These skills include processing accounting transactions, preparing financial statements, recommending improvement in financial operating policies, and monitoring the financial activities in other departments. Basic areas of subject coverage include cash management, inventory valuation, operating budgeting, taxes, insurance, and capital budgeting. Also included will be the use of electronic spreadsheets for financial analysis, client-server computing applications, target costing, disaster recovery planning, activity based costing, outsourcing, and managing in a growth environment.

Prerequisite(s): ACC 307

Credit(s): 3

**ACC 345 - Financial Statement Analysis/Business Valuation**

Accountants and other business professionals are often called upon to evaluate the financial health and market value of their company and of other companies under consideration for acquisition. This course presents theory, tools and techniques that are later applied to the actual analysis of a publicly traded company, as well as an introduction to fundamental valuation techniques. It will extend prior analysis to include the computation of free cash flows, the interpretation of notes to financial statements and the integration of information provided in various SEC filings to evaluate a corporation's future prospects. This is a team intensive course.

Prerequisite(s): FIN 305

Credit(s): 3

**ACC 350 - Volunteer Income Tax Assistance**

The IRS mission, which is to provide America's taxpayers top quality service by helping them understand and meet their responsibilities as well as by applying the tax law with integrity and fairness to all, will be followed in this course. The course will entail becoming certified, by the IRS to work as a volunteer, setting up the Volunteer Income Tax Assistance Program site and then marketing the site to the general public. The certification includes passing an IRS test. The program would include you in the 93 million Americans who each year helps to make our world a better place to live by volunteering. This course will not entail the preparation of any complicated income tax returns; as such it does not require any prior extensive tax knowledge.

Prerequisite(s): ACC 330

Credit(s): 3

**ACC 405 - Advanced Accounting**

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(s): ACC 308

Credit(s): 2 - 3

**ACC 411 - Auditing Principles**

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.

Prerequisite(s): ACC 308

Credit(s): 3

**ACC 421 - Auditing and Forensic Accounting**

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(s): ACC 308

Credit(s): 3

### **ACC 480 - Independent Study**

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.

Credit(s): 0 (variable credit course)

### **ACC 490 - Accounting Internship**

This program provides an opportunity for a student to work in public, private or governmental accounting in a supervised and structured work experience.

Prerequisite(s): ACC 215

Credit(s): 0 - 12 (variable credit course)

### **ACC 515 - Accounting for Managers**

This course is designed to provide corporate managers with an understanding of cost accounting so as to be able to perform performance evaluation and analysis. The course specifically covers cost accounting terminology and methodology, review of financial statements and cost accounting reports, analysis of unit and total costs composition, analysis of budgets and evaluation of actual versus budget performance.

Credit(s): 2

### **ACC 550 - Cost Accounting**

This course provides a comprehensive study of the concepts, procedures, and practices of accounting systems that record, classify, and report cost data. These systems are designed to aid in the cost-effective operation of for-profit and non-profit organizations. This course focuses on cost behaviors, alternative cost systems, and accounting tools for planning and control. Additional topics studied would include relevant cost analysis for management decisions, cost/revenue allocation methods, inventory management, and transfer pricing.

Prerequisite(s): Admission to the MS.PAC1 Master of Professional Accountancy program

Credit(s): 3

### **ACC 640 - Auditing**

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

Prerequisite(s): Admission to the MS.PAC1 Master of Professional Accountancy program

Credit(s): 3

### **ACC 645 - Advanced Auditing**

This course is designed to introduce the student who is familiar with financial auditing principles to advanced auditing topics including 1) beyond the financial audit, 2) when audits go wrong, and 3) behavioral and ethical concerns for auditors. The course utilizes a combination of case studies, student presentations, and reviews of current auditing research and professional materials to assist students in increasing their knowledge of auditing. This is a reading intensive course.

Prerequisite(s): ACC 640

Credit(s): 3

### **ACC 660X - Controllership**

This comprehensive course is designed to help financial manager master the technical, financial, accounting and people management skills necessary for the job of a corporate controller.

Prerequisite(s): ACC 550

Credit(s): 2

### **ACC 680X - International Accounting**

This course focuses on accounting in the global marketplace and reviews international accounting standards for financial reporting and introduces and compares taxation and financial and managerial accounting issues in the international environment. NOTE: ACC 680 can be used as an international business elective.

Prerequisite(s): Admission to the MS.PAC1 Master of Professional Accountancy program

Credit(s): 2

### **ACC 685 - Governmental & Nonprofit Accounting**

This course examines the core principles and practices of nonprofit accounting.

Prerequisite(s): Admission to the MS.PAC1 Master of Professional Accountancy program

Credit(s): 3

### **ACC 696 - Situational Ethics in Accounting**

This course deals with the application of academic research related to ethical decision making, identifying evolving ethical issues in the accounting and business environment, and evaluating and applying theories of ethics and justice. Students will be exposed to ethical situations affecting the accounting and business environments to gain a solid foundation on which to address possible circumstances they may face as accounting professionals.

Prerequisite(s): ACC 640

Credit(s): 3

### **ACC 700 - Accounting Capstone**

This capstone course is the culminating experience for the M.S. in Accounting program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

Prerequisite(s): ACC 630 and ACC 640

Credit(s): 3

### **ACC 700X - Seminar in Accounting Topics**

As the final step in students' journeys toward their Master of Science degrees in Accounting, this capstone course will integrate previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students will synthesize and integrate prior learning to design or develop a capstone as a culmination of their studies. The course will be structured to support student success in fulfilling program requirements and developing a well-thought-out, comprehensive capstone project.

Prerequisite(s): Must be enrolled in the MS.PAC.1 Master of Professional Accountancy program

Credit(s): 2

### **ACC 720 - Auditing & Attestation Review Course**

This is a CPA Exam review course for the Auditing and Attestation section of the Uniform Certified Public Accountants examination. This course is an intense immersion in those topics from undergraduate and graduate auditing classes that are likely to be on the CPA exam.

Prerequisite(s): ACC 645

Credit(s): 3

### **ACC 730 - Financial Reporting Review**

This course will be a review of the content of the financial accounting and reporting section of the Uniform CPA exam. This will prepare students to take that portion of the CPA exam.

Prerequisite(s): ACC 680X

Credit(s): 3

## **Advertising**

### **ADV 263 - Advertising Copy and Design**

This course focuses on the creative end of advertising, including the actual presentation of advertisements. Harmony, consistency and effective use of colors, headlines, subheadlines, borders and amplification of the features, as well as advantages and benefits of the product/service, are emphasized. Students will be familiar with the creative competencies and skills needed in the formulation of effective campaigns in various media.

Credit(s): 3

## **Anthropology**

### **ATH 111 - Introduction to Cultural Anthropology**

This course is the study of preliterate and changing societies that emphasizes social organization and cultural aspects. Global marker.

Credit(s): 3

### **ATH 200 - Native History and Culture**

Students enrolled in this course will be exposed to the culture and history of Native America as told in their own voices, including events, spirituality, art, folk-lore, governance and status as separate nations.

Credit(s): 3

## **Biology**

### **BIO 101 - Principles of Biology**

Introductory level biology course that includes mammalian cell structure and function, cellular reproduction and physiology, and basic Mendelian genetics. Laboratory exercises (BIO 101L) to follow lecture topics.

Credit(s): 3

### **BIO 110 - Introduction to Public Health**

Introduction to Public Health provides an overview of factors associated with disease affecting populations. Students will be exposed to the history of public health in the United States, its political and social dimensions, basic epidemiology, and current approaches to issues of public health, including health care and health services.

Credit(s): 3

### **BIO 120 - General Biology I**

General biology course that includes mammalian cell structure and function, cellular reproduction and physiology, and Mendelian genetics. Laboratory exercises (BIO 120L) to follow lecture topics.

Credit(s): 3

### **BIO 120L - General Biology I Lab**

Laboratory course to follow topics presented in BIO 120.

Prerequisite(s): BIO 120

Credit(s): 1

### **BIO 121 - General Biology II**

This course builds on information presented in BIO 101. Topics include: principles and history of evolutionary theory, taxonomy, and systematic examination of the five Kingdoms of organisms: Bacteria, Protista, Fungi, Plantae, and Animalia.

Prerequisite(s): BIO 101 or equivalent

Credit(s): 3

### **BIO 121L - General Biology II Lab**

Laboratory course to follow topics presented in BIO 121. This course gives students hands-on experience with laboratory techniques, and in-depth investigation and comparison of organisms. Students will observe the structure and function of cells, tissues, and organs. They will also examine evolutionary connections between the five Kingdoms of organisms?

Prerequisite(s): BIO 121 or co-requisite

Credit(s): 1

### **BIO 202 - Field Ornithology**

BIO 202 is an introduction to the biology of birds and the methods of modern field studies. Emphasis will be on identification, life histories, ecology, behavior, and local species of birds. The course involves a major field component, supported by lectures and demonstrations that explore aspects of bird biology and ecology, such as bird morphology and flight, nesting and reproductive displays, diet and feeding behaviors, song, and migration patterns. Lecture and lab will include demonstrations, discussion, and required Saturday field trips. (BIO 101 or high school biology strongly recommended).

Credit(s): 3

### **BIO 210 - Introduction to Anatomy and Physiology**

Discussion/comparison of the principles of mammalian form and function. Includes molecular and cellular mechanisms of major processes (such as muscle contraction, neural transmission, and signal transduction) and examines the structure and function of the 11 organ systems of the human body. Laboratory exercises (BIO 210L) to follow lecture topics.

Credit(s): 3

### **BIO 210L - Anatomy and Physiology Lab**

Anatomy and Physiology Lab is a counterpart to BIO-210, in which students will examine tissues, bones, muscles and the major organ systems. The laboratory is hands-on and will include use of microscopes, visual representation in models, videos and online dissection.

Prerequisite(s): BIO 210

Credit(s): 1

### **BIO 215 - People, Places, and Plagues**

This special topics course will explore the social, environmental, and community impacts of communicable disease. Significant pandemic, epidemic, and endemic diseases will be examined, in light of catastrophic outbreaks that have shaped the course of human history. Students will be exposed to the thrilling stories of many people who were involved with these events, as victims, investigators, and scientists. Weekly discussion will revolve around students' perceptions of disease, the future of epidemiological studies, and specific questions about microbes and other disease agents.

Credit(s): 3

### **BIO 305 - Animal Rights and Ethical Issues**

This course is designed for any student interested in understanding the difference between animal rights and animal welfare issues. Students will engage in debates over specific issues and case studies in animal rights, and will discuss major legislation and regulations used around the world. Topics will include animals in zoos and circuses, animals in research, the treatment of livestock, wildlife trade, and the rights of companion animals. Students will keep a personal journal, and will create a collective video journal to synthesize the topics explored throughout the semester.

Credit(s): 3

**BIO 312 - Zoology**

This course will discuss the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. Virtual lab exercises and demonstrations will be used to support lecture material.  
Credit(s): 3

**BIO 314 - Introductory Botany**

This course will examine the physiology, genetics, taxonomy, and evolution of plants. Lab exercises, field work, and demonstrations will be used to support lecture material.  
Credit(s): 3

**BIO 315 - Ecological Principles and Field Methods**

This course introduces students to the principles of ecology and practical methods used in the field. Students will explore theoretical topics in the ecological systems including the level of the population, community and ecosystem; energy flow and biogeochemical cycles; and the concept of sustainability. Students will read literature and conduct research projects in the field and will use critical thinking to evaluate research, design studies, present findings and debate on the issues.

Prerequisite(s): ENV 101, ENV 219 or SCI 219

Credit(s): 3

**BIO 320 - Neuroscience**

This course explores the fundamental molecular and cellular events underlying the processing of information and the maintenance of homeostasis. Topics include neurons and glia, the electrophysiology of cells membranes, synaptic transmission, motor and sensory systems, chemical messengers, neuroendocrine interactions, neural circuitry, and selected topics in neuropharmacology. It is strongly recommended that the student take BIO 210 (Intro to Anatomy and Physiology) before taking BIO 320.

Credit(s): 3

**BIO 325 - Animal Behavior**

This course will introduce the student to the field of animal behavior. To gain a full understanding of the complexities of this subject, students will study aspects that influence innate behaviors, such as genetics, population biology, evolution and learned behaviors, such as learning theory and cultural transmission. The course examines theoretical and conceptual issues in animal behavior using experiments and case studies to highlight examples. We will focus on many important biological activities such as mating, the role of kinship, cooperation, communication, aggression, and play. In addition to identifying major patterns and processes of animal behavior, we will discuss the observational and experimental techniques used to study behavior and explore the major conceptual models guiding past and current research in this field. The course is offered as an upper level science course aimed at environmental science and psychology majors. No prerequisite is assigned but students are strongly urged to take general biology and introduction to anatomy and physiology prior to the course.

Credit(s): 3

**BIO 330 - Conservation Biology**

This course will focus on the importance of biodiversity. Currently, we are experiencing an unprecedented loss in species; losing, on average, two species a day. Unlike past mass extinctions humans are largely responsible. Following the Society of Conservation Biology's guidelines for conservation literacy, this course will investigate how we can apply biological principals to reverse trends in species loss. We will focus on case studies to develop our understanding of what maintains, reduces, and restores biodiversity. The course will be organized into three sections 1) history and value of conservation biology, 2) threats to biodiversity, and 3) approaches to solving conservation problems.

Prerequisite(s): ENV 101, SCI 219 or SCI 220 or permission of instructor

Credit(s): 3



**BIO 340 - Human Health and the Environment**

This course examines major environmental health problems in industrialized and developing countries, and evaluates possible future approaches to control of these issues. Topics include dose and response to pollutants, agents and vectors of contamination (air, water, and soil), susceptible populations and risk analysis, the scientific basis of policy and decisions, and emerging global health problems.

Prerequisite(s): BIO 101 and ENV 101

Credit(s): 3

**Business Education**

Department Chair: Dr. Susan Losapio

**BUS 205 - Foundations of Business Law**

Foundations of Business Law acquaints the business-oriented student with the principles of the law of contracts, agency, and business organizations. In addition, tort law, business ethics, and cyberlaw, will be considered. This course is intended to develop an awareness of, and a logical approach to, the legal factors that affect business decision.

Prerequisite(s): Complete ENG 200 and SB 105

Credit(s): 2

**BUS 206 - Business Law I**

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(s): ENG 200

Credit(s): 3

**BUS 303 - Foundations of Business Law II**

Business Law II continues the studies from Business Law I, and acquaints the business-oriented student with the principles of the law of sales, agency, bankruptcy, creditor's rights and business organizations. This course is intended to develop an awareness of, and a logical approach to the legal factors that affect business decisions.

Prerequisite(s): BUS 205 or BUS 206

Credit(s): 2

**BUS 307 - Business Law II**

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(s): BUS 206 or BUS 205

Credit(s): 3

**MBA 750 - Independent Study**

The school dean may approve an independent study arrangement, in exceptional circumstances. The arrangement requires a written request and justification by the student, identification of a supervising faculty member and the dean's approval.

Credit(s): 3 (variable credit)

**SB 100 - Integration & Application of Business I**

This course is a seminar, which provides students with a broad based introduction to the field of global business and reinforces information learned through introductory business course(s) with a focus on international and the technology driven business environment. Topics include accounting, marketing, economics, control, organizational design, human behavior, and communications. Students present individual written analyses and engage in group oral presentations.

This course is the first of four Integration and Application of Business courses to be completed by each student majoring in a business program.

Prerequisite(s): Must be co-registered in a Business Foundations course (MKT 105, OL 105, ACC 105 or ECO 205)

Credit(s): 2

### **SB 105 - Integration & Application of Business II**

This course is a seminar, which builds on knowledge from SB 100 and provides students with a broad based introduction to the field of global business and reinforces information learned through introductory business course(s) with a focus on international and the technology driven business environment. Topics include accounting, marketing, economics, control, organizational design, human behavior, and communications. Students present individual written analyses and engage in group oral presentations. This course is the second of two which represent the first year of the business core for business majors.

Prerequisite(s): SB 100 must be co-registered in a Business Foundations course (MKT 105, OL 105, ACC 105 or ECO 205)

Credit(s): 2

### **SB 200 - Di3: Broad Integrative Knowledge Part I**

This course is designed to introduce students to the fundamentals of understanding the need for an integrated approach in any formal organization. Special attention is given to reinforcing and understanding the value of broad integrative knowledge. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program

Credit(s): 2

### **SB 205 - Di3: Integration & Application Business III**

This course is a seminar, which builds on knowledge from SB 105 and provides students with a broad based introduction to the field of global business and reinforces information learned through business course(s) with a focus on international and the technology driven business environment. Topics include accounting, economics, finance, legal principles, finance, operations management, and communications. Students present individual written analyses and engage in group oral presentations. This course utilizes instructor-guided, discussion-based learning and is the third of four Integration and Application of Business courses to be completed by each student majoring in a business program.

Prerequisite(s): SB 105 and co-requisite of registration in a Business Principles course (ECO 205, QSO 205, BUS 205 and/or FIN 305)

Credit(s): 2

### **SB 210 - Di3: Broad Integrative Knowledge II**

This course is designed to introduce students to the fundamentals of understanding the need for an integrated approach in any formal organization as well as individual growth and development. Special attention is given to reinforcing and understanding the value of broad integrative knowledge. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program and have successfully completed SB 200.

Credit(s): 2

### **SB 300 - Di3: Civic Engagement/Citizenship I**

This course is designed to introduce students to the importance of civic engagement and citizenship; the role it plays in society and the overall wellbeing of communities and individuals. Special attention is given to personal goals, life plan and the exploration of the various dimensions that comprise citizenship and civic engagement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Junior standing and must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program and have successfully completed SB 210.

Credit(s): 2 (variable credit course)

**SB 310 - Di3: Civic Engagement/Citizenship II**

This course is designed to introduce students to the importance of civic engagement and citizenship; the role it plays in society and the overall wellbeing of communities and individuals. Special attention is given to personal goals, life plan and the exploration of the various dimensions that comprise citizenship and civic engagement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Junior standing and must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program and have successfully completed SB 300.

Credit(s): 2 (variable credit course)

**SB 400 - Di3: Problem Solving, Interpersonal & Team**

This course is designed to assist students preparing to enter the work environment by further developing interpersonal abilities, problem solving, teamwork, leadership, responsibility and accountability. Special attention is given to developing action plans to address areas for improvement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Senior standing and must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program and have successfully completed SB 310.

Credit(s): 2 (variable credit course)

**SB 405 - Di3: Integration and Application IV**

In this course students will apply a systems approach of solving organizational problems. Key topics include the application of business policy and decision making. By integrating these academic theories with those from the business core, students will learn to think holistically about how organizations operate and impact society and individuals. Students will generate their own ideas about concepts within business that they desire to further explore. At the end of this course, students will be able to deconstruct problems and connect the solutions to other courses in their curriculum.

Prerequisite(s): SB 205

Credit(s): 2

**SB 410 - Di3: Problem Solving Interpersonal and Team II**

This course is designed to assist students in preparation of entering the work environment by further development of interpersonal abilities, team membership, strategic approach, responsibility and accountability. Special attention is given to the power of reflection and identifying areas for improvement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Senior standing and must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program and have successfully completed SB 400.

Credit(s): 2 (variable credit course)

**SB 420 - IBC Capstone Experience**

This capstone course requires students to apply the systems approach within global business enterprises. By integrating core business concepts, students will demonstrate their ability to think holistically about how organizations compete and ways in which these ideas impact the future. Key topics include business policy and strategic decision making.

Prerequisite(s): Must be enrolled in Degree in Three program and have successfully completed ACC 105, MKT 105, OL 105, IT 105, INT 105, ECO 205, ACC 205, BUS 205, FIN 305, QSO 205, SB 100, SB 105 and SB 205

Credit(s): 3

**SB 510 - Corporate Consulting Preparation**

Corporate Consulting Preparation requires students to focus on the integration of successful management practices and clear communication patterns in preparation for working with clients external to Southern New Hampshire University.

The course provides an overview of interpersonal and critical thinking skills in addition to how to craft clear and professional correspondence. Students will develop appropriate interpersonal skills, lead team meetings, write appropriate documents including both internal and external correspondence, and apply appropriate professional standards and etiquette to all activities.

Credit(s): 4

### **SB 515 - Google Analytics**

Google analytics is designed to introduce students to a systematized way of collecting and integrating web-based data into organizational decision-making. The course specifically covers the analytics software built by Google to track online interactions with a company's webpage, email, mobile apps, and advertising platforms. Students will identify key business objectives, design data collection, analyze the data, and make business recommendations based on the results. Upon completion of the class, students will have an official certification from passing the Google Analytics exam, as well as experience utilizing these skills with a company website.

Credit(s): 2

### **SB 520 - Corporate Consulting I**

Consulting assignments are intended as a work experience for business students. These experiences provide students with the opportunity to apply theories in a workplace settings and to translate classroom learning into practice. The consultancy project is a "job", that is unpaid.

Prerequisite(s): SB 510

Credit(s): 4

### **SB 525 - Advanced Business Analysis**

Studies will analyze current events in business relating to their core curriculum experiences. These business-related challenges will be delivered as current business events, case studies, and personal experiences presented by featured speakers from select industries in addition to alumni leaders in the business community. Analysis of these events will challenge students to use concepts delivered in their core curriculum to discuss and solve non-routine business management problems. This course also serves as a culminating professional development experience that allows each student to assess and revise their professional development and employment strategies.

Credit(s): 1

## **Chemistry**

### **CHM 101 - Fundamentals of Chemistry**

An introductory, general education course for the non-science major emphasizing the contribution of chemistry in our everyday lives. This course will enable students to look at various aspects of the world around them through the lens of chemistry. It will introduce basic concepts and applications of chemistry as well as chemical topics and their relationship to matters of societal concern.

Credit(s): 3

### **CHM 101L - Fundamentals of Chemistry Lab**

This course will use laboratory techniques to study the fundamental principles of chemistry. Topics such as the mole, chemical equilibria, chemical and physical properties, solutions, kinetics, etc., will all be covered along with other topics important to chemistry.

Prerequisite(s): CHM 101 Environmental Science and Geoscience majors only

Credit(s): 1

**CHM 120 - General Chemistry I**

First semester of a one-year sequence covering the basic principles of chemistry. Topics include atomic and molecular theory and structure, the chemical and physical behavior of gases, liquids, solids, and solutions; chemical bonding; chemical equations and thermochemistry.

Prerequisite(s): Concurrent enrollment in CHM 120L

Credit(s): 3

**CHM 120L - General Chemistry I Lab**

This course will introduce laboratory techniques that will be used to gain fundamental knowledge of chemical systems associated with the subject matter of CHM 120 - General Chemistry I

Prerequisite(s): To be taken concurrently with CHM 120

Credit(s): 1

**CHM 121 - General Chemistry II**

Second semester of a one-year sequence covering the basic principles of chemistry. Topics include chemical equilibria; acid-base chemistry; electrochemistry; kinetics and nuclear chemistry.

Prerequisite(s): CHM 120 and concurrent enrollment in CHM 121L

Credit(s): 3

**CHM 121L - General Chemistry II Lab**

This course will introduce laboratory techniques that will be used to gain fundamental knowledge of chemical systems around the subject matter of CHM 121 - General Chemistry II.

Prerequisite(s): CHM 121 or co-requisite

Credit(s): 1

**CHM 200 - Environmental Chemistry**

This course explores how the origin, reactivity, and fate of chemical compounds in both natural and polluted environments shapes the environmental impacts of a full range of agricultural, energy-related, manufacturing, waste disposal, and other human activities. By using the fundamental principles of chemistry as a lens through which to explore the environmental impacts of these activities, students acquire an in-depth understanding of how humanity is reshaping the chemical composition of the atmosphere, hydrosphere, and lithosphere, and greater insight into the many threats posed by these changes to both ecosystems and human health.

Prerequisite(s): ENV 219 or SCI 219 and CHM 101

Credit(s): 3

**CHM 210 - Organic Chemistry**

This one-semester course serves to introduce the major concepts in organic chemistry. Topics include; chemical bonds, Lewis structures, formal charge, functional groups, conformations of molecules, physical properties (melting, boiling, solubility) in relation to structure, and stereochemical concepts.

Prerequisite(s): CHM 120 and CHM 121

Credit(s): 3

**Child Development****DEV 104 - Child Development I**

This course focuses on human growth from conception to age 3. Theories pertinent to individual stages are provided and the sociological, cultural and psychological aspects of child growth and development are included. It includes methods of observation, planning for and teaching infants and toddlers, both typical and atypical and from diverse backgrounds.

Credit(s): 3

**DEV 106 - Child Development**

This course surveys and focuses on child growth and development from age birth through the life cycle. Theories pertinent to individual stages are provided and the sociological, cultural and psychological aspects of human growth and development are included. An overview of all developmental stages will be covered.

Credit(s): 3

**DEV 220 - Precursors of Academic Skills**

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.

Credit(s): 3

**DEV 249 - Field Experience: Child Care Setting Young Children**

This course is an opportunity for child development majors to actively participate in the various aspects of child care programming, including teaching and intervention. The course includes on-site experiences and seminars.

Credit(s): 3

**DEV 259 - Field Experience: Agency Setting Young Children**

This course is an opportunity for child development majors to actively participate in a human-service organization that serves young children and families. The course includes on-site experiences and seminars.

Credit(s): 3

**DEV 260 - Family and Culture**

This course considers how family and culture influence child development including family structures, sibling relationships, parenting behaviors, children's special needs, family violence, diversity in educational settings and the relations between family and community. Students explore their own and other's cultural influences through the lens of diverse cultural perspectives. The challenges faced by children and families from a variety of cultures and socio-economic backgrounds including communication, interaction, education, and societal norms will be examined from the role of the practitioner. Research informs student projects in which a particular aspect of culture is studied in depth. Ten hours of field experience is included.

Credit(s): 3

**DEV 302 - Historical and Current Perspectives in Development**

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 various models of programs in use today, including models of special-needs education.

Credit(s): 3

**DEV 303 - Admin of Child Development Programs**

This course provides students with basic skills in supervising and administering child development programs. Basic competencies of administrators are reviewed, such as law, leadership skills, 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.

Credit(s): 3

**DEV 340 - Meaning and Development of Play**

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 form of early intervention to assist children experiencing developmental challenges is covered in detail.

Credit(s): 3

**DEV 424 - Assessment, Observation & Intervention**

Students are introduced to qualitative and quantitative forms of developmental assessment used with children during the first eight years of life. The Denver-II, The OUNCE, Bailey, Brigance, HOME, HELP, Peabody, Transdisciplinary Play Based Assessment as well as other commonly used assessments within early childhood and public school settings are reviewed. Assessment will be discussed in relationship to development outcomes, interpretation and planning for intervention and curriculum. (Legal Issues, Diversity)

Credit(s): 3

**DEV 480 - Independent Study**

Credit(s): 3

**DEV 499 - Internship**

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Credit(s): 3 - 12

**DEV 536 - Developmentally Appropriate Practice**

This course focuses on the development of pre-academic skills in young children, highlighting the critical role play has in a child's life. Play is a rich resource for developing self-regulation, promoting language, cognition, and social competence, a method of assessment and a tool for intervention. In this course, students explore how to apply developmental theory to foster cognitive, social, emotional, and language development in young children.

Credit(s): 3

**Communication & Media Arts**

Department Chair: Prof. Tracy Dow

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

**COM 126 - Introduction to Mass Communication**

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.

Credit(s): 3

**COM 128 - Language and Practice of Media Arts**

This is an introduction to the practice of media production and the study of visual media literacy. The course examines the fundamental components and structure of moving image texts, explores how dynamic relationships between those elements convey meaning, and then exercise that knowledge through media production. Production design, language, technology, and methods will be discussed enabling all students in the class to have a common language of image analysis and creation. Readings and discussions on topics such as cinematography, narrative meaning, image and sound design, editing, genres, and culture will be included. Creative interpretative and expression of ideas will be exercised in the production of media.

Credit(s): 3

**COM 212 - Public Speaking**

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.

Credit(s): 3

**COM 220 - Intercultural Communication**

In a time of increasing globalization it is important to understand how communication differs in other cultures. This course is designed to expose students to a variety of different cultures through organizational and business communication. Students will study specific countries each semester and learn successful communication strategies for each culture through lectures, panel discussions/guest speakers, and a variety of individual and group projects.

Credit(s): 3

**COM 227 - Public Relations**

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(s): ENG 121 or ENG 200

Credit(s): 3

**COM 230 - Graphics and Layout in Print Media**

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.

Credit(s): 3

**COM 232 - Desktop Publishing**

This course is an introduction to the software application Adobe InDesign designed for the novice user. The Macintosh platform is used in the classroom studio lab, and the student is introduced to the creative and practical aspects of the desktop publishing program that is considered indispensable in the contemporary communications and design industries. This course is based on a series of introductory exercises and a regimen of hands-on practice that teaches software and design skills; students learn how to combine the use of InDesign with other professional graphics and work-processing software such as Adobe Illustrator, Adobe Photoshop and Microsoft Word.

Prerequisite(s): COM 230

Credit(s): 3



**COM 235 - Introduction to Journalism**

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.

Prerequisite(s): ENG 121 or ENG 200

Credit(s): 3

**COM 237 - Journalism Practicum**

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.

Credit(s): 1 - 6

**COM 238 - Radio Practicum**

Students have the opportunity to participate in the university radio station, Radio SNHU, as on-air disc jockeys, on the governing board, or both. Students interested in receiving credits for this experience must present portfolios of their work. The Department of Communications in association with the station's faculty advisor/s assigns credits.

Credit(s): 0 - 2

**COM 244 - Digital Video Production: Level I**

This course introduces the student to video aesthetics, and techniques, as well as providing student with hands-on production experience. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors and the human condition. Skills covered in the class will include the fundamental of all stages of production, use of the camera as a visual tool, audio, lighting, and editing in a digital non-linear environment. Students attend lectures and technical demonstrations, view work of various video and film directors, complete production planning and coordination, and produce creative projects.

Credit(s): 3

**COM 305 - Digital Documentary Photography**

This course provides an opportunity for students to explore the art of storytelling through visual means. Utilizing either digital photography or film, students will be expected to produce a body of work that focuses on a particular subject (individual, place, organization) or larger issue. This class will not be assignment driven. Instead, each student will work on one long-term project. To prepare for that, students will begin the term by focusing on a small story that can be captured in about two weeks. The main goal of the term will be the completion of a single project that will be worked on weekly during the course and presented in final form at the end of the term. Each week students will be expected to bring in photographs that will be the building blocks to the story they have chosen to tell. Participating students must be self-starters, interested in documentary photography and curious about how to use photography as a means of expression and persuasion. Projects will need to be approved by the instructor, though there will be a great deal of space for students to tailor their projects to their own interests and creative needs. The class is a hands-on course and success will be measured by students' ability to choose a subject, capture it visually, show material regularly in class and present the project in a final form that reflects the subject explored. Each week we will discuss each student's progress, we will discuss particular images and the overall stories being told. Students will be asked to keep a written diary as well to help track the work they do as they seek out and execute their story ideas.

Prerequisite(s): FAS 226

Credit(s): 3

**COM 310 - Social Media**

Twitter, Facebook, blogs, podcasts - the possibilities of social media today are countless and ever-changing. This course is a broad approach to the history, theory, technology, impact and strategic uses of social media. These tools are relatively inexpensive and accessible technologies that enable anyone to create, publish, edit and access messages intended for the smallest to the largest of audiences. Students will examine the strategic uses of social media for community building, civic and political participation, advertising, marketing, public relations, and journalism. This course provides hands-on experience with the most current technology.

Prerequisite(s): ENG 121 or ENG 200

Credit(s): 3

**COM 320 - Exploring World Cultures/Mass Media**

This course seeks to expand global cultural understanding and communication by examining pop culture and media systems in various countries. Students will have the opportunity to expand their cultural perspective by exploring music, film, television, radio, print media, technology, and urban and youth culture. Topics will include media imports and exports, media audiences, media financing and regulation, media research and reporting, media effects, media ethics, meaning and communication through media, and intercultural communication. In lieu of a text students will use extensive Internet research, personal interviews, podcasts, discussion boards, various supplemental material, and independent cultural exploration. Classes will consist of brief lectures, discussion, viewing of media, and in-class research and projects. Global marker.

Prerequisite(s): COM 126 or COM 128 and ENG 121 or ENG 200

Credit(s): 3

**COM 322 - Advanced Public Speaking**

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(s): COM 212 or ENG 200

Credit(s): 3

**COM 337 - Journalism Practicum II**

The option for this advanced practicum is print journalism at the executive board (editorial staff) level on the student run newspaper, the OBSERVER. Students interested in receiving credit for this practicum must assume the editorial roles to operate and publish the student newspaper; and present portfolios of their work at the end of the academic year. The faculty advisor awards credit(s) based on student participation and involvement at the editorial staff level, and quality of portfolio based on work completed over the academic year.

Prerequisite(s): COM 237

Credit(s): 1.5 - 6

**COM 340 - Writing for Public Relations**

Survey course requiring copywriting in public communication formats, including news releases, features, editorials, brochures, executive summaries, company profiles, newsletters and annual report copy.

Prerequisite(s): ENG 121 or ENG 200

Credit(s): 3

**COM 344 - Digital Video Production: Level II**

Students will continue gaining hands-on production experience and will increase their knowledge of video theory, aesthetics, and techniques. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors, and the human condition. Emphasis will be on writing, lighting, sound design, directing, editing, and production management. Students will attend lectures and technical demonstrations, view work of various video and film directors, and produce creative projects individually and in groups.

Prerequisite(s): COM 244

Credit(s): 3

### **COM 345 - Animation and Visual Effects**

This hands-on technical course provides training for the use of Adobe After Effects, the industry standard software utilized for animation, visual effects, and motion graphics in film, video, multimedia, and the Web. Students will be attending lectures and technical demonstrations, viewing various After Effects creations, completing exercises, and producing short projects with After Effects. Given the breadth of possibilities open to the After Effects artist we will focus our efforts on learning the objectives listed below.

Prerequisite(s): GRA 220

Credit(s): 3

### **COM 430 - Organizational Communications**

This course gives students the opportunity to develop skills, knowledge, and philosophies in organizational communication through lectures, research, readings, discussions, application, and written assignments. Emphasis is placed on verbal and nonverbal communication, cultural communication, interpersonal relationships within organizations, and dealing with the future and change.

Prerequisite(s): COM 212

Credit(s): 3

### **COM 452 - Public Relations Campaign Planning Seminar (Capstone)**

This capstone course offers practice in managing communication campaigns from the public relations perspective and emphasizes the production and presentation of campaign plans. Students will develop and pitch a campaign for a real client.

Prerequisite(s): COM 227

Credit(s): 3

### **COM 454 - Documentary Video Production**

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.

Prerequisite(s): COM 244

Credit(s): 3

### **COM 455 - Commercial Video Production**

This advanced level, hands-on course provides additional technical training for video production, and assists the student in learning what is involved in setting up a video production business, or working in the commercial/corporate video production industry. Topics could include electronic field production(EFP), working with clients and talent, audience and market considerations, purchasing equipment, producing budgets, maintain production records, gaining music rights, video graphics, video streaming and conferencing, and careers in the industry. Students will be attending lectures and technical demonstration, viewing various productions, completing production planning and coordination, and producing commercial/corporate projects.

Prerequisite(s): COM 244

Credit(s): 3

### **COM 476 - Corporate Communications Seminar (Capstone)**

This course will explore the growing field of corporate communication with special emphasis on, industry analysis, media relations, message strategies and crisis communication planning. Upon completion of the course, students will

understand the theory, practice and functions of corporate communicators. This course will serve as a capstone experience for all communication majors.

Prerequisite(s): COM 227

Credit(s): 3

### **COM 480 - Independent Study**

This course allows a student to investigate any communication subject not in the curriculum.

Credit(s): 3

### **COM 490 - Communication Internship**

The communication internship provides an opportunity for students to apply their skills and communication expertise in a supervised, career-related experience. Students will be measured on their professionalism and effectiveness by an internship supervisor and will reflect on their personal and professional goals as they relate to the internship experience.

Credit(s): 0 - 12 (variable credit course)

## **Community Economic Development**

### **CED 891 - Doctoral Continuation**

CED 891 is a required doctoral continuation registration for all doctoral students who have completed comprehensives, and are supervised by a dissertation committee chair. CED891 registration is under the student's dissertation committee chair, who monitors timely progress of dissertation research. Students generally register for doctoral continuation prior to their dissertation defense.

Credit(s): 3

### **CED 894 - Dissertation Proposal**

CED 894 is a doctoral dissertation proposal hearing registration the semester that the PhD candidate plans to schedule a hearing to present and defend a dissertation proposal. It acts as a doctoral continuation registration for PhD candidates who are supervised by a Dissertation Committee Chair, working with an approved Dissertation Committee, and ready to present and defend a dissertation proposal. CED 894 is registered under the student's Dissertation Committee Chair in lieu of CED 891.

Credit(s): 0 (variable credit course)

### **CED 895 - Doctoral Dissertation**

CED 895 is the final required doctoral dissertation defense registration. PhD candidates registering for CED 895 have substantially completed their dissertation research supervised by a Dissertation Committee Chair, and are deemed ready to present and defend their dissertation by their Dissertation Committee. CED 895 is registered under the PhD candidate's Dissertation Committee Chair the semester that the dissertation defense hearing is planned.

Credit(s): 3

## **Clinical Mental Health Counseling**

Contact: Dr. Annamarie Cioffari

### **PCMH 600 - Overview of Clinical MH & SA Counseling**

In this course, students gain an understanding of the foundations of clinical mental health counseling, the people served, and the history and current state of public and private systems of care. One focus is an understanding of co-occurring mental health and addictive disorders, across the lifespan, and their impact on the lives of people diagnosed with these disabling conditions. This course also provides an overview of emerging issues in mental health counseling, policy and practice in behavioral health and integrated health care; current approaches to prevention, comprehensive

treatment and support; the impact of managed care; community-building, education, advocacy, and systems change. Topics are addressed from multiple perspectives, with a strong emphasis on the perspective of service recipients and their families; as well as service providers, policy makers; and the community at large.

Credit(s): 3

### **PCMH 605 - Measurement & Testing**

This course provides an overview of the principles and practice of measurement and testing in clinical mental health and addiction counseling. Students gain an understanding of the major theories underlying different approaches to psychological testing, and the ethical, cultural, and developmental issues involved in measurement. This course focuses on selecting clinical measures for gathering information, understanding the statistical concepts involved, evaluating the utility of these instruments in terms of their psychometric properties including reliability and validity, and interpreting the results to inform diagnostic and intervention processes. Students gain familiarity with major measurement techniques for children and adults in the areas of intelligence and educational testing, personality assessment, and vocational and aptitude testing. Included are discussions of strength-based measures, as well as assessment of abuse and other risks.

Credit(s): 3

### **PCMH 610 - Helping Relationships & Clinical Counseling Techniques**

Students gain an understanding of the clinical mental health counseling process, from engagement to assessment, intervention, and evaluation. The focus is on the development of culturally relevant communication and consultation skills, in the context of major counseling theories. Skills are practiced in relation to working with individuals with significant mental health and substance abuse problems, their families, and other professionals. Areas covered include: ethical considerations, values clarification; evidence-based helping strategies; working with natural supports.

Credit(s): 3

### **PCMH 615 - Practicum (Seminar and Field Experience)**

Students complete a 100-hour practicum in basic counseling skills, in a relevant program or agency, under the supervision of a qualified field instructor. A learning contract is developed by the student with the practicum supervisor. PCMH faculty provide supervision for the practicum process, individual and group instruction for the students, and serve as liaison to the field sites. The field experience consists of at least 40 hours of direct service to actual clients. Offered on a pass/fail basis only.

Credit(s): 1

### **PCMH 621 - Treatment Planning in Clinical MH & SA Counseling**

This course focuses on person-centered, recovery-oriented treatment planning, for clinical mental health and addictions counselors. It includes an understanding of the diagnosis and assessment process and how an understanding of mental health and addictive disorders influences the treatment planning process. It also addresses an individualized, strength-based approach, understanding and outreach to natural supports and community resources, and the importance of communication, documentation, and personal and community involvement in designing effective approaches to prevention, treatment and support.

Credit(s): 3

### **PCMH 635 - Clinical I: Integrated Mental Health & Addictions Treatment, Child & Family**

This course is focused on commonly used treatment modalities with children, adolescents, and families, that can be used in a variety of settings. An emphasis is placed on understanding family systems and family-based approaches. Treatment modalities include: Behavior and Cognitive Behavior Therapy, Solution Focused Therapy, and Narrative Therapy. Students will learn the theoretical framework and assumptions for each approach, therapeutic techniques associated with each intervention, how each therapeutic approach can be used for specific mental health (i.e. depression, anxiety, ADHD, conduct disorders) and addictive disorders, cultural and developmental considerations, and the existing research on such practices. Students will have opportunities to practice these clinical skills in class and discuss how to apply these practices with children and families in their internship settings.

Credit(s): 3

### **PCMH 636 - Clinical Skills II: Crisis, Trauma, Complex Issues (Child, Family)**

This course is the second of two clinical classes on specialized interventions with children, adolescents and families. The course will offer techniques for working with children, families and the general community during times of individual, family or community crisis (mental health or health crisis, accident, death, etc.). It will focus on the youth and families in crisis in the context of the natural community and the mental health systems of care. It will review the history and theory of crisis interventions, proactive planning for individual youth before the crisis occurs or reoccurs and risk assessment strategies. Other specific topics of focus will include: intervention in complex cases, trauma-informed care, self-harm/suicide, violence, and natural or human caused disasters. Strategies for assessment, planning, and intervention will emphasize family members as partners, solution and strength based treatment planning and interventions, natural and community based supports.

Credit(s): 3

### **PCMH 645 - Clinical Skills I: Integrated Mental Health & Addictions Treatment, Adult**

This course will build a clinical and practical foundation for intervening with adults who have co-occurring mental health and addictive disorders. Essential epidemiological, etiological, assessment, and evidence-based and promising treatment modalities will be covered (e.g. Cognitive Behavioral Therapy, IDDT). Topics will include integrated mental health, addictions and primary health care, family-involvement, involuntary interventions, and treatment modalities for young adults.

Credit(s): 3

### **PCMH 646 - Clinical Skills II: Crisis, Trauma, Complex Issues (Adult)**

This course is the second of two clinical classes on specialized interventions with adults. This course will integrate empirical and functional aspects of the therapeutic process when intervening with individuals who have co-occurring mental health and addictive disorders. Students will learn to employ core clinical interventions and treatment modalities for people with complex issues, including Dialectical Behavior Therapy and other specialized approaches. The course also will offer techniques for working with people during times of individual, family or community crisis (mental health or health crisis, accident, death, etc.). The complexity and heterogeneity of co-occurring disorders will be closely examined. There will be a special emphasis on how an individual's experience of trauma complicates clinical work. Unique ethical and boundary issues will be addressed.

Credit(s): 3

### **PCMH 650 - Internship I**

Students complete a 300-hour clinical internship, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites.

Offered on a pass/fail basis only.

Prerequisite(s): PCMH 615

Credit(s): 3

### **PCMH 662 - Internship II**

Students in the master's program complete a second 300 hour internship (a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical and counseling skills, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/fail basis only.

Prerequisite(s): PCMH 615 and PCMH 650

Credit(s): 3

### **PCMH 663 - Internship III**

Students in the master's program may complete a third 100 to 400-hour internship (one credit requires a minimum of 100 hours of internship; two credits equals 200 hours, 3 credits equals 300 hours, 4 credits equals 400 hours) that focuses on the development of advanced clinical and counseling skills. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/fail basis only.

Credit(s): 3

### **PCMH 665 - Program Evaluation and Systems Research**

This course introduces students to the principles and practices of program evaluation and systems research, including quantitative and qualitative research methodologies. Students become informed readers of research literature, develop a research proposal on a topic of interest and learn how to use data to evaluate individual clinical practice and program/agency outcomes. Methods for gathering information from and for key constituencies are emphasized.

Credit(s): 3

### **PCMH 666 - Professional Counseling Orientation & Ethics**

This course covers significant practice-based challenges for clinical mental health and substance abuse counselors. The course includes a review of ethical standards and guidelines that have been developed by various helping professions, focusing on clinical mental health counseling as well as addiction counseling. It examines common tensions, polarities, practical implications and moral conflicts within which the counselor must exercise discretion and judgment, and explores the legal and ethical frameworks through which these decisions must be considered. Specific topics include credentialing in students' respective states, HIPAA and 42CFR 2. Through discussion, role play, real-time case examples and guest speakers, students deepen their understanding and commitment to the multiple roles of counselors in a multiagency, interdisciplinary context

Credit(s): 3

### **PCMH 670 - Organizational Leadership & System Change**

This course explores aspects of the leadership and management role within mental health and counseling organizations. It provides an introduction to such topics as personal management and self-awareness, staff and clinical supervision, organizational dynamics/change/leadership, and managed care. It examines the research on community and systems change, strategies for analyzing and understanding communities and service systems, and community organizing and advocacy approaches. Students learn the consultation skills critical to promoting collaboration and change in organizations and communities, and complete a project which integrates the research literature with practical applications and action strategies in this area.

Credit(s): 3

### **PCMH 675 - Mental Health, Addictions & Family Systems**

There are three emphases in this course. One is on an understanding of family systems and family-based approaches to treatment, including issues related to culture and ethnicity, the impact of domestic violence, effects specific to very young children, and so forth. The second is on a thorough understanding of addictive disorders across the lifespan, including system and community issues, such as how to address cross-social service system treatment barriers, and community education and mobilization. The third is on specific interventions for youth who are abusing substances, for example, strategies for providing intensive treatment options in the community, developing pro-social behaviors, safe detox for adolescents, and the legal issues which affect minors (e.g., differences in age of consent for mental health and substance abuse treatment, involuntary treatment issues).

Credit(s): 3

**PCMH 676 - Psychopharmacology in Mental Health & Addictions, Across the Lifespan**

Students gain a working knowledge of major medications used to treat psychiatric, substance use and co-occurring disorders, and their actions and side effects, as well as basic medical problems for which referrals should be made. Issues specific to children and youth, adults and elders are addressed. This course also covers the physiology of addictions and the effects and prevalence of the major addictive substances of abuse. Students develop an understanding of withdrawal symptoms and detox protocols. Educating individuals and their families on medication benefits and side effects is emphasized.

Credit(s): 3

**PCMH 680 - Diagnosis, Assessment & Psychopathology**

This course provides an overview of standard assessment and diagnostic methods in mental health counseling, which includes the classification, description and differential diagnosis of mental health and substance use disorders. Students will develop the capacity to use a systematic inquiry process for obtaining and evaluating important and accurate information during assessment. Students will gain a practical, working knowledge of the DSM-5, as well as skills to assess strengths, mental status, and trauma. The role of hypothesis formulation and hypothesis testing will be considered, along with the etiology and treatment indications for various disorders. Ethical, cultural and other issues and biases related to assessment and psychopathology are discussed.

Credit(s): 3

**PCMH 682 - Human Growth and Development**

This course offers a review of significant research findings and theories about human development and transitions across the lifespan. The emphasis is on building a multidimensional framework for understanding development processes and dynamics, while addressing the impact of predictable challenges as well as traumatic events over the lifespan. Emphasis is placed on the interplay of biological, cognitive, social, and cultural factors associated with both normal and abnormal development.

Credit(s): 3

**PCMH 683 - Group Process**

This course enables participants to acquire knowledge about theory and a way of thinking about and working with small groups. It is based on the assumption that experiential learning is the most effective way to get acquainted with a new and challenging topic. The course combines presentations of various theoretical issues related to group work with structured learning experiences that enable the application of newly acquired content in familiar contexts.

Credit(s): 3

**PCMH 685 - Social and Cultural Foundations**

This course focuses on the interaction between society and the individual. Students gain an understanding of issues related to race, gender, age, disability, sexual orientation, ethnicity, culture and religious preferences and develop the knowledge and skills for culturally competent practice in behavioral health services.

Credit(s): 3

**PCMH 686 - Career and Lifestyle Development**

This course reviews the major theories of career counseling. It explores life factors and roles that influence decision-making and reviews community and informational resources for career development. It also covers major career-counseling techniques and programs for the general population and for people with disabilities.

Credit(s): 3

**PCMH 688 - Clinical Counseling Theories**

This course provides students with an overview of several formal theories of clinical mental health counseling and psychotherapy, including implications for research and practice. Many of the major theories are discussed, such as Psychodynamic, Humanistic, Experiential and Behavioral. Focus is on the theories' historic and functional connection



to specific approaches, such as CBT, REBT, Solution- Focused and Narrative. Family Systems approaches are discussed as well. Course involves multiple modalities, including case-study reviews and skill-based applications  
Credit(s): 3

### **PCMH 689 - Early Childhood and Infant Mental Health**

This innovative new course provides an overview of the latest assessment and intervention techniques used with infants, very young children and their families, with a strong emphasis on social and emotional development and mental health. Students will gain an understanding of the impact that early trauma, family violence, poverty and development disabilities can have on young children. Students will establish a context for working with young children in various community settings.

Credit(s): 3

### **PCMH 690 - Master's Project**

Students must write a significant paper that is a literature review in an emerging area of clinical practice; a review and analysis of a policy issue or trend; a program design, development or evaluation; a system change strategy plan or analysis; or a grant proposal. Students are expected to integrate relevant literature, concepts and theories from their courses.

Credit(s): 2

### **PCMH 692 - Elders: Mental Health and Addictions**

Americans over the age of 65 are a fast growing segment of the population. A significant percentage of elders have mental health or substance abuse concerns. This course is designed to better prepare mental health and substance abuse counselors and other related professionals for the treatment and support of elders. Students will gain knowledge of specific strategies for screening, assessment, and treatment of elders, including attention to: situational concerns such a loss, grief and social isolation; issues of trauma and elder care; differential diagnosis of new vs. existing conditions; symptoms related to dementia and Alzheimer's; mental health issues related to depression, mental illness and changes in executive function; substance use issues, including interactions with medications, and other related medical conditions. Students also will gain an understanding of the larger service systems and community resources available to elders.

Credit(s): 3

### **PCMH 710 - Independent Study**

This course is intended to be designed independently by a Program in Community Mental Health graduate student, in concert with an instructor, and with program approval. The independent study may address a clinical, management or research topic, either to meet a specific course category needed for licensure that is not otherwise covered within the curriculum or to allow the student advanced study in an area of interest.

Credit(s): 3

## **Culinary Arts**

Department Chair: Prof. Vicki Connell

### **TCI 109 - Food Purchasing**

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. Offered every year.

Prerequisite(s): Must be enrolled in the Culinary program

Credit(s): 3

**TCI 110 - Culinary Skills and Procedures**

This is a foundation course for students embarking on culinary careers. It emphasizes basic cooking techniques, culinary terminology and the proper uses of culinary tools. A typical class consists of a classroom lecture and demonstration of food preparation by the instructor followed by hands-on food production by the students. Goals of the course include learning the importance of detailed organization, or "Mise en Place;" correct cooking procedures; and appropriate attitudes towards the culinary profession as developed by the culinary program and the American Culinary Federation. Offered as needed.

Prerequisite(s): TCI 110 colloquium must be enrolled in the Culinary program

Credit(s): 3

**TCI 111 - Progressive Culinary Techniques/Menu Imp**

Food Production continues TCI 110 with lectures and demonstrations to strengthen students' backgrounds and knowledge of cooking techniques and their application to a variety of products. Sauce production and meat fabrication will be studied in more detail. Students also produce multicourse American menus. Appropriate readings and written assignments are included. Offered as needed.

Prerequisite(s): TCI 111 colloquium, TCI 110, and must be enrolled in the Culinary program

Credit(s): 3

**TCI 113 - Fundamentals of Baking**

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. Offered as needed.

Prerequisite(s): TCI 113 colloquium must be enrolled in the Culinary program

Credit(s): 3

**TCI 114 - Intermediate Baking**

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. Offered as needed.

Prerequisite(s): TCI 114 colloquium and TCI 113 must be enrolled in the Culinary program

Credit(s): 3

**TCI 116 - Safety and Sanitation**

This course examines the fundamentals of sanitation in foodservice operations. Techniques of proper sanitation and safety will be studied and practiced. Students will become familiar with HACCP, Federal, State, and Local sanitation and safety requirements. Topics studied include the importance of proper sanitation procedures, purchasing and receiving of safe food. Emphasis is placed on the elimination of cross-contamination and harmful pathogens.

Management strategies demonstrate the importance of the integration of pest management, employee sanitation and safety training and proper safety and security measures. The NRA Serve Safe Sanitation Exam, a degree requirement, is given to students during the course.

Prerequisite(s): Must be enrolled in the Culinary program

Credit(s): 3

**TCI 167 - Nutritional Cooking**

Through this course, the student will develop knowledge toward a cohesive concept of health. Because the majority of all diseases and illnesses is directly related to lifestyle, emphasis is on day-to-day living and the individual's

responsibility to and for himself or herself. Contemporary nutritional theories are applied in the production lab, where students practice various dietary menus. Offered once a year.

Prerequisite(s): TCI 167 colloquium must be enrolled in the Culinary program

Credit(s): 3

### **TCI 208 - New American Cuisine**

This course is designed for students to gain knowledge of the properties of the new American cuisine and to create lighter, healthier foods for consumption and home preparation. Offered as needed.

Prerequisite(s): TCI 111 must be enrolled in the Culinary program

Credit(s): 3

### **TCI 211 - Italian Cuisine**

Students will strengthen their cooking skills and techniques by producing food to be served in the public restaurant and banquet facilities. Students will rotate through each station of the kitchen, practicing the skills and techniques learned in TCI 110 and TCI 111. In addition to the strongly emphasizing classical cooking techniques, the course will provide students with production experience in breakfast cookery, salads and dressings, hot and cold hors d'oeuvres, canapes, sandwiches, cheeses and a la carte desserts. The development of production techniques, timing and organizational skills are emphasized. Offered as needed.

Prerequisite(s): TCI 211 colloquium and TCI 111 must be enrolled in the Culinary program

Credit(s): 3

### **TCI 217 - Classical Cuisine**

Students prepare products using classic recipes from specific regions in France. They learn the cooking techniques that have been proven over time and how regional influences have helped shape the foods indigenous to French cooking. Food is prepared in this class for a la carte service in the public dining room of the Hospitality Center. Offered every semester.

Prerequisite(s): TCI-217 colloquium must be enrolled in the culinary program

Credit(s): 3

### **TCI 218 - International Cuisine and Service**

In this production class, students prepare the cuisine of six different nationalities. Middle Eastern, Latin, Bavarian, Italian, Chinese and Asian cuisines are practiced and a set menu is provided for service in the culinary dining room. All facets of a country's cuisine, from appetizers through desserts, are studied. Offered every semester.

Prerequisite(s): TCI 218 colloquium must be enrolled in the Culinary program

Credit(s): 3

### **TCI 220 - Charcuterie**

This course introduces students to all aspects of the cold kitchen. The course begins with an overview of the history of garde manger and the proper selection, care and handling of ingredients. Students are encouraged through their lab work to demonstrate an understanding of classical garde manger techniques. Each lab begins with a class lecture on the day's topic followed by an instructor's demonstration. Students then work on projects based on the lecture and demonstration. Content area includes: cured and smoked foods, charcuterie, terrines and pates, aspic and chaud froid, cheese, hors d'oeuvres, appetizers, cold sauces and condiments. Basic ice carving and buffet layout are covered.

Required outside study will include French and English terminology associated with garde manger and readings in the textbook. This course is designed to study purchasing, receiving, evaluating and proper storage procedures of meats. Emphasis is placed on primal and subprimal cuts, federal inspections, grading yields, and the classifications of meats, poultry and game. Laboratory activities include hands-on fabrication of pork, beef, poultry, lamb and veal.

Prerequisite(s): TCI 111 must be enrolled in the Culinary program

Credit(s): 3

**TCI 224 - Skills of Meat Cutting**

This course is designed to study purchasing, receiving, evaluating and proper storage procedures of meats. Emphasis is placed on primal and subprimal cuts, federal inspections, grading yields, and the classifications of meats, poultry and game. Laboratory activities include hands-on fabrication of pork, beef, poultry, lamb and veal.

Prerequisite(s): TCI 111 must be enrolled in the Culinary program

Credit(s): 3

**TCI 230 - Retail Baking**

This lab and service course provides students with the opportunity to produce and merchandise bakery products for sale to the public. Students will research, develop and produce products to augment the basic menu of the public coffee and pastry shop. Offered as needed.

Prerequisite(s): TCI 230 colloquium, TCI 114 must be enrolled in the Culinary program

Credit(s): 3

**TCI 233 - Classical Baking and Plate Composition**

Students in this course will expand on the baking knowledge they attained in the previous two courses. Students will become more proficient in baking techniques through lectures, demonstrations and participation in baking labs. More emphasis is placed on classical terms, desserts, terminology, equipment and techniques. Particular emphasis is given to decorative projects. Offered once a year.

Prerequisite(s): TCI 114 must be enrolled in the Culinary program

Credit(s): 3

**TCI 235 - American Regional Cuisine**

This course explores the historical implications of the development of regional American cuisines and their effects. Diverse ethnic backgrounds and regional availability and their roles in the development of truly American dishes are explored. Students will assemble and produce menus that encompass cuisine from a region's earliest beginnings to a variety of food that is prepared today. Offered once a year.

Prerequisite(s): TCI 235 colloquium and TCI 111 must be enrolled in the Culinary program

Credit(s): 3

**TCI 238 - Cake Decorating**

This course builds on the introduction of cake preparation and icing technique instruction delivered in TCI 114 Intermediate Baking. Through weekly lecture and lab sessions, students will reinforce cake mixing and baking skills. Basic tiered construction and support devices will be discussed and applied to multi-tiered cake projects. Buttercream, royal icing and rolled fondant application, and decorating techniques using the pastry bag and icing tips, stencils, color-flow transfer, fondant decoration, and an introduction to gumpaste flowers will be covered.

Prerequisite(s): TCI 114 must be enrolled in the Culinary program

Credit(s): 3

**TCI 240 - Advanced Pastry**

This practical lab course introduces students with an interest in baking to more advanced mediums used for decorative pastry items. Each class session begins with a discussion of a specific medium and the scientific principles governing its manipulation. Students are presented with a basic recipe and technique and are given lab time to develop their skills with each medium. Ways to incorporate the item of the day into a more elaborate showpiece also are taught. Offered as needed.

Prerequisite(s): TCI 114 must be enrolled in the Culinary program

Credit(s): 3

**TCI 250 - Dining Room Management**

This course will focus on the basic principles of supervising a food service operation. Management theories will be explored in the context of a changing service industry. Hiring, training, motivating, directing, delegating and solving problems as a chef-manager will be emphasized. Offered as needed.

Prerequisite(s): Must be enrolled in the Culinary program

Credit(s): 3

**TCI 256 - Food and Beverage Cost Control**

This course reviews the computational arithmetic skills required for accurate food service preparation, operation and management. The methods used to solve mathematical problems that relate to food service operations are stressed.

Topics covered include operations with whole numbers, fractions, decimals, percents, weights and measures, recipe conversion, menu pricing, food cost, inventories, break-even analysis and financial statements. Use of a calculator is stressed. Offered once a year.

Prerequisite(s): Must be enrolled in the Culinary program

Credit(s): 3

**TCI 275 - Etruscan Culture and Cuisine**

Students are provided a submersion experience with an emphasis on food products, cuisine, and cooking techniques, based on the culture and history of the Etruscans in Italy. This course explores the region and food through investigation of farming, production and distribution of foods, especially the cheese, meat and wines of Tuscany and other areas that align with the scope of the course. Baking and culinary lab experiences will take place in the Zeppelin restaurant, with Chef Owner Lorenzo Polegri. Five vineyard - based wine seminars are also included. Lab fee required in advance of travel associated with class. Fundraising activities required within course content.

Prerequisite(s): Permission of instructor

Credit(s): 3

**TCI 280 - International Baking and Desserts**

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(s): TCI 280 colloquium must be enrolled in the Culinary program

Credit(s): 3

**TCI 311 - Pizza to Pizzerias**

In this course student will prepare and evaluate different styles of pizza making. They will then plan and execute different styles of Pizzerias menus for the Quill Restaurant, serve the menu, and evaluate cost viability. Students will research the cost and acquisition of new and used equipment and other resources needed to open a pizzeria. They will explore costing, menu diversification, inventory, and beverage pairing, and staffing requirements. Students will be exposed to how a pizzeria can be a gateway business that can grow into full-service restaurant service.

In this class students will work in small groups planning and executing pizzeria style menus. They will then track costing of food, labor and other expenses.

Prerequisite(s): Completion of 60 credits and TCI 217 and TCI 218, or TCI 233 and TCI 280, or approval of instructor

Credit(s): 3

**TCI 320 - Baking for the Restricted Diet**

The cause, effect and current research attributed to diabetes, heart disease, gluten and other food allergies, Crohn's disease, colitis and IBS will be the focus of lectures. Students will then prepare and evaluate baked goods and desserts

in the baking lab that fulfill each restrictive diet criteria. Emphasis is placed on a thorough understanding of the underlying disease and its relationship to diet, and the development of satisfying products that maintain the constraints of a restricted eating plan.

Prerequisite(s): TCI 320 colloquium, TCI 114, and TCI 167 must be enrolled in the Culinary program

Credit(s): 3

### **TCI 325 - Artisan Breads**

This course defines the terminology and techniques utilized in the production of a variety of yeast breads. Emphasis will be placed upon proper mixing, proofing, finishing, and baking techniques. Students will be required to analyze the components of the bread dough at its various stages, and to evaluate the finished product. The sequential steps that are essential to successful bread making will be discussed in lecture and applied in daily production. The course will provide the information, tools and instruction necessary to gain proficiency in the preparation of a variety of rustic breads including; Rustic Black Olive and Pepper Rounds, Country Sourdough Boule, Ciabatta, Crusty Italian, Parisian Baguettes and Vienna Bread.

Prerequisite(s): TCI 114 must be enrolled in the Culinary program

Credit(s): 3

### **TCI 330 - Media of Culinary Artistry**

This class will explore the various forms of media and their impact on the industry throughout history. We will focus on press, radio, film and software applications. Topics covered include writing recipes for the print media, identifying leading media figures in the culinary industry, demonstrating techniques necessary for the production of a culinary video, understanding the applications of training videos in the work environment and critiquing cooking shows for content and entertainment value.

Prerequisite(s): TCI 111 and TCI 256 must be enrolled in the Culinary program

Credit(s): 3

### **TCI 335 - The Sustainable Kitchen: Farm to Table**

Students will explore and research the viability of working within a framework of sustainability in the restaurant industry. We will be working in the classroom, in the kitchen and visiting local farms and purveyors to establish practices that can be beneficial for both the environment and the restaurant. We will be exploring ways of building relationships with growers/purveyors, setting up personal goals for sustainability, methods for implementing those goals. We will be creating seasonal menus, exploring ways to negotiate and work with farmers/purveyors to create mutually beneficial relationships, and how to extend the Farm to Table principles in a cold weather region. Students will explore the integral part a restaurant plays within the community and aspects of social responsibility - be those to the environment, the customers, employees and the basic need for profit for the restaurant to remain sustainable for itself. This course will utilize classroom lecture and discussion, visits to and from local farmers/purveyor, and kitchen lab time for preparing foods.

Prerequisite(s): Must be enrolled in the Culinary program

Credit(s): 3

### **TCI 340 - Spirits and Mixology Management**

This course is designed to teach students the skills of making, pricing, and making a profit from alcoholic beverages. This class has a lab component that emphasizes the importance of the skills of bartending to food service operations. Throughout history alcoholic beverages have played an important role in most cultures. As civilization developed, the inns, alehouses, and taverns were central to the growth of towns, travel, and the communication of ideas. This course is designed to give the student an overview of these topics and also cover mixology and bartending.

Prerequisite(s): TCI 256 must be enrolled in the Culinary program

Credit(s): 3

**TCI 371 - Food Styling and Presentation**

This course is designed to study the trends of food presentations and plating techniques. The course examines the fundamentals of food styling with a modern influence of art and design.

Prerequisite(s): Must be enrolled in the Culinary program

Credit(s): 3

**TCI 390 - Culinary Cooperative Education**

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 pre-determined length of time with specified starting and ending dates (usually a three- to four-month summer season) working at an approved food service operation. Open to culinary students only. Offered every year.

Prerequisite(s): TCI 111, TCI 114 and TCI 116 or permission of instructor must be enrolled in the Culinary program

Credit(s): 2 - 3

**TCI 390A - Culinary Cooperative Education**

Guided cooperative education experience for integrating study and experience. Students are contracted to maintain employment for a minimum of 240 hours over a pre-determined length of time with specified starting and ending dates (usually a 3-4 month summer season) working at an approved food service operation. Open to Culinary Arts students only. Offered every year.

Prerequisite(s): TCI 111, TCI 114 and TCI 116 or permission of the instructor and consent of the hospitality division chair

Credit(s): 3

**TCI 410 - Cooking Without Recipes**

This course is a production and hands on course. Students will be faced with a mystery basket style experience on a weekly basis. This will test their creativity, organization and teamwork abilities. The class will come together to evaluate the product given, look at menu restrictions given for the day by the professor, and create lunch or dinner style dish. Students are encouraged to enhance their skills of cooking techniques like grilling/broiling, roasting, sautéing and deep-frying.

Prerequisite(s): Must be enrolled in the Culinary program

Credit(s): 3

**TCI 420 - Sugarcraft and Cake Design**

This course allows students to further develop their ability in creating realistic flowers, leaves, and decorative elements using a variety of sugar pastes, food color painting techniques, and floral arranging concepts. A review of the various types of sugar mediums and their application in cake design will be discussed. The unique tools of the trade will be introduced, and lab time will afford students the opportunity to create a range of floral sprays and practice of decorative techniques on sugar paste. Students will create a finished cake for their final project, incorporating a floral design of their choosing.

Prerequisite(s): TCI 217 or TCI 233 must be enrolled in the Culinary program

Credit(s): 3

**TCI 430 - Dietetics and Spa Cuisine**

This course introduces students to the world of spa, taking a comprehensive look at subjects ranging from the history and cultural development of spas to spa terminology and financial realities. The course takes students through a typical day from a spa director's perspective, examines the qualities of outstanding service, and discusses industry trends and future directions. It is also intended to build a greater awareness and understanding of today's health conscious and educated food service patron. It addresses the marriage of nutrition and the imaginative, flavorful cuisine demanded by today's consumer.

Prerequisite(s): TCI 430 colloquium, TCI 167, and TCI 256 must be enrolled in the Culinary program

Credit(s): 3

### **TCI 440 - Catering and Banquet Management**

The classroom portion of this course will focus on the advanced principles of supervising/developing/marketing a food service operation that is either off-site or is served in a separate room. Management theories will be explored in the context of off-site catering or Banquet execution: Developing Systems and Controls, Purchasing Matrixes, Targeted Marketing Plans, Client Service and Problem Solving are emphasized. As well as Regulatory Needs, Staffing and Equipment Needs.

Prerequisite(s): TCI 111 and TCI 256

Credit(s): 3

### **TCI 480 - Independent Study**

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. Offered every year.

Prerequisite(s): Must be enrolled in the Culinary program

Credit(s): 3

## **Economics**

**Department Chair: Dr. Michael Tasto**

### **ECO 101 - Economics of Social Issues**

This course will introduce students to economics of social issues, focusing on today's most pressing social and economic problems from both a domestic and global perspective. First, students will trace the development of our economic society from the Middle Ages to the present in order to gain a perspective on why our present day economy is the way it is and where it may be headed. Next, participants will examine issues of, but not limited to, environment, healthcare, and the equity of income distribution using tools of macro and microeconomic analysis. Other areas of possible inquiry and analysis could include abortion, gay marriage, drug and alcohol use, assisted suicide, military draft, gun control, bribery, or any other area of inquiry which a student may choose. Students will be required to select a social and/or economic issue of their choice for a semester long study and will present the results of their work and recommendations for public or private action. This is a writing intensive course. Open to non-business majors only.

Credit(s): 3

### **ECO 201 - Microeconomics**

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(s): MAT 130, MAT 140, MAT 210, MAT 240 or MAT 106 and MAT 206

Credit(s): 3

### **ECO 202 - Macroeconomics**

This course explores the manner in which the overall levels of output, income, employment and prices are determined in a capitalist economy. The focus is on the forces that act to shape these factors and determine their fluctuations. The role of government fiscal and monetary policy in influencing the level of economic activity is also a major area of study. The impact of international transactions on the domestic economy also is discussed.

Prerequisite(s): MAT 130, MAT 140, MAT 210, MAT 240 or MAT 106 and MAT 206

Credit(s): 3



**ECO 205 - Foundations of Macroeconomics**

Foundations of Macroeconomics explores the manner in which the overall levels of output, income, employment and prices are determined in a capitalist economy. The focus is on the forces that act to shape these factors and determine their fluctuations. The role of government fiscal and monetary policy in influencing the level of economic activity is also a major area of study.

Prerequisite(s): Completion of ECO 201 or taken concurrently in the 2nd 8-week term.

Credit(s): 2

**ECO 301 - Managerial Economics**

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.

Prerequisite(s): (ECO 201 and ECO 202 or ECO 205) and (MAT 240 and ACC 202 or ACC 205)

Credit(s): 3

**ECO 306 - Money and Banking**

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.

Prerequisite(s): ECO 201 and ECO 205

Credit(s): 3

**ECO 322 - International Economics**

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.

Prerequisite(s): ECO 201 and ECO 205

Credit(s): 3

**ECO 375 - Economics of Professional Sports In the U.S.**

This course employs the models and theories developed in microeconomics to study the sports industry in the United States. The course applies three areas of economic theory to the study of professional sports (baseball, basketball, football and hockey) as well as intercollegiate sports. The three areas of economic theory utilized are industrial organization, public finance, and labor economics. Industrial organization theory is used to analyze the types of competition and market structure that exist in the sports industries. The analysis includes an exploration of the costs and benefits of market power as well as the role of the media and the government in the operation of sports franchises and leagues. Public finance theory is used to explore how cities have tied economic development to sports franchises, to analyze the impact of tax-based funding of stadiums, and to evaluate the costs and benefits of sports franchises to their community. Labor economic theory is used to investigate labor conflict and collective bargaining in professional sports as well as the role played by discrimination in professional sports labor markets. Finally, the course explores the existence of the unpaid professional student-athletes and their employer, the NCAA.

Prerequisite(s): ECO 201

Credit(s): 3

**ECO 402 - Intermediate Macroeconometrics**

This course develops models of short-to-medium-run fluctuations in overall economic activity as well as long-run models of economic growth of a nation. The former category of models includes the Keynesian, New Classical, and New Keynesian frameworks. Particular emphasis will be placed on the New Keynesian model. Empirical testing of the models using computer software will involve the statistical analysis of macroeconomic data. The primary econometric tools for analyzing this data will be regression and its extensions and modern time series analysis. Long-run models of economic growth including the Solow model and the Romer model will also be examined.

Prerequisite(s): ECO 201, ECO 202 or ECO 205 and MAT 240

Credit(s): 3

**Education****EDU 102 - Foundations of Education**

This course give students an overview of American education including history, philosophy and current issues. It will introduce students to strategies for creating a learning environment that support student learning. This course is taken concurrently with EDU 102L.

Prerequisite(s): Taken concurrently with EDU 102L

Credit(s): 3

**EDU 102L - Foundations of Education Lab**

This course will introduce students to classroom structures that support differentiated instruction and other research-based approaches for effective teaching. Topics include lesson planning and reflection, state standards and grade level expectations, small group and whole group instruction, and assessment tools strategies. This course is taken concurrently with EDU 102.

Prerequisite(s): Taken concurrently with EDU 102

Credit(s): 1

**EDU 120 - Developing Mathematical Thinking**

This course will investigate the role that problem solving plays in the teaching and learning of mathematics. Students will learn strategies for assessing their own formal and informal problem solving strategies, as well as strategies for developing those same skills with students in the elementary grades. Mathematical content is investigated through a pedagogical perspective.

Credit(s): 3

**EDU 200 - Introduction to Education**

This course gives students an overview of American education through analysis of its historical and philosophical roots. Contemporary issues in American education are emphasized. Non-education majors may use this course as a social science elective.

Credit(s): 3

**EDU 203 - Professional Responsibility and Ethics in Teaching**

The purpose of this course is to help students develop an understanding of teaching as a profession by drawing upon established and contemporary research, the wisdom of practice, and emerging educational policies and practice. In addition, this course will help students to prepare for the ethical problems they will routinely confront in their professional lives. Teachers require unique moral sensitivities and understandings. By the end of the course, students should have a command of the basic skills of ethical reasoning, a familiarity with the most important ethical concepts that apply to their work, and an ability to apply these skills and concepts.

Credit(s): 3

**EDU 208 - Assessment, Accountability and Teaching in the Classroom**

This basic course for classroom teachers explores various techniques necessary for designing and implementing authentic measures to assess successful student learning.

Prerequisite(s): MUE 100, EDU 270, EDU 271 or EDU 220

Credit(s): 3

**EDU 220 - Teaching in the Middle School**

Offered in Spring semester only

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.

Credit(s): 3

**EDU 225 - Mathematics Instruction/Young Children**

This course covers the mathematical development of young children from birth to age eight as well as scientifically valid strategies for facilitating development in various areas, including, but not limited to: mathematical terminology, symbols, and representations; number properties and number; standard arithmetical operations; number operations and computational techniques; patterns, relations, and functions; type and properties of geometric figures; basic geometric concepts; relationship between standard algorithms and fundamental concepts of algebra and geometry; measurement instruments, units, and procedures for problems involving length, area, angles, volume, mass and temperature; collection organization, and analysis of data; and the application of mathematical reasoning to analyze and solve problems. This course covers both normative and non-normative development of mathematical skills. This course aligns with national and state standards and with NECAP. TCP acceptance is required.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Credit(s): 3

**EDU 232 - Young Adult Literature**

This course provides focus on literature designed for the adolescent reader, grades 5-12. Students read examples of young adult fiction and nonfiction, interview adolescents about their selections, study criteria for selection and evaluation of writing done for or by adolescents, and learn strategies for integrating these books into a standard English or social studies curriculum.

Credit(s): 3

**EDU 245 - Lit for Children and Young Adolescents**

This course offers an interpretive and critical study of literature that is appropriate for children from preschool through the eighth grade. The course will focus on the various literary genres, elements of fiction, authors and illustrators.

Credit(s): 3

**EDU 250 - Examining Science Content**

This course is designed for future educators who want to further understand the adult content knowledge that is the foundation of the science content and skills they will teach in the K-8 classroom. Emphasis will be on disciplinary core ideas, crosscutting concepts, and content resources. The issue of preparing for national testing in the science will also be addressed.

Credit(s): 3

**EDU 255 - Robotics in K-12 Education**

Students will gain an awareness of procedures involved in using robots to further the education of K-12 students. Students will be introduced to a variety of robots and gain an understanding of the robots' capabilities as well as how they can be used effectively in educational settings. The characteristics of each type of robot will be investigated allowing students to determine the "best practice" use of robots. Students will also become familiar with robot

programming procedures. Students will consider ethics and the social responsibility of teachers using robots in the classroom.

Credit(s): 3

### **EDU 261 - Emerging and Early Literacy: Grades K-4**

The course will examine several major theoretical perspectives on literacy development from K through 4th grade. Students will explore and create literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds and with special needs will be integrated into the course content.

Credit(s): 3

### **EDU 266 - Exploring Social Studies Content**

This course is designed for future educators who want to further understand the social studies content and skills they will teach. Emphasis will be on the social studies themes, concepts, and core curriculum in the K-8 classroom. The issue of preparing for national testing in the social studies will also be addressed.

Credit(s): 3

### **EDU 270 - Foundations of Teaching and Learning**

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.

Prerequisite(s): EDU 200

Credit(s): 3

### **EDU 271 - Methods of Teaching Secondary Education**

Offered in Spring semester only

This course teaches students how to develop effective strategies for delivering content knowledge consistent with standards based learning. Strategies and delivery methods include constructivism, differentiation, peer group learning, cross-curricular lesson planning and writing across the curriculum. Students will promote literacy in the content areas by developing lesson plans that incorporate cognitive strategies for reading, writing, speaking, and viewing.

Prerequisite(s): EDU 200 and completion of 30 credits

Credit(s): 3

### **EDU 312 - Writing Workshop for Educators**

Offered in Fall semester only

This class is designed to help future teachers to fine-tune their own writing, while they learn ways to incorporate writing into their teaching. The course inspires future teachers to enjoy the possibilities of writing in their classrooms, so their students will also. An examination of a wide array of useful classroom approaches will promote better reading and learning and support differentiation. Well-designed writing assessments promote critical thinking as well as higher levels of literacy. Topics will include prewriting techniques, using art and music to promote writing, unlocking the secret to assigning interesting and useful journals, techniques for painless peer editing, practices that streamline grading of papers, and how to find and incorporate excellent models for writing.

Prerequisite(s): EDU 200 and ENG 121 or ENG 200

Credit(s): 3

### **EDU 320 - Methods of Teaching English I**

Offered in Fall semester only

This course prepares students to teach English in grades 5 through 12. Students will develop and deliver lessons, find and use education-media, design essay questions, writing prompts, and other appropriate assessments, and choose

reading materials appropriate to individual student abilities. Topics include current practices, technology resources, strategies for teaching reading and writing, vocabulary and language building, young adult literature, television and film, questioning, testing and grading, classroom management, and professionalism.

Prerequisite(s): EDU 271 must be enrolled in the Teacher Certification program

Credit(s): 3

### **EDU 324 - The Inclusive Classroom**

This course examines teaching strategies and techniques for early childhood, elementary education, middle school, and high school. Students will conduct in-depth study of behavior theory and practical application in the classroom environment. Students will learn to promote learning environments where students can set goals and accept responsibility for their own learning. Modification and accommodations will be researched at each level discussing the best approaches depending upon the age of the child. Alignment with the regular education curriculum includes a review of the Grade Level Expectations and the Grade Span Expectations and Common Core Standards. Students will leave this class with a good understanding of the progression and development of students with disabilities K-12 personally, socially physically, and academically. TCP acceptance is required.

Prerequisite(s): SPED 260 or SPED 210

Credit(s): 3

### **EDU 326 - Methods of Teaching Social Studies**

Offered in Fall semester only

This course helps to prepare students to teach history, geography, economics, civics, and social science areas in grades 5 through 12. A variety of teaching methods prepare students to write lessons and prepare standards-based units that include other disciplines, formative and summative assessments, integrate technology and to differentiate instruction.

Prerequisite(s): EDU 271 must be enrolled in the Teacher Certification program

Credit(s): 3

### **EDU 328 - Teaching in the High School**

This course helps to prepare students to teach at the high school level. It is designed for social studies and English Language Arts certification candidates. There will be a strong focus on competency-based educational practices.

Prerequisite(s): TCP acceptance, must be taken with EDU 338 - Teaching Writing in the Humanities.

Credit(s): 3

### **EDU 335 - Methods of Teaching Elementary Mathematics**

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. TCP acceptance is required.

Prerequisite(s): MAT 106 and MAT 206 must be enrolled in the Teacher Certification program

Credit(s): 3

### **EDU 338 - Teaching Writing in the Humanities**

This course prepares students to teach writing grades 5-12 using an interdisciplinary approach. Students will explore the history and chronology of great ideas, integrating their knowledge of content subjects while creating writing opportunities for their students.

Prerequisite(s): TCP acceptance. Must be taken with EDU 328 - Teaching in the High School.

Credit(s): 3

### **EDU 345 - Teaching English Language Learners**

In this course students will study the history, pedagogy and techniques for teaching English Language Learners.

Methods and approaches used to teach in culturally diverse classrooms will be examined. This course will enable students to facilitate the modification of the content and the scaffolding of learning for English Language Learners.

Prerequisite(s): TCP acceptance

Credit(s): 3

### **EDU 348 - Competencies in the Social Studies**

This course is designed for future secondary educators who want to further understand the social studies content and skills they will teach. Emphasis will be on the social studies themes, concepts, and core curriculum in the 5-12 classroom. The issue of preparing for national testing in the social studies will also be addressed.

Prerequisite(s): TCP acceptance

Credit(s): 3

### **EDU 359 - Writing/Literature/Elem**

This course focuses on the relationship between literature written for children and young adolescents, and the development of competence in writing, speaking, and listening. The course provides a thorough overview of multiple genres of literature for children and young adolescents. The course examines principles of literacy learning in children and introduces theories, practices, and materials for teaching writing in elementary grades. Many ways to teach writing are included such as writing development, research on writing, curriculum development, methods of teaching writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms. Strategies for teaching writing, and literature to all children in a multi-cultural setting will be emphasized.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Credit(s): 3

### **EDU 362 - Literacy in the Content Areas: 4-8**

In this course, students study effective practices that support the development of reading comprehension and writing strategies for accessing information across content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements using the applications of strategic reading and writing. TCP acceptance is required.

Prerequisite(s): EDU 261 must be enrolled in the Teacher Certification program

Credit(s): 3

### **EDU 363 - Literacy Facilitation for all Learners**

This course focuses on the attributes of struggling readers and writers, on diagnosing difficulties and developing literacy intervention plans. Students do a case study by performing a literacy diagnosis of one struggling student, developing an intervention plan and beginning its implementation. TCP acceptance is required.

Prerequisite(s): EDU 261 must be enrolled in the Teacher Certification program

Credit(s): 3

### **EDU 370 - Science for Early Learners**

This course applies developmental theory to the construction of curriculum and explores methods for teaching health and science. Students focus on preparing developmentally appropriate experiences that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lesson and unit plans that align with science literacy standards. TCP acceptance is required.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Credit(s): 3

### **EDU 375 - Middle School Science Methods**

Offered in Fall semester only

This course introduces the principles of the standards-based science curriculum, assessment, and methods of instruction. Students will develop an understanding of developmentally appropriate teaching and classroom management for the middle school years. TCP acceptance required.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Credit(s): 3

### **EDU 376 - Mathematics Teaching Methods**

This course helps to prepare students to teach mathematics in grades 5 through 8 or 7 through 12. The course will develop content pedagogical practices based on current research and standards through a combination of academic and field-based experiences. Students will explore the developmental and environmental characteristics appropriate for the grade range including but not limited to assessments, learning theories and knowledge construction. Students will learn how to connect mathematics and other disciplines, incorporate manipulatives and current technologies into instructional design.

Prerequisite(s): EDU 220

Credit(s): 6

### **EDU 399 - Inquiry Scholars of SNHU**

In this one-credit experience, participants will be given the opportunity to research an assessment question that measures student learning in the School of Education at SNHU. Participants will apply their knowledge of assessment techniques learned in EDU 208 to develop a measureable question, collect and analyze data using a variety of techniques, and will report findings to university stakeholders using a collaborative, cohort approach. It is possible that participants will be asked to present their research at professional conferences or for other external audiences. This is an elective class that may be repeated.

Prerequisite(s): EDU 208

Credit(s): 1

### **EDU 419 - Integrating Social Studies and the Arts in the Elementary School**

This course will explore developmentally appropriate strategies for incorporating movement, music, drama, and the visual arts with the content, processes and attitudes of social studies. Curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts in early childhood and elementary grades will be addressed. TCP acceptance is required.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Credit(s): 3

### **EDU 425 - Literacy Strategies Secondary Education**

This course focuses on the development of reading and writing strategies in support of the content areas in grades 5-12. Students will become familiar with effective practices used to support the development of literacy strategies for students on the secondary level.

Prerequisite(s): EDU 487

Credit(s): 3

### **EDU 435 - Learning with Technology**

This course develops students' knowledge and skill with technology with the ultimate aim of using technology to enhance student learning and achievement. This course also introduces students to learning target (standards/outcomes) and a general model of curriculum development, implementation and assessment. Offered every fall and spring.

Credit(s): 3

### **EDU 440 - Differentiating Instruction**

This course will examine processes for differentiating instruction to maximize learning by creating different learning experiences in response to students' varied needs. Special Education, English Learners, and cultural and linguistic diversity will be covered. TCP acceptance is required.

Prerequisite(s): EDU 490 must be enrolled in the Teacher Certification program

Credit(s): 2

### **EDU 441 - Math Education Research and Practice**

Topics in this course include research methods such as: case studies, interviews and action research. Students will engage in these types of research and analyze related research done in the field of mathematics education. Students will design and implement a research project based on the concepts learned in this class. The impact of research on policies and practices will be explored as students familiarize themselves with state and national standards and policies. Students will also learn how to interpret findings from research and relate them to classroom practices. The course will require 10 - 20 hours of field experience.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Credit(s): 3

### **EDU 480 - Independent Study**

This course allows the student to investigate any education subject not incorporated into the curriculum.

Credit(s): 3

### **EDU 487 - Student Teaching I**

This course is the first of two full-time student teaching experiences required for undergraduate students seeking teacher certification. Students spend four days each week in a NH public school under the mentorship of a certified teacher for one full semester. During this time, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of Southern New Hampshire University faculty. This course also includes seminars at the university. TCP acceptance and acceptance to Student Teaching is required.

Prerequisite(s): Acceptance to TCP and to student teaching

Credit(s): 9

### **EDU 489 - Field Experience**

This course introduces future teachers to the profession through a variety of school-based experiences. Students have the opportunity to explore the nature of teaching and learning in K-12 classrooms through participation in approved field-based educational experiences such as visiting various programs, observing classrooms in action and working with practicing teachers. The course includes a weekly class meeting.

Credit(s): 3

### **EDU 490 - Student Teaching and Seminar**

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes seminars at the university. TCP acceptance is required.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Credit(s): 12

### **EDU 497 - Ethics in Secondary Teaching**

The purpose of this course is to prepare teacher candidates of secondary school certifications for the ethical decisions they will confront in their professional lives. Students will explore ethical best practice and decision-making regarding professional responsibility, caring for students, and promoting the wellbeing of the school and community.

Prerequisite(s): TCP and must be taken in conjunction with EDU 490

Credit(s): 2

### **EDU 498 - Seminar in Mathematics Education**

This course is a one-credit course taken by Middle School Mathematics Education and Secondary Mathematics Education majors during the final semester of student teaching. Students will spend time reflecting pedagogical content



knowledge learned in previous courses and during student teaching. The course will help students develop a deeper and more connected understanding of middle school and secondary mathematics content. Students will also spend time connecting their knowledge of mathematics education to national and state standards and policies regarding the mathematical education of students.

Prerequisite(s): EDU 487

Credit(s): 1

### **EDU 499 - Internship**

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Credit(s): 0 - 12 (variable credit course)

### **EDU 507 - Leadership for Learning**

This course will focus on the knowledge, skills and abilities of a principal to be an instructional leader in his or her building. Learners will study effective instructional practices, levels of rigor and student engagement practices in schools. We will explore aligning those practices to the expectations of state standards at various grade levels. The focus of the course will be to apply knowledge, skills and abilities of an instructional leader so that the outcome of their leadership work is about academic success for all students.

Credit(s): 3

### **EDU 508 - Effective Management of Schools**

This course offers a study of the leadership, management, and safe operations of school facilities and an understanding of school finances as it relates to the teaching and learning process. Leaders will learn how to facilitate and engage school board members in a discussion about how school finance and facilities relate to student achievement. Learners will examine various tools and methodologies that support the school process and how to engage and connect the community members in the budget building process. This course aims to make leaders better managers and consumers of financial information rather than budget officers; learners will better understand the real world implications and consequences of how they allocate funds based on the process and decisions they make.

Credit(s): 3

### **EDU 538 - Literacy Acquisition for Young Children**

This course focuses on the relationship between literacy environments and acquisition of language and literacy skills from birth-kindergarten. Young children's meaningful experiences with language, books, writing, and representational materials lay the necessary foundations for later literacy development. In this course students will investigate literacies beginnings at home and in child care settings. The course provides information on how literacy skills are acquired and nurtured in all young children.

Prerequisite(s): TCP Acceptance

Credit(s): 3

### **EDU 554 - The Development of a Mission, Vision and Goals**

This course offers a study of the leadership, management, and safe operations of school facilities and an understanding of school finances as it relates to the teaching and learning process. Leaders will learn how to facilitate and engage school board members in a discussion about how school finance and facilities relate to student achievement. Learners will examine various tools and methodologies that support the school process and how to engage and connect the community members in the budget building process. This course aims to make leaders better managers and consumers of financial information rather than budget officers; learners will better understand the real world implications and consequences of how they allocate funds based on the process and decisions they make.

Prerequisite(s): EDU 507

Credit(s): 3

**EDU 590 - Process and Communication Skills**

This course will present aspiring principals with concepts, skills, and abilities that foster effective decisions and communication protocols. Students will discover how principals decide which processes to use and when. It will also provide insight and opportunities for students to learn how principals select the best communication devices that are most effective for specific situations.

Credit(s): 3

**EDU 604 - Leading a Collaborative School**

This course requires students to gain principals' knowledge, skills, and abilities to facilitate a process in the building that is highly collaborative and inclusive of all staff members. Building leadership capacity in teachers and staff is an imperative in a collaborative environment. Having everybody understand why we are doing things, what we will do, and how we will accomplish these goals through this process is important to the success of each initiative in a collaborative environment and positive culture. Learners will engage in deep conversation about the collaborative process and create opportunities to work collaboratively in real time situations.

Credit(s): 3

**EDU 608 - Curriculum, Instruction, Data Continuum**

This course builds on previous courses, Curriculum Development, Student Centered Curriculum and Instruction, and Educational Assessment. The course will focus on building a continuous process to monitor, support and hold accountable the system for implementing an effective curriculum, monitoring instructional strategies, and collecting data to inform us of the successful implementation of the curriculum. Levels of proficiency are needed in order to show gaps between the intended curriculum and success in the implementation of the instructional strategies. Leaders will develop strategies to engage teachers in changing instructional strategies to close the gaps in achievement.

Prerequisite(s): EDU 550 and EDU 555

Credit(s): 3

**EDU 656 - Reflective Leadership Skills**

This course will allow aspiring principals to develop the knowledge, skills, and abilities to reflect on their behaviors and learn how to match appropriate leadership behaviors to successfully process and implement new programs or goals. It will also allow students to reflect on their current behaviors and how their current behaviors will either positively affect their success or how their behaviors must change in order for them to be effective educational leaders.

Credit(s): 3

**EDU 670 - Leading Creativity and Innovation**

This course will support the development of the knowledge, skills, and abilities of a school leader to engage individuals and groups in work that is both creative and innovative to improve student academic success and behaviors. The course will offer leaders an opportunity to develop their innovative skills as leaders in ways that foster improvement and how we approach learning in our schools.

Credit(s): 3

**EDU 680 - Teacher Support, Monitoring, and Accountability**

This course will guide building leaders through a process to create a teacher improvement model that is a formative process. This process builds on the leader's ability to work with teachers to create support for specific goals and monitor the implementation strategies for those goals. Next we will examine the continuous process necessary to move the goals forward and collect data on the process of change. Lastly we will examine the variety of accountability systems for leaders to use in their schools and how to ensure the system is working to improve instruction and therefore student achievement.

Prerequisite(s): EDU 507, EDU 554, and EDU 590

Credit(s): 3

**EDU 739 - Practicum in Curriculum Administration I**

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as a researcher and leader in district curriculum administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's instructor in a setting different from or complementary to EDU 740 Practicum in Curriculum Administration II. This course is the capstone of leadership in Curriculum Administration and is taken before EDU 740 Practicum in Curriculum Administration II.

Prerequisite(s): Capstone course for program

Credit(s): 3

**EDU 740 - Practicum Curriculum Administration II**

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as a researcher and leader in district curriculum administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's instructor in a setting different from or complementary to EDU 739 Practicum in Curriculum Administration I. This course is the capstone of leadership in Curriculum Administration and is taken after EDU 739 Practicum in Curriculum Administration I.

Prerequisite(s): EDU 739

Credit(s): 3

**EDU 789 - Practicum in School Leadership I**

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as a researcher and leader in school administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's instructor in a setting different from or complementary to EDU 790 Practicum in School Leadership II. This course is the capstone of Education Leadership.

Prerequisite(s): Capstone course for program

Credit(s): 3

**EDU 910 - Theory into Practice I**

This course is the first summer intensive/summer residency experience at the beginning of the Ed.D. program. Students meet for eight days for self-assessment, introduction to the program and to SNHU's educational and technological expectations, and to develop their personal educational plan for the following three years.

Credit(s): 3

**EDU 911 - Educational Scholarship**

This course aims to fuse the practice of twenty-first century education with scholarship which is thought-provoking, relevant, and practical. Candidates will investigate both current educational scholarship and the ways in which that scholarship is disseminated and put into practice.

Credit(s): 3

**EDU 913 - Sociocultural Analysis of Education Systems**

This course investigates the social and cultural factors that influence academic achievement and the teaching practices that promote diversity and inclusion. Candidates will examine the approaches to addressing the many challenges of social justice.

Credit(s): 3

**EDU 914 - Reflection and Evaluation I**

This course engages candidates in assessing their reflection and evaluation skills and competencies in a number of areas, such as: data analysis, teaching and learning practice, and approaches to both change and social justice.

Credit(s): 3

**EDU 916 - Applied Research I**

This course introduces techniques and approaches of applied research. Topics addressed include: Qualitative and quantitative methods, ethical and legal responsibilities of the researcher, development of problem statements relevant to candidates own teaching/employment circumstances.

Credit(s): 3

**EDU 918 - Applied Research II**

This course builds upon EDU 916. Candidates will use qualitative, quantitative or mixed methods to investigate a research question.

Credit(s): 3

**EDU 919 - Decision Making in Education Systems I**

This course investigates multiple approaches to decision-making in various educational contexts. Decision-making models are introduced and applied to a variety of case studies.

Credit(s): 3

**EDU 920 - Theory into Practice II**

This course follows the first year of the Ed.D. program and allows students to meet as a group to discuss their progress, to meet with faculty to choose a dissertation chair, to develop their literature review, and to identify their qualifying exam questions.

Credit(s): 3

**EDU 921 - Reflection and Evaluation II**

This course focuses on reflection and the development of collaborative learning organizations which support creativity and innovation.

Credit(s): 3

**EDU 923 - Decision Making in Education Systems II**

This course builds upon EDU 919. Candidates apply the techniques introduced in Decision Making I to their own educational contexts.

Credit(s): 3

**EDU 924 - Case Study I**

This course will explore the various case study methodologies and perspectives used in educational research. Candidates will develop an understanding of the various components of case study research and its application to educational settings.

Credit(s): 3

**EDU 926 - Case Study II**

This course builds on EDU 924. Candidates will use case study methodology to investigate a research question related to their research interests.

Credit(s): 3

**EDU 928 - Research-Based Independent Study I**

This course provides the opportunity for candidates to develop their research questions and frame their research ideas into research plans. Candidates will complete a draft of their dissertation proposal, including a well-developed literature review.

Credit(s): 3

**EDU 929 - Research-Based Independent Study II**

This course provides the opportunity for candidates to develop the research design and methodology that will be employed in their dissertation research. Candidates will complete a well-developed dissertation proposal.

Credit(s): 3

**EDU 930 - Theory into Practice III**

This course follows the second year of the Ed.D. program. Students defend their qualifying exam questions, present their dissertation proposals, and complete the IRB process.

Credit(s): 3

**EDU 943 - Dissertation I**

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Credit(s): 3

**EDU 944 - Dissertation II**

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Credit(s): 3

**EDU 945 - Dissertation III**

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Credit(s): 3

**EDU 950 - Dissertation Colloquium**

The Doctoral Colloquium provides the opportunity for doctoral candidates to continue their dissertation research and writing under the supervision of program faculty. Candidates who need additional time to bring their dissertation to a successful defense must register for the dissertation colloquium each year beyond the third year of the program.

Credit(s): 3

**MUE 100 - Introduction to Music Education**

Offered in Fall semester only

This course is designed to provide the student with an overview of the principles and practices of music education in twenty-first century public schools. Students will observe and do fieldwork in music classrooms with instruction at all levels of Pre-K-12 education. This course is a prerequisite for all professional education courses in music education and includes the component of required pre-practicum fieldwork.

Credit(s): 3

**MUE 201 - Vocal Techniques**

This class teaches music education majors how to teach vocalists in a variety of settings. Students learn the basics of vocal pedagogy and develop individual performance skills. Students are expected to visit other music institutions to observe appropriate lessons and classes.

Credit(s): 1

**MUE 202 - Piano/Guitar Techniques**

Offered in Spring semester only

Piano/Guitar Techniques instructs music education majors how to play the piano and guitar to accompany musical soloists and performing ensembles. Students also learn how to teach group classes of guitar and piano.

Credit(s): 1

**MUE 203 - Percussion Techniques**

Offered in Fall semester only

Percussion Techniques instructs music education majors how to teach each of the percussion instruments in a variety of settings. Students are expected to learn how to play each instrument in the percussion family at a basic level.

Credit(s): 1

**MUE 204 - Brass Techniques**

Offered in Spring semester only

This course is designed to prepare music education students for teaching brass students from beginner through high school band. In this course, students will develop skills in performance and teaching technique/ pedagogy for all brass instruments. Instructional strategies used in this course will include lecture, discussion, demonstration, observation, performance, and cooperative learning.

Credit(s): 1

**MUE 205 - String Techniques**

Offered in Fall semester only

String Techniques instructs music education majors how to teach each of the string instruments in a variety of settings. Students are expected to learn how to play each instrument in the string family at a basic level.

Credit(s): 1

**MUE 206 - Woodwind Techniques**

Offered in Spring semester only

This course is designed to prepare music education students for teaching woodwind students from beginner through high school band. In this course, students will develop skills in performance and teaching technique/ pedagogy for all woodwind instruments. Instructional strategies used in this course will include lecture, discussion, demonstration, observation, performance, and cooperative learning.

Credit(s): 1

**MUE 262 - Elementary General Music Methods**

Offered in Spring semester only

This course is designed to provide the students with the basic procedures, methods, and materials to manage, construct, implement, and assess model music lessons in the twenty-first century K-5 classroom. Students will role-play pedagogical scenarios that will be encountered in elementary classrooms. Students will do fieldwork in an elementary music classroom, implementing strategies and lessons taught with a cooperating music specialist. This course includes the component of required pre-practicum fieldwork.

Credit(s): 3

**MUE 263 - Middle School General Music Methods**

Offered in Fall semester only

This course is designed to provide the students with the basic procedures, methods, and materials to manage, construct, implement, and assess model music lessons in the twenty-first century middle school classroom. Students will role-play pedagogical scenarios that will be encountered in middle school classrooms. Students will do fieldwork in a middle school music classroom, implementing strategies and lessons taught with a cooperating music specialist. This course includes the component of required pre-practicum fieldwork.

Credit(s): 3

**MUE 264 - Advanced Vocal Music Methods**

Offered in Spring semester only

This course provides students with the skills necessary to teach middle/high school vocal music in public schools. Students will gain the skills necessary to motivate and focus a class of middle/high school vocal music students, develop and execute appropriate lesson plans for middle/high school vocal music and develop and execute assessment rubrics for middle/high school vocal music instruction. Students will also learn about developing a quality choral music library appropriate for each level, including both the general choral program and the select choral program. Research of choral literature is a component of this course.

Credit(s): 1

**MUE 265 - Advanced Instrumental Music Methods**

Offered in Spring semester only

This course provides students with the skills necessary to teach middle/high school instrumental music in the public schools. Students will gain the skills necessary to motivate and focus a class of middle/high school instrumental music students, develop and execute appropriate lesson plans for middle/high school instrumental music and develop and execute assessment rubrics for middle/high school instrumental music instruction.

Credit(s): 1

**MUE 300 - High School General Music Methods**

Offered in Fall semester only

This course is designed to prepare music education students for teaching in the twenty-first century high school classroom. Students will learn basic procedures, methods, and materials to manage, construct, implement, and assess model music lessons. Students will do fieldwork in a high school music classroom, implementing strategies and lessons taught with a cooperating music specialist. Students will be evaluated by the cooperating music specialist and the university professor. This course includes the component of required pre-practicum fieldwork.

Credit(s): 3

**MUE 301 - Conducting**

This course is designed for music education majors but may be taken by any student having fulfilled the prerequisites. The course includes elements of baton technique and the development of essential skills common to instrumental and choral conducting. Primary emphasis will be on the development of sound gestural technique and score preparation

skills. In addition to work in conducting patterns, cues, and releases, score study, error detection, and rehearsal management are also emphasized and will be evaluated during in-class conducting sessions.

Credit(s): 3

### **MUE 305 - Technology in the Music Classroom**

This required course for Music Education majors is intended to provide an introduction to music technology as it relates to music composition, performance, analysis, and teaching. Skills and concepts learned in this course will provide a foundation and basic understanding of music technology necessary for application in the music curriculum (i.e. theory, history, performance, and music education).

This course provides a basic overview of digital audio, computer-generated notation and MIDI as well as using technology to create and enhance learning opportunities in the middle school music classroom.

Prerequisite(s): MUS 211, MUS 212, and MUE 262

Credit(s): 3

### **MUE 351 - Beginning Conducting**

Offered in Spring semester only

This course is designed for music education majors but may be taken by any student having fulfilled the prerequisites. The course includes elements of baton technique and the development of essential skills common to instrumental and choral conducting. Primary emphasis will be on the development of sound gestural technique and score preparation skills. In addition to work in conducting patterns, cues, and releases, score study, error detection, and rehearsal management are also emphasized and will be evaluated during in-class conducting sessions.

Credit(s): 3

### **MUE 352 - Advanced Conducting and Leadership**

Offered in Fall semester only

This course builds upon the basic skills mastered in MUE 351 - Beginning Conducting and develops advanced skills necessary for middle and high school instrumental and choral conducting. Primary emphasis will be on: Compound, Asymmetrical, and Changing Rhythm Patterns; Subdivision of Beat Patterns; Segmented Conducting; Phrasal Conducting. In addition, students will select a Grade 4 or 5 piece from Wind Band literature to prepare, rehearse and conduct with the SNHU Community Wind Symphony.

Prerequisite(s): MUE 351

Credit(s): 3

## **English**

**Department Chair: Dr. Susan Youngs**

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

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

### **ENG 070 - Academic Writing and Research Skills**

This course focuses on the academic writing skills required of an undergraduate student. It will explore and practice the process writing approach: invention (brainstorming, clustering/mapping, free writing, and outlining), drafting, peer review, revising, and editing. This course also emphasizes the concepts of organization, development, unity and coherence in writing paragraphs and essays. Essay writing will encompass the following discourse patterns: description, definition, division and classification, cause and effect, argumentation. Furthermore, the course will focus on justifying



claims by teaching proper source integration and documentation. The academic skills of summarizing, paraphrasing, and quoting will ultimately lead to a scholarly and well documenting research paper.

Credit(s): 3

### **ENG 071 - Critical Reading Skills**

This course focuses on preparing undergraduate international students for the rigors of academic reading at the college level. Emphasis will be placed on critical reading, vocabulary building, vocabulary pronunciation, note taking techniques and text organization and study skills. Authentic academic texts will be used to assist in the development of critical reading and thinking skills. Students will develop a variety of strategies for understanding the reading, locating main ideas, inferring the author's intent, drawing conclusions and distinguishing between facts and opinions. Students will also learn specific skills for note-taking, outlining, annotating and summarizing.

Credit(s): 3

### **ENG 072 - Grammar Workshop**

This course focuses on the development of grammatical accuracy in writing. Students are taught how to distinguish global errors (sentence structure, tense consistency, and cohesive devices) from local errors (pronoun reference, subject-verb agreement, word forms) in their own writing and to categorize their errors to better understand their specific needs for further study. Students are introduced to other learning strategies as well, such as using available resources and peer collaboration to assist them in developing greater accuracy and fluency. In addition, students become familiar with common feedback symbols and abbreviations used by college instructors. This course is offered in conjunction with ENG 070 and ENG 071.

Credit(s): 3

### **ENG 099 - Fundamentals of Writing**

This course 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 099 provides a systematic introduction to/review of grammar, mechanics and other college-writing conventions. One major objective of ENG 099 is to teach students to prepare essays that review and evaluate the ideas and issues found in the writings of others. All ENG 099 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 099 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.

Credit(s): 3

### **ENG 099I - Fundamentals of Writing for International Students**

This course is specifically designed for students whose primary language is not English and who have consequently have special linguistic requirements. The major objective of ENG 099I is to prepare students for success in ENG 120 through a basic and programmed approach to the acquisitions 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 099I 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. Offered every semester.

Credit(s): 3

### **ENG 120 - College Composition I**

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.

Credit(s): 3

### **ENG 121 - College Composition II**

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(s): ENG 120

Credit(s): 3

### **ENG 200 - Sophomore Seminar**

This is a theme-based seminar that builds on the skills learned in SNHU 101 and ENG 120, focusing on information literacy (the ability to locate and evaluate information) as well as written and oral communication skills. The theme of the course will vary according to the instructor, but in all sections, students will conduct extensive research on the topic and communicate their knowledge in a variety of oral presentations and writing assignments that will culminate in a research paper. To be taken during the student's sophomore year.

Prerequisite(s): ENG 120 and completion of 30 credits

Credit(s): 3

### **ENG 220 - Business Communication**

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(s): ENG 121 or ENG 200

Credit(s): 3

### **ENG 226 - Introduction to Creative Writing**

An introductory creative writing course designed to acquaint students with the craft of creating writing and the skills that will be required in subsequent creative writing workshops. Students will explore such craft issues as point of view, voice, characterization, dialogue, setting, conflict, rhythm, imagery, poetic structure, and dramatic scene development. Students will be expected to submit a number of writing exercises, including stories and poems. Student will also be expected to read and comment on their peers' writing with thoughtful and constructive criticism, as well as read and discuss published work.

Credit(s): 3

### **ENG 229 - Writing for the Stage**

This course works with theatrical writing from the inside out, and focuses on a psychokinetic method of playwriting as process rather than production. Students do not write plays as such. They develop the narrative within by using a variety of approaches such as clustering the senses, engaging the plasticity of the page, and activating the surrealist exquisite corpse. The students will discover the need that drives their stories.

Credit(s): 3

**ENG 230 - Writing for Film**

Through a series of short writing prompts and film viewing, students will develop a basic understanding of the art of visual storytelling. Students will use techniques such as telegraphing, dangling cause, dramatic irony, dramatic tension and sequencing to develop a script that relies heavily on visual expression.

Credit(s): 3

**ENG 326 - Genre Writing Workshop**

This course introduces students to the basic skills and principles of genre writing. Genres studied include fan fiction, fantasy, horror, romance, and young adult. Members of the class will produce creative work on a weekly basis and take turns presenting their work to the group for commentary and discussion. This course includes significant reading assignments (novels, experimental and multimodal works, and academic scholarship).

Prerequisite(s): ENG 120

Credit(s): 3

**ENG 327 - Play Writing Workshop**

This course is a roundtable forum in which 10 to 15 students will write stage plays of various lengths using traditional and experimental methods and forms. Members of the class will produce at intervals to be established by the instructor and will take turns presenting their works to the group for comment and discussion. The class will produce some student plays during the term. May not be used as a literature elective. Not available every semester. Writing Intensive Course.

Prerequisite(s): ENG 120

Credit(s): 3

**ENG 328 - Poetry Writing Workshop**

This course is a roundtable forum in which 10 to 15 students will write short or long poems using traditional and experimental forms. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for commentary and discussion. May not be used as a literature elective. Not available every semester.

Prerequisite(s): ENG 120

Credit(s): 3

**ENG 329 - Fiction Writing Workshop**

This course is a roundtable forum in which 10 to 15 students will write short or long fiction using the techniques of 19th-century realism as well as modernist and experimental techniques. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for commentary and discussion. May not be used as a literature elective. Not available every semester.

Prerequisite(s): ENG 120

Credit(s): 3

**ENG 330 - Nonfiction Writing Workshop**

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.

Prerequisite(s): ENG 120

Credit(s): 3

**ENG 340 - Context of Writing: Writers/Publishing**

ENG 340 is a survey course in contemporary literature designed for students interested in creative writing. Students will study contemporary American literature from a writer's perspective with a special focus on prose style, structure, scene development, and other elements of the craft of writing. Students will also be introduced to the workings of the American publishing industry, including the roles of literary agent and editor.

Prerequisite(s): ENG 121 or ENG 200

Credit(s): 3

### **ENG 350 - The English Language**

This course is an introduction to the following topics in English linguistics: history of English, etymology, vocabulary (morphology), phonology, dictionaries, syntax, semantics, dialects, discourse analysis, and child language acquisition. The course is designed for students who want to learn about the English language as preparation for teaching, or for becoming better writers, or for studying literature. Students will have the opportunity to research, write about, and present on a linguistic topic of individual interest such as the language of advertising or propaganda.

Prerequisite(s): ENG 120

Credit(s): 3

### **ENG 431 - Advanced Creative Writing**

This course is designed to support a sequence of writing workshops in the creative writing and English major, to provide students serious about their writing an opportunity to study a particular genre (fiction, poetry, scriptwriting or nonfiction) beyond the 300-level workshops. The course also prepares the student for his or her senior thesis in creative writing. In addition to extensive reading within the chosen genre, workshops require participation in class discussions, student presentations and analyses of other students' work. Select class periods will be devoted to individual tutorials with the instructor.

Prerequisite(s): ENG 121 or ENG 200 and ENG 323 or ENG 327 or ENG 328 or ENG 329 or ENG 330

Credit(s): 3

### **ENG 480 - Independent Study**

This course allows the student to investigate any English subject not incorporated into the curriculum.

Credit(s): 3

### **ENG 485 - Senior Thesis in Creative Writing**

For creative writing majors. 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 CW faculty member. The final result will be a scholarly essay of 40-60 pages to be presented as an academic paper in a public forum at least three weeks before graduation. Offered as needed.

Prerequisite(s): ENG 431

Credit(s): 3

### **ENG 490 - English Internship**

Credit(s): 0 (variable credit course) - 12

## **English as a Foreign Language**

### **EFL 501 - Language Learning and Acquisition**

This course explores contemporary knowledge about foreign language acquisition, including the influences of age, environment and motivation; learning styles, including ELSIE, Barsch Learning Style Inventory and other cognitive and behavioral scales; multiple intelligences; and learner language and inter-language.

Credit(s): 3

### **EFL 502 - Evaluation and Assessment**

The first part of this course is an introduction to proficiency, achievement, diagnostic and placement testing. The use of student portfolios in the EFL classroom and self-evaluation and observation techniques, including checklists and anecdotal reports, also are covered.

Credit(s): 3

### **EFL 503 - Descriptive Linguistics of American English**

This course covers the American English sound system and American English grammar. Students learn the basics of AE phonetics and phonology; including vowels, consonants, diphthongs, pitch and stress; place and manner of articulation; and the International Phonetic Alphabet (IPA). They also learn the basics of AE morphology and syntax, including the parts of speech, words and their constituents, inflection, sentence types, sentence diagramming, surface and deep structure and transformational process.

Credit(s): 3

### **EFL 504 - Introduction to Curriculum Development, Design and Implementation**

Topics include curriculum, syllabus and lesson planning with emphasis on observable performance objectives; lesson stages and principles of effective EFL lesson construction; effective procedures for choosing, editing and managing EFL lesson content; long-term lesson planning; teacher roles in the classroom; and principles and techniques for teaching mixed-proficiency level classes.

Credit(s): 3

### **EFL 505 - Overview of TESOL Methodology**

This course emphasizes communicative language teaching. Specific methods and approaches to be explained include grammar translation, audio-lingual method, total physical responses, natural approach, language experience approach, literature-based approach, phonics, whole language, community language learning, Suggestopedia, Silent Way, cognitive academic language learning, content- and theme-based instruction and computer-assisted language learning.

Credit(s): 3

### **EFL 523 - Listening and Speaking Techniques**

This course explains and describes listening and speaking actively and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

Credit(s): 3

### **EFL 525 - Reading and Writing Techniques**

This course explains and describes reading and writing activities and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

Credit(s): 3

### **EFL 526 - Aspects of Literacy/Multilingual Learner**

This course will examine the role of literacy in the public school classroom (K-Adult) for linguistically and culturally diverse students. A careful analysis will be conducted of the reading process as it applies to both young English Language Learners (ELLs) and older ELLs who come to the classroom with varying degrees of literacy. The influences of the first language on reading in the second language classroom will also be examined.

Credit(s): 3

### **EFL 527 - Strategies/Techniques for Teaching Grammar**

This course will help students develop a deeper knowledge and understanding of English grammar in order to become more informed teachers. Students will review and discuss different approaches to the teaching of grammar, as well as how to create or adapt specific techniques for a variety of learning situations. The course will include teaching simulations by the instructor and the participants.

Credit(s): 3

**EFL 530 - Methods of Teaching English through Drama**

This innovative new course provides an overview of the use of drama in English education, especially second language acquisition, and provides training in the use of applied drama techniques, process drama, and readers' theatre for language teaching. Students will gain an understanding of appropriate means of integrating drama activities with the goals of language acquisition including use of games, improvisation, work with structuring drama, play-writing, and development, dramatic reading, and training in voice and diction. Students will learn how to integrate educational theatre approaches with curriculum and make them relevant to all ages and levels of language learners.

Credit(s): 3

**EFL 531 - Pronunciation Techniques**

This course begins with a review of the International Phonetic Alphabet (the IPA) and the American English sound system and proceeds to a diagnosis of individual student pronunciation problems. Explanations and descriptions of techniques to improve pronunciation and activities to teach proper formation of consonants, vowels, and diphthongs will be given. Practice with connected speech, word/sentence stress, and intonation patterns will be emphasized through drama related activities. Also included are issues of first language interference and the design and implementation of lessons and curricula.

Credit(s): 3

**EFL 536 - Content-Based Instruction**

This course explains how to develop theme- and content-based lessons and classes using US cultural topics and adapting and controlling material for various proficiency levels.

Credit(s): 3

**EFL 537 - Computer-Assisted Language Learning**

This course provides a hands-on, collaborative environment in which to learn about and explore the use of computer technology for language learning. As much as possible, participants are encouraged to use various technologies examined in class to develop learning materials relevant to their current or future teaching contexts. Participants are also encouraged to use these technologies to collaborate with and engage other EFL/ESL professionals in learning about the theory, pedagogy, and application of CALL.

Credit(s): 3

**EFL 540 - Socio-Cultural Context of Language Teaching**

Topics include sociolinguistics, regional variation and cultural diversity as they apply to TESL/TEFL. A unit on the history of the English language is also included.

Credit(s): 3

**EFL 550 - Independent Study**

The school dean may approve an independent study arrangement, in exceptional circumstances. The arrangement requires a written request and justification by the student, identification of a supervising faculty member and the dean's approval.

Credit(s): 0 - 3

**EFL 580 - Thesis**

Students in the MS-TEFL Program may choose EFL 580: Thesis as an elective course. This research project must be supervised by a full-time faculty member of ILE and must be approved by the Chair of the MS-TEFL Program. Students may substitute up to six credit hours of thesis in lieu of two elective courses in the MS-TEFL Program. Thesis may not be taken until the final term of study, except by permission of the MS-TEFL Chair.

Credit(s): 3 - 6

**EFL 599 - Supervised Practice Teaching**

Participants have the opportunity to teach a wide variety of courses in the Manchester area. Options include teaching children and adults and teaching life skills and academic English, among others. Participants first will meet to design, develop and prepare for lessons.

Credit(s): 3

**English as a Second Language****ESL 111 - Beginning ESL Listening**

This course is an entry level listening course for non-native English learners. It introduces social communicative listening. The focus is on understanding the sounds of spoken English, intonation and stress, recognizing basic vocabulary, understanding questions, and identifying the general topic and details of a conversation.

Credit(s): 0

**ESL 112 - Beginning ESL Reading**

This is an entry level reading course for non-native English learners. It introduces basic reading skills of recognizing English script and associated sounds, develops a sight vocabulary, word combinations, ideas conveyed by sentences and paragraphs, teaches reading strategies to determine main idea and details, and identifies a beginning, middle and end to a text.

Credit(s): 0

**ESL 113 - Beginning English Grammar**

This is an entry level grammar course for non-native English learners. The focus is on the basic rules of grammar for parts of speech, singular/plural nouns, simple present, past and progressive verb tenses, and subject/object pronouns. This course will closely support speaking and writing courses.

Credit(s): 0

**ESL 114 - Beginning ESL Speaking**

This is an entry level speaking course for non-native English learners. It introduces social communicative speaking. The focus is on producing the sounds of English, combining sounds into words, developing a sense of stress and intonation, using acquired vocabulary, asking and answering questions, and participating in short conversations.

Credit(s): 0

**ESL 115 - Beginning ESL Writing**

This is an entry level writing course for non-native English learners. It is designed to develop basic writing skills using acquired vocabulary and grammar rules. The focus is on word order, being able to identify sentence structures (S/V, S/V/O, etc.), writing simple and compound sentences, and basic paragraph order.

Credit(s): 0

**ESL 116 - Beginning American Culture**

This is an entry level introduction to American culture course for non-native English learners. It introduces students who have recently arrived in America to its traditions, customs, institutions, holidays, social interactions, and academic expectations. This course also reinforces the language skills being developed in the other entry level courses.

Credit(s): 0

**ESL 121 - Intro to ESL Listening A**

This course is a high beginning level listening course. It introduces both social communicative and academic oral communication skills. The focus is on introducing listening strategies, understanding reduced forms, recognizing idioms and phrasal verbs, and listening for the general topic, main idea and details to aid in overall comprehension.

Credit(s): 0.25

### **ESL 122 - Introduction to ESL Reading A**

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.

Credit(s): 0.25

### **ESL 123 - Fundamentals of English Grammar A**

This course is a high beginning level grammar course. The focus is on introducing the simple, progressive and perfect verb tenses, noun and pronoun forms, modals, and capitalization and punctuation rules. This course is intended to improve the usage of correct grammar in speaking and supplement ESL 125, Introduction to ESL Writing.

Credit(s): 0.25

### **ESL 124 - Intro to ESL Speaking A**

This course is a high beginning level speaking course. It introduces both social communicative and academic oral communication skills. The focus is on pronunciation, stress and intonation patterns, idioms and phrasal verbs, appropriate usage of social exchanges and rejoinders, and sustaining a conversation/discussion on a general topic.

Credit(s): 0.25

### **ESL 125 - Intro to ESL Writing A**

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.

Credit(s): 0.25

### **ESL 126 - Comparative Cultures I A**

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.

Credit(s): 0.25

### **ESL 131 - Development of ESL Listening A**

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.

Credit(s): 0.25

### **ESL 132 - Development of ESL Reading A**

This course helps the student improve reading ability at the intermediate level by developing practical reading strategies and vocabulary building skills. Some of the strategies include previewing, predicting, skimming, scanning, guessing meaning from context, finding the main idea, recognizing supporting details, and developing reading fluency. The student will also become familiar with text structure and organization.

Credit(s): 0.25



**ESL 133 - Fundamentals of English Grammar II A**

This course helps student develop written and spoken English grammar skills by participating in formal oral exercises, asking and responding to questions, and writing. The course begins with an overview of the basic verb forms and a review of present and past perfect forms, modals, and forming questions in English. The students are given extensive and varied practice in many areas of English grammar including connecting ideas, comparisons, and gerunds and infinitives. They are introduced to the passive form, adjective clauses, and noun clauses.

Credit(s): 0.25

**ESL 134 - Development of ESL Speaking A**

This course helps the student improve speaking skills at the intermediate level, with the use of audio and video tapes, class discussion, and pair/small group problem solving and interaction. Students ask and answer questions, communicate cultural knowledge, describe people, places, and experiences using correct intonation and stress. They also engage in authentic conversations practicing specific structures in order to improve communicative output.

Credit(s): 0.25

**ESL 135 - Development of ESL Writing A**

Intermediate level writing skills will initially be developed through improved basic sentence structure, specific grammar points, and paragraph foundation. Paragraph organization and cohesion are a main focus as the students learn to develop process writing skills and to become familiar with common methods of organizing ideas. Much of the class will focus on writing short compositions.

Credit(s): 0.25

**ESL 136 - Comparative Cultures II A**

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.

Credit(s): 0.25

**ESL 141 - Intro to Academic Listening A**

This course is designed to develop listening skills of non-native English speakers by increasing their ability to comprehend spoken American English in a variety of situations. Students will practice listening strategies, note-taking and organizational skills, academic vocabulary building, guessing meaning from context, summarizing main ideas, cooperative speaking activities, and test-taking skills.

Credit(s): 0.25

**ESL 142 - Intro to Academic Reading A**

This course uses topics of interest to English language learners to help improve reading skill. Students are introduced to authentic academic reading in order to develop their vocabulary, their understanding of structure, syntax, and main ideas. Emphasis is placed on excerpting information in order to paraphrase and summarize when writing essays and term papers.

Credit(s): 0.25

**ESL 143 - Understanding English Grammar A**

This course is specifically designed to improve grammar skills of English language learners through the study of and practice with prescriptive grammar rules. The course begins with a review of verb tenses, passive voice, modals, infinitives, and gerunds, and introduces/improves students' understanding and use of subordination. This course is intended to supplement the writing needs of students in ESL 145, Introduction to Essay Writing.

Credit(s): 0.25

**ESL 144 - Intro to Oral Communication A**

This course is designed to develop speaking skills of non-native English speakers by increasing their ability to produce intelligible spoken English in a variety of situations both formal and informal. Activities include role-plays, interviews, class discussions, and presentations. Speaking opportunities will be both spontaneous and planned.

Credit(s): 0.25

**ESL 145 - Intro to Essay Writing A**

This course is specifically designed to improve the academic writing skills of English language learners. Students initially review writing complex sentences and paragraphs, including the construction of a solid topic sentence and support sentences. Next, the components of a five-paragraph essay, including the thesis statement, appropriate title, and concluding sentences, are introduced. Students also study and implement the principles of unity and coherence in paragraph and essay construction. The course uses the stages of process writing as students practice and perfect the requirements of the classification, comparison/contrast, cause/effect, and argumentation essay.

Credit(s): 0.25

**ESL 146 - Comparative Cultures III A**

This course is designed to assist international students with the transition from the social/educational systems in their own cultures to the social/educational systems in the United States. Students will practice communication in various settings and for a wide range of purposes while learning about cultural diversity in the United States. Language and study skills are reinforced by readings, discussions, presentations, and written assignments involving current issues and different cultural perspectives.

Credit(s): 0.25

**ESL 151 - Development of Academic Listening A**

This is an ESL advanced academic listening course which integrates the four skills of listening, speaking, reading, and writing with a special focus on listening. This course develops academic skills in discriminative listening through carefully structured practice. Students improve their ability to extract meaning from spoken English sentences. They learn to pay attention to grammatical relationship within the flow of natural spoken English. This course further develops listening and comprehension of lectures, media presentations, and note taking skills. Students also learn to comprehend from detail; develop academic vocabulary and idiomatic expressions; focus and concentrate; listen for the general idea and infer meaning; and listen for specific words, i.e., content or function words. It also focuses on usage of dictionary, giving feedback, and discussing issues raised by a variety of topics. The students learn to present speaking projects such as panel discussions and individual presentations.

Credit(s): 0.25

**ESL 152 - Development of Academic Reading A**

This course addresses the difficulties that pre-university and college ESL students generally experience when reading authentic material for information. As much as possible, real life reading materials are used, and emphasis is placed on context reading and word analysis. Scanning and skimming practice is further developed, as a reading skill. Students learn to retain main ideas and supporting details of extensive college-level readings, such as articles, essays, and short chapters from text books; find specific data; use dictionary for vocabulary development; determine the objective or subjective nature of statements, and determine whether statements of opinion favor or oppose the given proposal or postulate; interpret information from tables, charts, graphs, and diagrams; understand referents; understand literal meanings and ability to identify cultural implications or influence; identify and understand topics; identify who, what, where and time period of text and/or author; research, read on topic, gather information, and make questions in margins of texts; interpret connotative meanings and figurative language in context; identify an author's audience, purpose, bias, viewpoint, and tone in extensive college-level material; and increase reading speed, with acceptable comprehension.

Credit(s): 0.25

**ESL 153 - Understanding English Grammar II A**

This course is specifically designed to improve the grammar skills of advanced English language learners through the study of and practice with prescriptive grammar rules. Rules will be examined by the results of a diagnostic grammar test which is administered the first class of the semester. However, the class typically perfects the student's understanding and use of subordination. In addition, it improves the student's understanding and use of coordinating conjunctions; connectives expressing cause and effect, contrast, and condition; and conditional sentences and wishes. This course is intended to supplement ESL 155, Development of Essay Writing.

Credit(s): 0.25

**ESL 154 - Development of Oral Communication A**

This course focuses on the inclusion of academic and idiomatic vocabulary in team discussions and individual brief presentations to support an argument as well as formal presentations of the projects using technology. Students will learn to demonstrate formal public speaking ability on assigned academic topics; support opinions on an abstract or theoretical controversial topic by using general library or the internet sources and making a factual presentation; gain a general understanding of new vocabulary through strategies of using contextual and lexical clues; use a variety of communicative strategies to compensate for a lack of fluency or vocabulary; organize ideas; express principal points, nuances, and inferences; deliver effective presentations, using well-modulated volume and intonation patterns; participate in discussion; work in teams; utilize academic and appropriate idiomatic language and vocabulary in presentations.

Credit(s): 0.25

**ESL 155 - Development of Essay Writing A**

This course addresses the difficulties that pre-university and college ESL students generally experience in prewriting process and writing in academic English. Students learn to apply process writing; recognize and employ logical patterns and methods of organization; write a thesis statement; differentiate fact from opinion; express a viewpoint on a controversial issue, with the purpose of persuading the reader to agree, by supporting that viewpoint with facts based on cited references; take notes in English from extensive readings and lectures using formal and informal outline forms; acquire integrated research and writing skills for academic purposes. Students also receive instruction in library and online research techniques as well as basic study skills.

Credit(s): 0.25

**ESL 156 - Comparative Culture Studies A**

This course is designed to improve student English language skills, enhance writing and reading skills, and develop oral communication skills. It will help students to become more knowledgeable about American culture and their cultural differences. It will also expand and enrich their cross-cultural communication skills. The students discuss various aspects of cultural experiences in small groups. They learn to observe, describe, interpret, discuss, and then evaluate this information. The students research, read, and evaluate materials in periodicals, literature, films, and art sources using library, and the Internet. The students observe differences and similarities between the cultures and learn how to communicate them in English. The students learn how to organize their materials, deliver oral presentations, and work on individual and team projects using technology.

Credit(s): 0.25

**ESL 161 - Advanced Academic Listening A**

This course continues to develop the academic listening skills needed for undergraduate and graduate coursework. The course uses commentaries from National Public Radio and other authentic sources to help train the students to listen carefully to improve listening comprehension, identify main ideas, supporting information and more discreet details. The course also uses simulated lectures to develop extended listening skills and note-taking abilities.

Credit(s): 0.25

**ESL 162 - Advanced Academic Reading A**

This course prepares advanced English language learners for the rigors of university reading. Students are introduced to authentic readings selected from a variety of current periodicals, journals, books and short stories to help develop analytical reading skills to improve reading comprehension, locate main ideas and supporting details, recognize the author's purpose and meaning, and to separate fact from opinion. The course shows how to recognize content clues to better understand vocabulary, to interpret inferences, and to increase reading speed without sacrificing comprehension. Credit(s): 0.25

**ESL 163 - Understanding English Grammar III A**

This course is the final course in the series of advanced grammar courses. The intent is to prepare the students for the grammatical forms and discourse usage they will encounter in oral and written university coursework. The focus includes, but is not limited to, active and passive verbs, phrasal verbs, coordination and subordination, participial adjectives, adverb/ adjective/noun clauses, reduction of adverb and adjectives clauses. Credit(s): 0.25

**ESL 164 - Advanced Oral Communication A**

This course focuses on increasing academic vocabulary, pronunciation, and communication skills necessary to succeed in university coursework. Students are required to discuss academic topics presented in class or from out of class assignments, to ask and answer questions, participate in individual, team and group projects, deliver individual presentations, and complete guided speaking exercises. Credit(s): 0.25

**ESL 165 - Essay Writing for Academic Purposes A**

This course focuses on the continued development of academic writing skills for international students. It guides the student to plan, organize, and write subjective and objective, coherent and cohesive paragraphs and essays using the most common process writing formats. The course shows students how to take notes from a lecture and researched material, and to outline, paraphrase, summarize and cite material while avoiding plagiarism. Credit(s): 0.25

**ESL 166 - Comparative Cultures V A**

This course increases the student's knowledge of American and the other cultures represented in the class. A number of issues and functions where expectation may differ are discussed. All four language skills will be called upon in this course. Credit(s): 0.25

**ESL 241 - Intro to Academic Listening II A**

This course is designed to further establish the ability of English language students to successfully comprehend what they hear in American university classrooms and on campus, as well as in situations of everyday life. Students will engage in a variety of listening venues. Opportunities include lectures by university professors on many topics, authentic conversations relevant to academic and campus life, and authentic radio broadcasts about issues pertinent to American business interests and personal life. Students practice academic skills, like note-taking and guessing meaning from context, and receive training in decoding informal discourse patterns like reduced forms of words and interjections. Vocabulary and complexity of speech patterns increases as the course progresses. Credit(s): 0.25

**ESL 242 - Intro to Academic Reading II A**

The emphasis of this course is to help the development of reading fluency and rate flexibility and apply critical thinking skills while reading academic selections and passages. Using a strategy-based approach, the course will review pre-reading and reading techniques such as previewing, skimming, scanning, and attention to main ideas and details. A continuation of learning to paraphrase and summarize is also a focus.

Credit(s): 0.25

### **ESL 243 - Further Understanding English Grammar A**

This course helps students further develop their written and spoken English grammar skills by studying the rules of grammar according to form and discourse usage. The course reviews the use of subordination in noun, adjective, and adverb clauses and includes students' life experiences as context for grammar-based communicative approach to learning. Students will engage in free response exercises to aid in the understanding of form, meaning, and usage of the target structures.

Credit(s): 0.25

### **ESL 244 - Introduction to Oral Communication II A**

This course builds the capacity of English language students to participate in the discourse in American university classrooms and campuses and in everyday life in the US. Speaking opportunities are aligned with listening opportunities in ESL 241, Introduction to Academic Listening II. They are designed to help students join study groups, interact with professors, make friends, and to successfully converse in all everyday living situations such a shopping, inquiring about a bill, and discussing news, culture, and everyday life. Students practice engaging in everyday conversation, interviewing, discussing issues akin to university life and living in American society, sharing opinions, and formally presenting material through Power Point usage.

Credit(s): 0.25

### **ESL 245 - Introduction to Essay Writing II A**

As the course begins, students will review academic writing skills by developing, organizing, composing, and revising a 3-5 paragraph essay. Students receive instruction on using appropriate vocabulary, grammar, and sentence structure following the conventions of standard written English. Using a step-by-step approach and varied practices, students are guided through the academic writing process to produce well-organized and developed essays with clear thesis statements. They learn to express ideas and viewpoints with supportive statements and factual reasoning.

Credit(s): 0.25

### **ESL 246 - Comparative Cultures IV A**

This course provides international students in the United States with an overview of American culture and tradition and improves comprehension of nonnative students. The course also allows opportunity for discussion of American cultural norms as compared to other cultures.

Credit(s): 0.25

## **Environmental Studies**

### **ENV 100 - Introduction to Sustainability**

How sustainable are modern human lifestyles? What would the world be like if they were more sustainable? How could we create such a world through the choices that we make as citizens, professionals, and consumers? Students leave traditional academic disciplines behind as they seek answers to these questions in this more than merely interdisciplinary course. By exploring how human systems and environmental systems interact in the context of everyday human activities, students learn how they can make choices that support both stewardship of the natural environment and long-term improvement in the quality of life for human individuals and communities.

Credit(s): 3

### **ENV 101 - Environmental Science**

This course provides an introduction to the scientific aspects of the environmental field. The first part of the course introduces students to the foundations of environmental science, while the second part concentrates on the application of these foundations to real life environmental problems. Therefore, the course not only engages the fundamentals of

environmental science but also shows students how science informs sustainability, environmental policies, economics and personal choice.

Credit(s): 3

### **ENV 111 - Environmental Science Compass**

This 1-credit course familiarizes students with the structure and personnel of the Environmental Science degree program, and the resources in place for their support and success. Course sessions focus on introducing students to science faculty members and their areas of expertise, to lab spaces on campus and the equipment available to them, and to additional resources such as the Shapiro Library's science databases. Students will also be introduced to professional experiences through Career Services and guest talks from local Environmental Science professionals from a variety of organizations

Prerequisite(s): Environmental Science majors only

Credit(s): 1

### **ENV 219 - Environmental Issues**

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. Global marker.

Credit(s): 3

### **ENV 220 - GIS, Field Methods and Technology**

This is an issue- and methods-based course that will introduce students interested in environmental field work to the tools and technology of the profession. Students will read and discuss primary literature that use these techniques and will participate in hands-on activities to improve their skills. Main topics of the course will be the use and application of geographic information systems (GIS), multiple environmental field research techniques, and statistical and data analysis software.

Credit(s): 3

### **ENV 250 - Environmental Research Methods**

This course provides students with an understanding of how to evaluate, conduct, write and design research. Required for environmental science majors, it introduces the why, when and how quantitative and qualitative methods are used as investigative tools. The course follows the scientific method and focuses on how to search the literature, write a literature review, formulate research questions/hypotheses, and design experiments to test these hypotheses. We will also explore qualitative methods and discuss their use in the field with special attention to conducting interviews, case studies, and focus groups. Students will prepare a research proposal on a topic of interest. Formulation of this project begins early, forms the basis for a final project, and is presented in a mock scientific conference.

Credit(s): 3

### **ENV 305 - Global Climate Change**

This interdisciplinary course brings students up to date on what is known and not known about the causes and consequences of global climate change, and about viable response options. Topics include analysis of climate drivers such as greenhouse gas emissions, and land-use changes, and investigation of some climate system responses such as increased storm intensity and increased surface temperature. Students also explore some of the societal and economic impacts of global climate change. By reference to the most recent report of the Intergovernmental Panel on Climate Change, paleoclimate studies, and other authoritative sources, students learn how to separate fact from fiction in the often publicized debate about the dynamics of global climate change and about how we should respond to it.

Prerequisite(s): ENV 101 or SCI 219

Credit(s): 3

**ENV 322 - Environment and Development**

How can businesses, governments, and civil society organizations work together to build environmentally sustainable economies and livable local communities in an increasingly crowded and globalized world? Students in this interdisciplinary course use insights drawn from the social sciences to identify assumptions about human nature and nurture that lead to environmentally unsustainable economic and development practices, then apply those insights to the practical problems of building robust national economies and healthy local communities worldwide, with an emphasis on less developed countries. Students spend part of the course playing and critiquing their own performance in Stratagem, a computer-assisted simulation game, in which they assume the roles of government ministers in a less developed country and try to chart a course of environmentally sustainable development for that country over more than half a century.

Prerequisite(s): ENV 100 , ENV 101, or SCI 219

Credit(s): 3

**ENV 344 - Environmental Science Colloquium I**

This is an issue and methods based course that will introduce environmental science majors to the tools and technology used in the field. Students will read and discuss primary literature that use these techniques and will participate in hands-on activities. A main focus of the course will be on the use and application of geographic information systems (GIS).

Prerequisite(s): ENV 101

Credit(s): 1

**ENV 361 - Environmental Impact and Site Assessment**

This broadly interdisciplinary course introduces students to the principles, practices, and procedures followed by environmental professionals in assessing sites for the presence of environmental hazards that could trigger cleanup requirements under federal or state environmental laws, and in assessing the environmental impacts of proposed development projects under the National Environmental Policy Act and similar state laws, using insights drawn from the natural sciences, the social sciences, and other fields. Students spend most of the course undertaking a virtual Phase I site assessment at a hypothetical former industrial site and its environs using Brownfield Action, a web-based simulation developed by experts to teach students the skills needed to prepare a professional-level environmental site assessment, and preparing a draft environmental impact statement for the hypothetical redevelopment

Prerequisite(s): ENV 319 or SCI 333

Credit(s): 3

**ENV 372 - Sustainability Strategies for Business**

How can businesses contribute to the environmental sustainability of human societies without sacrificing the bottom line? This broadly interdisciplinary, systems-based course draws insights from the natural sciences, social sciences, and other fields to explore a full range of strategic options relevant to businesses large and small in nearly every economic sector. Students spend nearly half of the course in a group-based simulation in which they assume the roles of the principals of consulting firms competing with rival firms to design a sustainability-focused strategic facility siting and environmental management plan for adoption by their client's board of directors using a version of The Triple Bottom Line Tool, a web-based platform designed by sustainability experts to help investors, decision-makers, and economic development professionals to enhance and to communicate investment performance across a broad array of environmental and other investment impacts.

Prerequisite(s): ENV 100, ENV 101, or SCI 219 and completion of 60 credits

Credit(s): 3

**ENV 373 - LEED Green Associate Credential**

This course is the vehicle through which students receive ENV course credit for successfully completing the U.S. Green Building Council's ("USGBC") Leadership in Energy & Environmental Design ("LEED") Green Associate exam preparation program, which provides students with an up-to-date understanding of the most current green building principles and practices. Students demonstrate successful completion of the program by earning a passing score on the

USGBC's Green Associate professional credential exam. For more information, see the UCBGC's credentials and Green Associate professional credential exam preparation web pages (<http://www.usgbc.org/leed/credentials> & <http://www.usgbc.org/articles/prepare-your-leed-green-associate-exam>), as well as SNHU's environmental management and sustainability program coordinator. This course is graded on a pass/fail basis.

Prerequisite(s): ENV 372 and permission of SNHU's environmental management and sustainability program coordinator.

Credit(s): 1

### **ENV 374 - OSHA General Industry Outreach Training**

This course is the vehicle through which students receive ENV course credit for completing the U.S. Occupational Safety and Health Administration's ("OSHA") Outreach Training Program for General Industry, which prepares students to recognize, avoid, abate, and prevent safety and health hazards in general industry workplaces. Students may enroll in either the 10-hour course (1 credit) or the 30-hour course (3 credits). Students demonstrate successful completion of either course through receipt of a student course completion card or training certificate. For more information, see OSHA's General Industry Outreach Training web page (<https://www.osha.gov/dte/outreach/generalindustry/index.html>) and Outreach Training Program General Industry Procedures ([https://www.osha.gov/dte/outreach/generalindustry/generalindustry\\_procedures.pdf](https://www.osha.gov/dte/outreach/generalindustry/generalindustry_procedures.pdf)), as well as SNHU's environmental management and sustainability program coordinator. This course is graded on a pass/fail basis.

Prerequisite(s): ENV 372 and permission of SNHU's environmental management and sustainability program coordinator.

Credit(s): 1 - 3

### **ENV 375 - Hazardous Waste Coordinator Certificate**

This course is the vehicle through which students receive ENV course credit for successfully completing the New Hampshire Department of Environmental Services' ("NHDES") Hazardous Waste Coordinator Certification program. Students demonstrate successful completion of the program by earning a passing score on the program exam. For more information see NHDES's Hazardous Waste Coordinator Certification Program web page (<http://des.nh.gov/organization/divisions/waste/hwcb/hwccp/index.htm>) and Hazardous Waste Coordinator Training and Certification Environmental Fact Sheet

(<http://des.nh.gov/organization/commissioner/pip/factsheets/hw/documents/hw-26.pdf>), as well as SNHU's environmental management and sustainability program coordinator. This course is graded on a pass/fail basis.

Prerequisite(s): ENV 372 and permission of SNHU's environmental management and sustainability program coordinator.

Credit(s): 1

### **ENV 404 - Environmental Sustainability Field Experience I**

This course offers students an opportunity to undertake an experiential learning project that contributes to the environmental sustainability of human societies. Students work with a supervising faculty member to design a field experience appropriate to their educational and career goals.

Prerequisite(s): ENV 319

Credit(s): 3

### **ENV 405 - Environmental Sustainability Field Experience II**

This course offers students the opportunity to undertake an experiential learning project that contributes to the environmental sustainability of human societies. Students work with a supervising faculty member to design a field experience appropriate to their educational and career goals.

Prerequisite(s): ENV 319

Credit(s): 3



**ENV 410A - Semester in Washington, D.C.: Environmental Policy Field Experience**

This course is the vehicle through which students receive ENV course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU environmental management program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the SNHU environmental management program coordinator. This course is taken concurrently with ENV 410B.

Prerequisite(s): ENV 319 and completion of 60 credits and permission of SNHU's environmental management and sustainability program coordinator

Credit(s): 12

**ENV 410B - Semester in Washington, D.C.: Environmental Studies Seminar**

This course is the vehicle through which students receive ENV course credit for the seminar component of SNHU's Semester in Washington, D.C. The Semester in Washington is hosted by the Washington Center for Internships and Academic Seminars. Space in the program is limited, so students must notify the SNHU environmental management program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the SNHU environmental management program coordinator. This course is taken concurrently with ENV 410A.

Prerequisite(s): ENV 319 and completion of 60 credits and permission of SNHU's environmental management and sustainability program coordinator

Credit(s): 3

**ENV 440 - Senior Seminar**

This is an issue-based discussion course designed to define and explore the multifaceted consequences of environmental science issues. Several topics will be explored from either long-standing or current environmental science issues. Students are expected to conduct extensive research on relevant topics and communicate their knowledge in both oral and written assignments.

Prerequisite(s): Senior standing as an Environmental Science major

Credit(s): 3

**ENV 444 - Environmental Science Colloquium II**

This is an issue-based discussion course aimed to define and explore multifaceted topics in environmental science. Designed like a senior seminar, students are expected to conduct extensive research on varied topics and then communicate their knowledge in both oral and written assignments.

Prerequisite(s): ENV 344 and completion of 90 credits

Credit(s): 1

**ENV 445 - Sustainability Capstone Experience**

This course offers students an opportunity to build upon the themes of ENV 100 in contexts of relevance to their career goals using the insights into human systems and environmental systems acquired throughout their courses of study at SNHU. Students may fulfill the requirements of this course wholly on-campus in a traditional classroom setting or partly off-campus in a pre-professional experience.

Prerequisite(s): ENV 100, either ENV 101 or SCI 219, and two 300 level courses in any field

Credit(s): 3

**ENV 480 - Independent Study**

This course offers students the opportunity to study an interdisciplinary topic not covered in any course listed in the catalog, under the supervision of an environmental faculty member.

Credit(s): 3

## **Fashion Merchandising**

### **FMK 290 - Fashion Merchandising Internship**

Students enrolled in this program will complete a minimum of 150 hours internship in the fashion field. The internship must pertain to the way apparel products and apparel accessories are marketed and distributed. It has to be approved by the career development center and the fashion program coordinator. It is strongly suggested that students complete the internship in the summer between their first and second year at Southern New Hampshire University.

Credit(s): 3

### **FMM 101 - Basic Design and Color Theory**

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.

Credit(s): 3

### **FMM 111 - Foundational Integration Experience**

The fashion merchandising foundational integration experiences give students the opportunity to apply the knowledge acquired in the core areas of fashion management. They will explore macro and micro environmental factors that affect companies in the industry. They will conduct an industry overview to understand the challenges and opportunities facing this industry by visiting and collecting data from companies operating in the industry in the U.S. and Canada. The trips will include a lab fee of approximately 300 dollars per student for hotel and transportation (lab fee-current market estimate)

Develop industry overview: Challenges and opportunities on the domestic and international apparel markets

Identify local/regional fashion/accessories retailer to investigate: Conduct their situation analysis

Initiate a contact with the retailer: Patronize the retailer's store (Collect data to inform the situation analysis).

Lab fee applies-estimate: 300 dollars per student

Present findings (alternatives/recommendations) to client to address challenges and maximize opportunities

Research the business and personal responsibilities of buyers

Attend a regional retail conference on retail industry issues: Asset protection and loss prevention annual conference in DCU center in Worcester, MA

Credit(s): 1.5 - 3

### **FMM 114 - Introduction to Fashion Merchandising**

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. Offered online and offered on campus only in Fall semester.

Credit(s): 3

### **FMM 204 - Textiles and Color Theory**

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. Offered online and offered on campus only in Spring semester.

Credit(s): 3

**FMM 208 - History of Fashion and Costume**

Fashion is another term for the costume of a time and place, an expression of a period with all of its passions, politics, attitudes and history. This course considers textiles, silhouettes, shapes, and design adaptations in light of the technological capacities of the time, the geographic environment, social structure, political systems and economic conditions around the globe and over time. Students will gain an understanding of appreciation of how these underpin and influence contemporary fashion design and development. Offered online and offered on campus only in Fall semester.

Credit(s): 3

**FMM 209 - Sourcing, Supply Systems and Distribution**

The overall objective of this course is to expose students to sourcing and distribution in the global fashion industry. The specific objectives are twofold: first, the course exposes students to the Production and distribution side of apparel and accessories in the global fashion market. Second, students compare and contrast these processes between the host country (Italy) and U.S.

To achieve and maintain a good profit margin fashion marketers, product developers and designers analyze cultural indicators and conduct fashion and consumer scans. The sources and nature of textiles used by designers, time to market and distribution channels play an important role in fashion retailers' profitability. Students will explore the influence of these factors on business decisions in the host country (Italy) and U.S industries.

NOTE: There is a lab fee associated with this course.

Credit(s): 3

**FMM 210 - Sourcing, Supply Systems and Distributions**

The overall objective of this course is to expose students to sourcing and distribution in the global fashion industry. The specific objectives are twofold: first, the course exposes students to the Production and distribution side of apparel and accessories in the global fashion market. Second, students compare and contrast these processes between the host country (Italy) and U.S.

To achieve and maintain a good profit margin fashion marketers, product developers and designers analyze cultural indicators and conduct fashion and consumer scans. The sources and nature of textiles used by designers, time to market and distribution channels play an important role in fashion retailers' profitability. Students will explore the influence of these factors on business decisions in the host country (Italy) and U.S industries.

Credit(s): 3

**FMM 225 - Merchandise Planning**

This course seeks to instill in students a complete understanding of the influence of merchandise planning and purchasing on retail profit. Students analyze profit and loss statement and demonstrate a complete understanding of the factors that influence the retailer's financial performance. Offered online and offered on campus only in Fall semester.

Credit(s): 3

**FMM 325 - Sustainability in Fashion**

The overall objective of this course is to explore the role that sustainability plays in fashion merchandising managers' decision to buy from vendors. It explores production and commercialization decisions with respect to buying green. It exposes students to the influence of social responsibility on fashion retailers' decisions. Offered online and offered on campus only in Fall semester.

Credit(s): 3

**FMM 333 - Exploration Integration Experience**

The fashion merchandising exploration integrated experiences expose students to apparel and accessories stores management. Students will work directly with local or regional apparel/accessories vendors and retailers to organize fashion merchandise exhibition in the marketing studies center on the SNHU Manchester campus. Displayed merchandise would include women and men apparel and accessories products. Their target market consists of SNHU

students, staff, faculty and people from the community. Students will develop the following skills through these experiences: Merchandise and event planning, vendor relation, event and store promotion, merchandise display, store management and customer relations. To display merchandise that meet consumer expectation, students will conduct qualitative and quantitative research.

Qualitative research (Primary data collection): Observation and Focus group

Qualitative research (Secondary data): Literature review

In the second semester of the exploration integrated experience students will experience a mandatory semester long study abroad at Florence University of the Arts (FUA, Florence Italy). The FUA experience will consist of being members of students teams that manage an on campus apparel boutique created and managed by the Fashion program at FUA.

Credit(s): 3 - 6

### **FMM 340 - Merchandise Management Strategies**

Effective merchandise management involves efficient decision making. Ordering, keeping and managing the right merchandise in terms of size and quantity are the key to a retailer's success. Retail merchandise management brings to light the vital relationship between the manufacturer and the retailer. Students explore various strategic techniques that influence profit including vendors-fashion retailers' negotiations over merchandise. Offered online and offered on campus only in Spring semester.

Prerequisite(s): FMM 225

Credit(s): 3

### **FMM 410 - Fashion Research and Forecasting**

This course applies the qualitative and quantitative investigations approaches to fashion and fashion accessories. Students will analyze descriptive and inferential statistics to understand consumer taste for current and future trends in fashion. Offered online and offered on campus only in Fall semester.

Prerequisite(s): MAT 240

Credit(s): 3

### **FMM 417 - Global Sourcing and Apparel**

This course analyzes global trades in textiles and apparel. The course explains the necessity of export and import in the textiles and apparel industry. Topics include global trades in apparel (the benefits of export and import), trade policies and trade organizations. Offered online and offered on campus only in Spring semester.

Prerequisite(s): FMM 114 and MKT 222

Credit(s): 3

### **FMM 457 - Strategic Fashion Management**

Students utilize knowledge accumulated in various courses of the program to design a fashion merchandise strategy for a local fashion and apparel retailers or a strategy for fashion accessory retailers. This course considers both qualitative and quantitative research methodologies to investigate management issues or examine opportunities for fashion retailers. Offered online and offered on campus only in Spring semester.

Prerequisite(s): FMM 204, FMM 208, FMM 325, FMM 340, MKT 228 and MKT 231

Credit(s): 3

## **Field-Based Graduate Program in Education**

### **EDGR 600 - Profile Seminar**

This seminar is taken at the start of the program and is a prerequisite for admission into the graduate program. Students determine how the program best serves their professional goals and meet with faculty to determine whether these goals can be met. Students in this seminar are oriented to the program and begin to shape their courses of study and future integrative activities.

Credit(s): 1

### **EDGR 601 - Action Research Practicum I**

This seminar reviews the entire Action Research process and sequence. Students are expected to begin to conceptualizing their practicum topics and developing research questions specific to their work environments.

Credit(s): 1

### **EDGR 602 - Action Research Practicum II**

This seminar continues the Action Research process through collegial networking and discussion. Students address literature and research reviews and develop data collectors for researching their environments. The concept of triangulation to maximize the reliability of developed assessment tools is stressed as part of the research design.

Credit(s): 1

### **EDGR 603 - Action Research Practicum III**

Students in this session begin collecting data using the tools they developed in the previous seminar. This collection occurs over a period of time to ensure complete acquisition of data and assessment information. Networking with classmates to draw upon the "collective genius" of the cohort is part of the process.

Credit(s): 1

### **EDGR 604 - Action Research Practicum IV**

Students examine in detail the information they have collected for their studies. Trends are identified and options for change are discussed. Students identify and implement plans of action.

Credit(s): 1

### **EDGR 610 - Dimensions of Curriculum and Management**

This course examines the knowledge and skills a professional educator needs to exercise leadership in curriculum development, implementation and assessment.

Credit(s): 3

### **EDGR 615 - Curriculum and Management Decision Making**

In this second-level course, processes involved in curriculum implementation are stressed, practiced and related specifically to students' school settings or education environments.

Credit(s): 3

### **EDGR 620 - Dimensions of Teaching/Instructional Technology**

Is teaching an art or a science? In what ways can it be enhanced through technology? Course participants investigate the act of teaching and the integration of technology to construct relevant learning experiences for themselves and their students.

Credit(s): 3

### **EDGR 625 - Teaching and Instructional Technology Applications**

This second-level course intensifies the effort to determine the best processes to integrate the varying forms of instructional technology into different disciplines and environments on behalf of students.

Credit(s): 3

### **EDGR 630 - Dimensions of Assessment and Evaluation**

How are assessment and evaluation part of the learning process? What works in assessment? Participants in this course examine assessment and evaluation approaches and give special attention to developing products, such as Portfolio.

Credit(s): 3

### **EDGR 635 - Applications in Assessment/Evaluation**

Students apply forms of assessment and evaluation learned in the first-level course to their own classrooms, school buildings or education systems.

Credit(s): 3

### **EDGR 640 - Dimensions of Leadership & Organization**

Are teachers leaders? How has the role of the school administrator evolved? Students in this class examine the body of leadership research within the context of educational organizations and explore the relationship between leadership style and educational leadership.

Credit(s): 3

### **EDGR 645 - Challenges in Leadership**

How can educators use their leadership styles on behalf of their students? This course provides an in-depth exploration of the processes of maximizing educators' skills to effect positive change in classrooms or other education settings.

Credit(s): 3

### **EDGR 650 - Dimensions in Learning and Development**

Learning is the process of constructing meaningful connections. Class participants explore and apply theories of learning and human development in the context of educational settings.

Credit(s): 3

### **EDGR 655 - Learning and Development Applications**

Though we know the developmental stages of the children with whom we work and the adults with whom we interact, how do we maximize those efforts in real life? This class explores in-depth the processes involved in interactions with children and adults in order to ensure progressive change.

Credit(s): 3

### **EDGR 690 - Capstone Seminar**

This seminar is taken at the final stage of the program. It provides an opportunity for students to celebrate the professional milestones that they have achieved as they complete the master of education program. This also is the occasion for extending and celebrating professional growth by sharing key insights or research results from the practicum with the professional community.

Credit(s): 1

## **Finance**

Department Chair: Dr. Michael Tasto

### **FIN 250 - Personal Financial Planning**

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.

Credit(s): 3

### **FIN 305 - Foundations of Finance**

Foundations of Finance (FIN 305) is designed to provide students with a balanced introduction to the theory and practice of finance by presenting an overview of the central issues and topics in finance currently relevant to business

decision-making. In addition, Foundations of Finance is intended to provide all business students, regardless of major, with the finance tools necessary to develop skills, knowledge, and wisdom in current demand by employers. Topics include time value of money, risk and return, capital budgeting, capital markets, and bond and stock valuation.

Prerequisite(s): ECO 201, MAT 240 and (ACC 201 or ACC 105)

Credit(s): 2

### **FIN 320 - Principles of Finance**

This course is designed to survey the corporate finance discipline, examine the financial management of corporations and help students develop the skills needed to make decisions about financing, investments and dividends. Students also will be introduced to money, capital markets and institutions.

Prerequisite(s): ECO 201, MAT 240 and ACC 201 or ACC 105

Credit(s): 3

### **FIN 330 - Corporate Finance**

This course focuses on the topics of corporate finance with the intent to extend and further develop the long-term investment and financing topics introduced in either the Principles or Foundations of Finance. The course addresses issues that face modern corporate managers when making capital budgeting and capital structure decisions, and focuses on applied managerial decision-making. Corporate Finance is designed for students seeking a more thorough understanding of the economic analysis of strategic and tactical investments, the effect financial leverage has on firm value, and the integration of investment and financial corporate strategies. Topics addressed include advanced techniques in capital budgeting, firm valuation, capital structure, firm/division cost of capital, and quantitative risk assessment. Writing intensive course.

Prerequisite(s): FIN 320 or FIN 305

Credit(s): 3

### **FIN 336 - Multinational Corporate Finance**

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. Global marker.

Prerequisite(s): FIN 320 or FIN 305

Credit(s): 3

### **FIN 340 - Fundamentals of Investments**

This course introduces and examines various investment vehicles, including stocks, bonds, mutual funds and commodities. This course emphasizes the decision-making process that underlies all investment decisions.

Prerequisite(s): FIN 320 or FIN 305

Credit(s): 3

### **FIN 345 - Student Managed Investment Fund**

This course is intended to provide rigorous academic training in money management, portfolio selection, and risk management concepts. This course will also provide students with the opportunity to manage a portion of the SNHU endowment fund. This course will also require students to establish an investment philosophy and investment policy guidelines, preparation of an investment process statement and to understand the administrative aspects of the fund's brokerage account. Students will also be responsible for researching potential stock investments, presenting recommendations to the class for consideration, executing trades, monitoring positions and writing fund reports.

Prerequisite(s): FIN 320 or FIN 305

Credit(s): 3

**FIN 426 - Contemporary Issues in Finance**

This course offers an opportunity for students to examine advanced issues in corporate finance. This includes coverage of issues in capital and money markets, including derivative securities. Students will examine in detail these advanced topics in finance, their investment characteristic various valuation approaches and portfolio strategies for using them.

Prerequisite(s): FIN 330 and FIN 340

Credit(s): 3

**FIN 440 - Investment Analysis**

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.

Prerequisite(s): FIN 340

Credit(s): 3

**FIN 480 - Independent Study**

This course allows the student to investigate any economic or finance subject not incorporated into the curriculum.

Credit(s): 0 - 3 (variable credit course)

**FIN 490 - Finance Economics Internship**

The finance/economics internship option is a semester of supervised career-related work experience. Students are required to prepare monthly on-the-job reports and a final written analysis in a case-study format.

Credit(s): 3 – 12

**Game Design and Development****GAM 110 - Introduction to Programming for Games**

Students will learn the basis of computing as well as the fundamentals of programming. Students will be taught the correlation between math and programming languages and how they are used in games. Students will get a firsthand introduction on how C# and C++ are used in game engines. A student will be introduced to scripting languages, object oriented languages and functions. Students will have an understanding of multiple types of classes that include base, abstract, and concrete, as well as class hierarchies.

Credit(s): 3

**GAM 205 - Introduction to Games**

While games have long been regarded as trivial or inconsequential, their increasing popularity and influence in American culture demands more critical perspectives that better enable us to understand their significance and value. This course provides an introduction to the critical study of games. Through course readings, discussion, and academic research, students will analyze the design, production, consumption, and aesthetics of games, drawing on perspectives from across a variety of disciplines. Specific attention is paid to how games affect and are affected by the people who play them and the context in which they are developed and played.

Credit(s): 3

**GAM 207 - Information Technology and Digital Games**

Introduction to digital games and information technology covers game genres and platforms, interface design, game implementation, artificial intelligence, business economics of the game industry, game marketing and design, e-collaboration, and e-commerce. Students learn how to use software packages to design and implement digital games and how to use the Internet to market and distribute digital games. The course includes a project which will culminate in the conception, design, and prototype of an original digital game. The course is designed for students who have an interest in IT and games, including original game concepts, design and implementation, and executive leadership in the game industry. Knowledge of computer programming is not required.



Credit(s): 3

### **GAM 210 - History of Digital Games**

Digital games have, in their relatively brief history, evolved to become the most dominant form of entertainment on the planet. The modern digital game is as much a product of cultural context as the technologies that enabled their development. This course is designed to explore the history of digital games, their foundation in traditional games, and the modern application of game design theory. Through course readings, discussion, and academic research, students will analyze the history of digital games through both a technological and a socio-cultural perspective.

Credit(s): 3

### **GAM 211 - Interactive Animation**

This course focuses on programming capabilities to enhance graphic animations and user interfaces to provide spectacular interactive results. Those benefiting from this course include students in game development, advertising, marketing, education, web development, art and other fields that can benefit from interactive animated graphics helping to convey concepts. The course is intended for those with no programming experience as well as those with some programming background. The use and creation of animations will be covered at a level of interest to both those new as well as experienced. The results can be displayed by a browser from the internet or as standalone results displayable on a range of operating systems. This is a hands on computer based course in which the students create a number of individual projects based on their interests and capabilities, focusing on creativity and programming aspects of interactive animation. The course utilizes emerging technologies in interactive animation.

Credit(s): 3

### **GAM 215 - World-Building for Games**

Rich, highly immersive imagined worlds have a long tradition in fantasy and science fiction from J.R.R. Tolkien's Middle Earth to the dystopian universe of Suzanne Collins' Hunger Games . Increasingly, digital games rely on these imagined worlds to create environments for players to interact with and explore. In this course students will learn and apply the principles of world-building and environmental storytelling to craft a series of imagined worlds for digital games. Students will be tasked with developing worlds around a number of common themes in digital games such as fantasy realms, forgotten civilizations, post-apocalyptic futures, and alien worlds, including the historical, geographic, social, and cultural details that make imagined worlds so engaging.

Credit(s): 3

### **GAM 303 - Design of Virtual Game Environments**

This core topic addresses the fundamental ideas behind the design of electronic games as virtual environments. It touches on relevant formal fields such as systems theory, cybernetics, and game theory. Included are basics of interactive design, including interface design, information design and human-computer interaction. Emphasis is placed on how virtual game environments function to create experiences, including rule design, play mechanics, game balancing, social game interaction and the integration of visual, audio, tactile and textual elements into the total virtual game environment experience. Game documentation and play-testing are also covered.

Prerequisite(s): GAM 207 or IT 207

Credit(s): 3

### **GAM 305 - Digital Game Development**

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.

Prerequisite(s): IT 207

Credit(s): 3

**GAM 310 - Player-Centered Game Design**

Digital games have quickly become the most dominant and popular form of entertainment in the United States, but that meteoric rise has garnered considerable scrutiny from the public. While early psychological research focused primarily on potentially negative effects of gaming, attention has more recently shifted to understanding the broader psychological principles at work in digital games. This course introduces students to the application of psychological theories, concepts, and methodologies to the study of digital games. Through course readings, discussion, and academic research, students will explore a variety of topics related to digital game psychology, including motivation, immersion, interaction, cognition, emotional investment, addiction, aggression, and prestige.

Credit(s): 3

**GAM 312 - Scripting in C# for Games**

This course is going to be covering C# fundamentals as well as how to script in a game engine using the C# language. Students will learn how to create basic script files and get an understanding for variables, functions, events, loops, conditional Statements, and classes. This course will also cover scripting solutions in multiple game engines.

Prerequisite(s): IT 312 and GAM 110

Credit(s): 3

**GAM 315 - Interactive Storytelling**

Storytelling in digital games is often rightly criticized for being unimaginative and lackluster. The interactive nature of this medium requires dramatically different approaches but historically, little attention has been paid to the development of these skills in potential authors. In this course, students explore the different ways that modern digital games and other forms of interactive fiction tell stories by applying theories and principles of narrative development and story structure. Emphasis is placed on how video games are similar to and profoundly different from traditional linear fiction. In addition to reading scholarly works on games and narrative, students develop original and engaging stories fit for contemporary digital games.

Credit(s): 3

**GAM 330 - Physics for Games**

This course looks into the basics of Physics techniques specific for games from a programming perspective. Students will learn the basics of physics on Objects, Characters, Vehicles, Crowds, and Weather. Topics will also include collision objects and detection. Students will also get an introduction to AI with Character, Crowd and World Behaviors.

Prerequisite(s): PHY 101 and IT 312

Credit(s): 3

**GAM 405 - Artificial Intelligence for Games**

Students get an introduction to AI inside a game engine. Using Action scripting, C++, or C# students will be introduced to Path finding, Crowd Control, Character Control, Non Player behavior, World behavior and Object behavior. students will also be introduced to game play algorithms designed to create immersive reactive worlds.

Credit(s): 3

**GAM 415 - Graphics Game Engine**

Students get an introduction to advanced graphics topics including skeletal animation, ray tracing, particle integration, lighting, shaders and materials. Projects are introduced to implement these important visual effects. The knowledge obtained will be assimilated and applied to a wide range of usages and application. Linear Algebra algorithms will be refreshed and/or introduced specific to the topic at hand. Students will learn the basics of Direct X, Open GL, and Rendering solutions (forward and deferred).

Prerequisite(s): IT 230, IT 312, GRA 202 and MAT 350

Credit(s): 3

**GAM 425 - Game Programming Capstone**

The game programming capstone is designed to help students bring together all of the knowledge and skills they have acquired throughout the program. Students will work on a project of their own design that showcases their abilities as game programmers. Emphasis is placed on students' ability to create dynamic gameplay experiences through the application of industry standard methods, techniques, and technologies.

Prerequisite(s): GAM 405, GAM 330, GAM 312, and GAM 415

Credit(s): 3

**GAM 450 - Artificial Intelligence**

This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications and business intelligence in particular. Topics include mining data for business intelligence and collaborative software agents that utilize resources on the Web to carry out tasks for individuals and organizations.

Offered as needed.

Prerequisite(s): GAM 211

Credit(s): 3

**GAM 465 - Digital Multimedia Development**

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. Offered as needed.

Prerequisite(s): IT 375 or GRA 310

Credit(s): 3

**GAM 490 - Game Design Internship**

The consent of the program coordinator/department chair, the school dean and the Career Development Center are required for this course. Offered every year.

Credit(s): 0 - 12 (variable credit course)

**GAM 495 - Game Programming Capstone**

This course represents the integration of previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Students will develop a self-identified gaming project as a culminating capstone experience. The course will be structured around this critical task so that students have the appropriate support and resources required to be successful.

Prerequisite(s): Completion of 111 credits

Credit(s): 3

**Geography****GEO 200 - World Geography**

This course examines the implications of global location and topography for the people of planet Earth. Students will explore how geography shapes the dynamics of human societies, with an emphasis on the geoenvironmental, geopolitical, and geosocial phenomena that help to define the modern world. Global marker.

Credit(s): 3

**GEO 202 - Regional Geography: Appalachia**

This course will examine the geography of Appalachia. Emphasis will be placed on the physical, historical, social, and cultural geography of this region. Topics include: geologic formation of the Appalachian Mountains, the Civil War,

socioeconomic problems, impacts of coal mining, and regional culture. This course requires a field trip with associated fees to Appalachia during spring break.

Credit(s): 3

## **Graphic Design and Media Arts**

### **GRA 101 - Basic Design and Color Theory**

This course examines the basic elements and principles of design, including balance, emphasis, proportion and rhythm. Students are introduced to visual designing systems that guide the student through the application of computer graphics tools. The basic visual design elements of line, space, texture and color are creatively explored as students complete a series of projects that relate to advertising layout and design and visual merchandising.

Credit(s): 3

### **GRA 201 - Intro to Digital Sculpting**

In this course students will be introduced into Digital sculpting with zbrush. Also understand how digital sculpting fits into a pipeline in a game production environment. Techniques covered in this course will be software navigation, sculpting with multiple brushes, masking, poly painting, and materials. The course will cover some practices used to prep a model for the next stage in creating a game model. Some techniques will show how zbrush can work seamlessly with other 3D modeling software. The class will also have assignments that include observational and concept drawing.

Credit(s): 3

### **GRA 202 - 3-D Modeling and Animation**

In this course students will be introduced to 3DS max. It will give them an overview of what max does specifically for games. This course will be focused on modeling. Students will learn the basics of modeling low poly and high poly models. How they are unwrapped and used in conjunction with textures. It will also show a wide range of techniques used in the industry for modeling for mobile, PC and current generation consoles.

Prerequisite(s): GRA 220

Credit(s): 3

### **GRA 210 - Fundamentals of Game Design**

Many people have ideas for their own video games, but how do you get started making them? This course lays the foundation for students interested in entering the game industry. This is accomplished by learning game mechanics and design theory through hands on work. Using industry standard tools, students work through the process of creating games from start to finish.

Credit(s): 3

### **GRA 211 - Interactive Animation**

This course focuses on programming capabilities to enhance graphic animations and user interfaces to provide spectacular interactive results. Those benefiting from this course include students in game development, advertising, marketing, education, web development, art and other fields that can benefit from interactive animated graphics helping to convey concepts. The course is intended for those with no programming experience as well as those with some programming background. The use and creation of animations will be covered at a level of interest to both those new as well as experienced. The results can be displayed by a browser from the internet or as standalone results displayable on a range of operating systems. This is a hands on computer based course in which the students create a number of individual projects based on their interests and capabilities, focusing on creativity and programming aspects of interactive animation. The course utilizes emerging technologies in interactive animation.

Credit(s): 3

**GRA 212 - 3-D Character Animation**

This course will introduce students to character animation by learning the 12 principles of animation. We will also be going over the pipeline for skinning and rigging a character.

Credit(s): 3

**GRA 220 - Introduction to Digital Imaging**

Using Photoshop and Illustrator software, this course is a Mac-based introduction to professional computer graphics creation and to the software and hardware typically used in the graphic design, video, photography and interactive Web/multimedia industries. Emphasis will be placed on the professional use of image- capturing devices, such as scanners, digital still cameras and video cameras. Image editing and color management systems will be discussed and demonstrated. The important differences between vector and bitmap graphics will be defined, as will the significant differences in preparing images for print, broadcast and Web distribution. Students will be encouraged to experiment with their own and preexisting images using sophisticated digital editing techniques such as layering, channel masking, filtering, cloning and montaging. Students will output their work from inkjet printers and record it on CD, video and film. Special attention will be paid to copyright awareness in the age of digital image.

Credit(s): 3

**GRA 310 - Digital Graphic Design for the Web**

This course focuses on digital graphic design theory and its application to web design. Students learn about the technical requirements of professionally created digital web documents. Students will be focused on designing communication and marketing applications for the World Wide Web all the while considering user experience and functionality. Differences in designing for the desktop computer and mobile internet appliances will be a topic for discussion and incorporated in hands-on exercises and projects. Each student will develop several minisites and by the end of the semester will have produced at least one deployable site. Topics include design strategies, web authoring/editing environments, color calibration and aesthetics, web typography, style sheets, template use, graphics format selecting and optimization, and HTML coding and debugging.

Prerequisite(s): GRA 220

Credit(s): 3

**GRA 311 - Environment Design**

In the first half of this course students will be introduced to a pipeline for the creation of environments inside of a game studio. Students will be shown how to use reference drawings and images to help build props and environment pieces. Students will also be shown how these assets can be used, not only as standalone assets but to create other bigger picture assets when used as a modular set piece. Then the students will digitally sculpt environment assets from references provided to them. When the sculpting phase is finished the students will learn how to build a game model from their digital sculpt. Students will then create the textures that will be used for a final render. In the second half of this course students will be able to go through this same pipeline but instead of using provided artwork, they will create something from their own imagination.

Prerequisite(s): GRA 202

Credit(s): 3

**GRA 315 - Game Design and Production**

This course ties together subjects such as project management, game design theory, and development. Working together in small and randomly assigned teams, students design, document, manage, and develop projects within set time frames. Each student will have the opportunity to experience different roles within a development team including designer, programmer, artist, and producer. All projects are presented to the class each development cycle for feedback and peer reviews before working on the next project. Design and project management methods are lectured and put into practice in each new cycle.

Prerequisite(s): GAM 207 and GRA 211

Credit(s): 3

**GRA 317 - Studio Environment**

The video game industry relies on professionals who can work together as a team, and understand the functions of their peers. In this class, students are put into teams based on their degree focus to work together in a simulated studio environment. Through this process, students will learn gaming industry business development skills such as project management, marketing, and legal vocabulary. Upon completion of this course, students may apply these skills in a small studio or startup environment, where product creators are often asked to aid in the development of the business.

Prerequisite(s): GRA 210 and GRA 315

Credit(s): 3

**GRA 332 - Digital Publishing**

In this course, students will be introduced to the creative and practical aspects of digital publishing using Adobe's Digital Publishing Suite, used extensively in the creation of multimedia publications for the iPad. Students will identify and explore differences between designing for the iPad, smartphone, tablet, laptop and desktop computers. This course shows students how to step outside of print design and learn about interactive design, and the differences and similarities between the two. Through targeted assignments students will develop an understanding of the variety of tools used to create publications for electronic media. Students will capture key insights to improve content and deepen reader engagement.

Prerequisite(s): COM 232

Credit(s): 3

**GRA 340 - Typography**

Typography deals with the language of type, the history of typography, typeface and character recognition, legibility, appropriate uses of measure, manuscript specifications and the individual visual dynamics of letterforms. In this class students will learn how to work with type as a stand-alone design element. Students will also learn how to incorporate type successfully with imagery. The assignments will cover a broad range of type applications. Students will primarily focus their efforts towards developing a greater understanding of typographic form through exercises based on the setting of words, phrases, sentences and short paragraphs. Students will first focus on the appropriate setting of spaces in-between the letters that make up words and projects will gradually increase in scope and complexity up to the setting of pages of text with multiple levels of hierarchical meaning.

Prerequisite(s): GRA 220

Credit(s): 3

**GRA 401 - Character Design**

This course will involve a combination of concept, texturing, digital sculpting and 3d modeling to create characters that would appear on both mobile and current generation consoles. Students will learn a proven pipeline used in the gaming industry to bring a concept to creation and ready for game implementation. The course will begin showing students how this pipeline works in combination of different types of software following a given concept. They will have the understanding of how specific software works along the path of the pipeline to create a character. Students will then be asked to create their own concept following the techniques used in class to present a finished game character for their final project.

Prerequisite(s): GRA 201 and GRA 202

Credit(s): 3

**GRA 402 - Creature Design**

In this course students will be shown how creatures are created from an idea to a fully fleshed out game model. They will work through weekly assignments to see the connection of real world animals and fantasy creatures. Students will follow step by step instruction with supplied concepts to build a fantasy creature through real world animal anatomy and the creative process. In the second half of this course students will learn how to go through this same process of using reference of actual creatures/animals from the real world as a spring board to create their own fantasy creature.

Prerequisite(s): GRA 201 and GRA 202

Credit(s): 3

**GRA 405 - Personal Branding**

In this course, students will build upon their branding skills and will be introduced to self-promotion and self-branding. Students will create a brand and identity for themselves. Through lectures, hands-on exercises, research, projects and critique sessions, students will learn different techniques to create visually appealing self-promotion pieces. At the conclusion of the course, students will have a collection of projects that will assist them in obtaining a job.

Prerequisite(s): COM 232

Credit(s): 3

**GRA 410 - Advanced Digital Graphic Design for Web**

This course engages upper-level design students in current industry standards used in designing content for multimedia and interactive communication. Emphasis is placed on designing for computers, tablets and phones. The course is divided into teaching modules emphasizing the integration of several software packages for design problem solving. Emphasis is placed on conceptualization and the mastery of professional site mapping and wire framing techniques. Exercises and projects provide challenging design problem-solving experience. Project themes involve self-promotion and client-based work. All projects rely on the student's ability to integrate previously mastered techniques in a broad range of software.

Prerequisite(s): GRA 310 or IT 375

Credit(s): 3

**GRA 420 - Advanced Digital Imaging**

This hands-on computer graphics course combines skills from previous design courses to explore the history, process and essential skills required to develop successful brand identity systems. Topics such as logo design, selection of fonts and colors, and the development of branded marketing materials are covered in depth. In addition, the important techniques of imaging software integration and file format compatibilities are discussed and applied while preparing images for print, video and Web. At the conclusion of this course, students will have developed a complete branded identity system and assembled a portfolio presentation for public viewing.

Prerequisite(s): GRA 220 and GRA 340

Credit(s): 3

**GRA 440 - 3-D Art and Design**

In this course students will explore how their individual creative strengths and digital skill sets fit into a professional work flow of commercial game production. Students will choose one or multiple aspects of game art creation: Character design, Environment design, or Animation. All creative work produced in this course will be executed in the context of strict deadlines that simulate industry expectation. Students will concentrate on game development source control and integration of art assets into a production pipeline. Each student develops a digital portfolio and website that showcase their ability to create professional creative art work. Students will learn the process of objective self-evaluation and peer criticism and preparing their portfolios to match professional job board postings.

Prerequisite(s): GRA 402 and GRA 311 or GRA 401

Credit(s): 3

**GRA 480 - Independent Study**

This course allows the student to investigate any graphics subject not incorporated into the curriculum.

Credit(s): 3 - 6

**GRA 490 - Graphic Design Internship**

Students may use three, six or 12 credit hours of free electives for placement in a supervised, career-related work experience. Students report on the experience as required by the internship syllabus. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation.

Credit(s): 0 - 12 (variable credit course)

## **History and Social Studies**

Coordinator: Dr. Kenneth Nivison

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

Students receive a broad foundation in United States history and Western Civilization. Students may choose a general course based in United States, European, or world studies, or may organize their degree around a specific theme such as religion, African-American, political, social, intellectual, or economic topics to name a few. All history majors complete required courses in historical methods and a senior colloquium where they write a senior thesis. In addition, the student may pursue a secondary interest in more depth since the major allows for 21 credits in electives.

### **HIS 101 - Exploring the Past I: Ancient Period**

A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Ancient period, students will develop foundational historical skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to handle both primary and secondary historical sources, to evaluate historical evidence, and to analyze historical arguments.

Credit(s): 3

### **HIS 102 - Exploring the Past II: Medieval Period**

A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Medieval period, students will develop foundational historical skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to handle both primary and secondary historical sources, to evaluate historical evidence, and to analyze historical arguments.

Credit(s): 3

### **HIS 103 - Exploring the Past III: Early Modern**

A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Early Modern period, students will develop foundational historical skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to handle both primary and secondary historical sources, to evaluate historical evidence, and to analyze historical arguments.

Credit(s): 3

### **HIS 104 - Exploring the Past IV: Modern Period**

A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Modern period, students will develop foundational historical skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to handle both primary and secondary historical sources, to evaluate historical evidence, and to analyze historical arguments.

Credit(s): 3

### **HIS 109 - Western Civilization to 1500**

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.

Credit(s): 3



**HIS 110 - Western Civilization since 1500**

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.

Credit(s): 3

**HIS 113 - United States History I: 1607-1865**

The first half of the United States history survey courses covers the period from the founding of Jamestown to the end of the Civil War. The development of regionalism and its effect on the coming of the Civil War provides the framework for the investigation. Required for majors in history and social studies education with a concentration in history.

Credit(s): 3

**HIS 114 - United States History II: 1865-Present**

The second half of the United States history survey course covers the period following the Civil War. The economic, political and ideological developments that allowed the United States to attain a position of the world leadership are closely examined. Required for majors in History and Social Studies Education with a concentration in History.

Credit(s): 3

**HIS 117 - World Civilizations, Prehistory to 1500**

An introductory survey of the world's major civilizations from prehistory to 1500. Key societies will be examined from political, socio-economic, and cultural-intellectual perspectives.

Credit(s): 3

**HIS 118 - World Civilizations, 1500 to Present**

An introductory survey of major civilizations from 1500 to the present, with particular emphasis on interactions and conflicts between Western and non-Western parts of the world. Key societies will be examined from political, socio-economic, and cultural-intellectual perspectives.

Credit(s): 3

**HIS 220 - Modern European History: 1890-Present**

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. Not available every semester.

Credit(s): 3

**HIS 222 - War and Society, Antiquity to 1800**

A survey of warfare during the ancient, medieval, and early modern eras. Particular attention will be devoted to the evolution of military technology and the various ways that Western and non-Western societies adopted gunpowder weaponry.

Credit(s): 3

**HIS 235 - Modern Russia**

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. Not available every semester.

Credit(s): 3

**HIS 238 - Modern Germany, 1871-Present**

An introduction to modern German history, covering the period from 1871 to the present. Topics include unification under Bismarck's leadership, Germany's role in World War I and World War II, and postwar division and reunification.

Credit(s): 3

### **HIS 240 - World War I**

The course will begin with an overview of how warfare evolved during the industrial era, not just in terms of technology and tactics, but doctrinally, socially, and economically. It will then examine nineteenth- and early-twentieth-century diplomacy, along with the underlying and immediate causes of World War I. Chronological and topical treatments of the war's conduct will follow. The course will conclude with in-depth discussion of the war's aftermath, focusing on the peace settlements and the formation of new political orders in Europe and elsewhere.

Credit(s): 3

### **HIS 241 - World War II**

This course emphasizes the battles, campaigns, events and personalities that dominated World War II. Special attention is given to political and diplomatic factors during the 1930s which contributed to the outbreak of World War II. Not available every semester.

Credit(s): 3

### **HIS 242 - The Cold War**

This course examines the origins, development, and consequences of the Cold War as an ideological, cultural, economic, military and political struggles that concentrated the energies of two nuclear "superpowers" while fundamentally reshaping the way that scores of nations interacted with each other. As the Cold War often manifested itself in any number of proxy conflicts, this course approaches the topic from a global perspective, paying special attention to the Cold War as an international phenomenon.

Credit(s): 3

### **HIS 245 - United States History since 1945**

An examination of the United States in its rise to global power in the aftermath of World War II. Central to the course are the international and domestic realities of the Cold War, particularly the struggle for equal civil rights within the United States. The course will examine the post-Cold War world as well, examining the transition to the domestic and international challenges of the 21st century.

Credit(s): 3

### **HIS 249 - The Common Good**

This course will examine a fundamental historical group: its commitment to the common good. It operates from the thesis that all organizations and societies share certain characteristics in regard to the common good that, despite differences in time, place, and ideology, remain the same. As such, the course seeks to understand the dynamics of the common good - what it is comprised of, how various communities have embraced or rejected it, and what the consequences were of those choices.

Credit(s): 3

### **HIS 254 - Civil Rights Movement**

Beginning with the rise of Jim Crow laws in post-Civil War America, this course examines the efforts of Americans, particularly black Americans, to uproot the race-based segregation and exclusion that defined American society. In particular, it will examine the efforts of the post-World War II generation of black Americans to upend segregation with all manner of efforts, from non-violent resistance to the threat of open violence to the advocacy of a new kind of Black Nationalism

Credit(s): 3

### **HIS 259 - Silk Roads and Samurai**

An overview of the societies and cultures of China and Japan (and to a lesser extent, Korea) before 1600 C.E. through primary and secondary sources. Because East Asia developed in relative isolation from the West one goal of this course

is to point out and study distinctive aspects of "East Asian civilization." A second goal is the study of the relationship between the evolution of China and Japan. Since China has the oldest identifiable civilization in the region, we will spend somewhat more time on Chinese history.

Credit(s): 3

### **HIS 260 - Modern China**

A survey of Chinese history, beginning in the mid-1700s and continuing to the present. Topics include the decline and collapse of the Qing Dynasty, the Chinese Republic's struggle for survival, and the transformation of China into a communist state.

Credit(s): 3

### **HIS 264 - Modern Japan**

An introduction to the history of Japan from the late 1700s to the present. Topics include the decline of the Tokugawa Shogunate, the Meiji Restoration, the militarization of Japan during the world wars, and the country's postwar recovery and economic modernization.

Credit(s): 3

### **HIS 270 - American Environmental History**

The course examines the history of the American environment, paying particular attention to the impact of European settlement on the landscape and the subsequent commodification of resources that defined the American experience in the modern age. It will pay close attention to such phenomena as industrialization, pollution, population trends, urbanization, chemically-dependent food production, and energy consumption, to name only a few. Particularly important, the course will delve into the process of political responses to environmental and ecological challenges as they have evolved over time.

Credit(s): 3

### **HIS 301 - World History and Culture**

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. Offered every year in the fall. Recommended for majors in History and Social Studies Education with a concentration in History. Global marker.

Credit(s): 3

### **HIS 308 - Case Studies in Revolution**

This course will introduce students to case studies in key revolutions of the modern era. Examples will vary from semester to semester—and may involve the direct comparison of different revolutions—but each offering of the course will focus on a major transformative moment or process. At the instructor's discretion, "revolution" may be interpreted in its traditional sense of political upheaval (including, but not limited to, the American, French, Russian, and Chinese revolutions), but more abstract forms of socio-economic or cultural/intellectual transition may be considered as well (such as scientific, industrial, sexual, or digital revolutions, to name only a few possibilities).

Credit(s): 3

### **HIS 309 - Dictators in the Modern Era**

This course will acquaint students in depth with examples of major dictatorships selected from the history of the 20th and 21st centuries. During this era, certain regimes have come to exercise unprecedented levels of control over their populations. What developments created the preconditions for these new forms of government? What historical impact have such governments had? The regimes under consideration will vary from year to year; possible case studies may include, but are not restricted to, Soviet Russia; Fascist Italy and Nazi Germany; Imperial Japan, Maoist China, and North Korea; and Latin American dictatorships, such as Cuba under Castro or Argentina under Pinochet.

Credit(s): 3

**HIS 319 - African-American History since the Civil War**

This course traces the changes in labor practices, politics and living conditions of the millions of African-Americans in the South after the Civil War. Further, the Great Migration, the civil rights movement and the black revolutionary movement will be investigated carefully. Not available every semester.

Credit(s): 3

**HIS 330 - Civil War and Reconstruction**

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. Not available every semester.

Credit(s): 3

**HIS 338 - Young America**

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.

Credit(s): 3

**HIS 340 - Making History**

This course is founded upon a fundamental yet complex question; what is history? The course investigates this question by examining the various kinds of history; witnessing the myriad ways of communicating historical stories and arguments ranging from the scholarly monograph to the town square statue to the museum exhibit; and learning how historians of all types actually make history through close, rational analysis of historical sources. In the process students will learn that history is an ever-evolving craft, central to the life of every society.

Credit(s): 3

**HIS 357 - American Slavery**

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.

Credit(s): 3

**HIS 374 - The Renaissance and the Reformation**

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.

Credit(s): 3

**HIS 460 - History Research Seminar (Capstone)**

This capstone course requires each student to design and craft his/her own written research project. In close consultation with the instructor, each student will select a topic, discover relevant primary and secondary sources, evaluate and analyze those sources, and develop an argument-based paper as a result of that process. (Class limit: 15 students)

Prerequisite(s): HIS 340

Credit(s): 3

## Honors

### **HON 201 - Interdisciplinary Studies I**

HON 201 Interdisciplinary Studies-Great Books I (3 credits) Required for Honors graduation. Students in this two semester seminar (must be taken with HON 202) are guided by the instructor in their readings, experiences and presentations to the class. The course introduces students to some of the key texts of Classical Literature. This course has a yearlong two-course requirement. The Honors student must complete both semesters to receive credit in the Honors Program.

Credit(s): 3

### **HON 202 - Interdisciplinary Studies II**

This is the second half of the require two- semester course. It emphasizes texts from the Enlightenment.

Prerequisite(s): HON 201

Credit(s): 3

### **HON 301 - Issues/Values: Honors Seminar**

The Honors Seminar, offered every year as an upper level course for honors students, is designed to involve the students in a deeper study of a particular topic of current research and interest. Students read and evaluate multiple works related to the seminar topic, write multiple short papers plus at least one longer analysis. Whenever possible, students may have the opportunity to meet and talk with some of the authors studied. Topics are announced on an annual basis and have included in the past such topics as "Democracy in the Twenty-first Century," and "The Politics of Food." Offered every year. Honors students should include at least one HON-301 Seminar in their honors courses for graduation.

Credit(s): 3

### **HON 314 - Seminar in Research Methods**

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.

Credit(s): 3

### **HON 401 - Independent Honors Thesis**

Required for Honors graduation. In this yearlong individual research project, each student in the Honors Program has the opportunity to learn about a subject of his or her choice, pending approval of the Honors director. Under the guidance of a faculty mentor, the student drafts a proposal for study that may involve many kinds of learning experiences. The results are communicated both as a written project report and as a presentation before the Honors Colloquium during the spring semester. Offered every year.

Credit(s): 1.5 - 3

## Hospitality Business

Department Chair: Kimberly Monk, Ed.D, CHE.

### **HOS 101 - Introduction to Hospitality and Tourism**

This introductory course provides an overview of the hospitality and tourism industry. The many different segments as well as scope, size and trends will be discussed . Through guest speakers and site visits, students will develop knowledge of varying elements to include industry careers and the skills needed to succeed. Offered once a year during the fall semester.

Credit(s): 1

### **HOS 202 - Hospitality Managerial Accounting**

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 are also examined. Offered every year.

Prerequisite(s): ACC 201 or ACC 105

Credit(s): 3

### **HOS 205 - Foundations of Hospitality Managerial Accounting**

This course will continue to reinforce the concepts learned in Foundations of Accounting I. add selected topics from hospitality managerial accounting. Additionally; the course emphasizes the methods and procedures of internal controls and the generation and analysis of financial information for the management of hospitality business operations. The managerial accounting tools and processes that contribute to more effective decision making will be explored. Students will also learn the principles to evaluate the financial impact of alternative business decisions.

Prerequisite(s): ACC 105

Credit(s): 2

### **HOS 220 - Geography of Global Cultures**

What is tourism in an age of globalization where culture is increasingly a commodity? What is the experience of tourists and locals who daily enact rituals of encounter in today's expanding circuits of travel? This course investigates the relationship between culture and tourism and answers these questions. Issues and trends in the management of tangible and intangible assets such as interpretation, globalization, cross cultural values, impacts of development, sustainable tourism, etc. are examined.

Credit(s): 3

### **HOS 225 - Intro to Commercial Food Production**

This is a beginning course in the theory and preparation of haute cuisine. Students will learn how to procure raw ingredients and prepare quantity food dishes for the commercial food service industry. Sanitation principles, safety guidelines, proper use of equipment are practiced. The National Restaurant Association ServSafe exam is administered.

Credit(s): 3

### **HOS 311 - Policy and Planning for Sustainable Development**

This course provides an introduction to the nature and scope of tourism planning at the local, regional and national levels. Topics to be addressed include economic, social, environmental and policy considerations within the sustainable development framework. This course also discusses planning and development guidelines in different geographical areas. Case studies will be used to discuss different strategies regarding planning, initiating, and implementing tourism events and activities. Junior standing.

Prerequisite(s): Completion of 60 credits

Credit(s): 3

### **HOS 315 - Rooms Division Management**

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. Offered as needed.

Credit(s): 3

**HOS 320 - Hospitality Sales Management**

The ability to sell is the single most critical success factor of any hospitality and tourism firm. This course approaches sales from the practical and tactical ins and outs of how to sell products and services to a sophisticated marketplace and how to build and manage a sales force. This course consists of a study of sales management competencies designed for hospitality and tourism students. The course provides students with an understanding of the theory and practice of personal selling as used by hospitality organizations to develop long-term partnerships with customers and enhance students' ability to diagnose and address diverse problems and decisions that arise in developing and implementing a hospitality firm's selling strategy.

Prerequisite(s): MKT 113 or MKT 105

Credit(s): 3

**HOS 321 - Di3: Hospitality Sales Management**

Students will be exposed to the responsibilities of sales managers and the strategic role of sales within hospitality organizations. The focus of the course is on the management of a sales program and salespeople, however personal selling will be introduced and integrated into the syllabus. The course will extend student's understanding of the hospitality sales process, the relationship between sales and marketing, sales force structure, customer relationship management (CRM), use of technology to improve sales force effectiveness, and issues in recruiting, selecting, training, motivating, compensating and retaining salespeople.

Prerequisite(s): MKT 113 or MKT 105

Credit(s): 2

**HOS 322 - Beverage Management and Control**

This course covers the profitability and control aspects of beverage service for commercial food service operations. Methods of distilled spirit production and beer brewing are detailed to help students understand the varying qualities of beverages. Students will learn through a semester project of designing a beverage program that includes the layout and design of the facility, the equipment, control procedures, customer relations, staffing, marketing, sanitation procedures and regulations affecting operations. The Servsafe Alcohol exam sponsored by the National Restaurant Association and proctored by a Certified Instructor on responsible alcohol service is administered. This is a hybrid course that requires in-seat-time one class period (75 minutes) and non-seat-time (online) one class period (75 minutes) per week. Offered once a year during the Fall or Spring Semester.

Prerequisite(s): HOS 327

Credit(s): 3

**HOS 327 - Food and Beverage Operations Management**

This course is designed to provide instructions about managing a variety of food and beverage operations. Included are the history and development of restaurants; food production and menus; the size, scope and classification of restaurants; principles of American, French, Russian and English services; principles of menu-making; layout and design of restaurants; marketing and sales promotion; management of personnel and human relations; and food and beverage control procedures. Students will apply management quality theories learned while supervising front- and back-of-the-house areas of the Quill campus restaurant/special events while throughout the semester. A focus on analyzing current industry trends are examined to understand the principles of designing successful future trends for the food service industry.

Course Offering: This is a hybrid course that requires in-seat-time one class period (75 minutes) and non-seat-time (on-line) one class period (75minutes) per week. Offered once a year during the Fall or Spring Semester as needed.

Prerequisite(s): HOS 225

Credit(s): 3

**HOS 340 - Special Events Management**

Special events management is the profession that plans and controls public and private assemblies gathered for the reasons of celebration, entertainment and education purposes. The course is designed to help students learn the leadership and management tools needed to design and execute special events.

The purpose is to acquire an in depth knowledge about the industry and become familiar with management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events. The skills obtained include creating a vision and strategic plan, networking, developing publicity, coordinating teams, delegating tasks and managing group dynamics, budgeting, handling emergencies, designing and evaluating events.

Credit(s): 3

### **HOS 341 - Meeting Planning**

This course has been designed to challenge students in the meeting planning process. The course utilizes the skills and common body of knowledge acquired in HOS 340 and introduces students to a more specialized area of study focusing on meeting planning. Analysis of the tools and strategies adopted by the industry will enable students to effectively plan, implement and evaluate the products and services associated with meeting planning. The student will manage (plan, promote, budget and execute) a business meeting over the period of 1 or more days.

Course Offering: This is a hybrid course that requires in-seat time one class period (75 minutes) and non-seat-time (online) one class period (75 minutes) per week. Offered once a year during the spring semester.

Prerequisite(s): HOS 340

Credit(s): 3

### **HOS 401 - Convention Sales and Group Planning**

The purpose of this course is to provide students with an in-depth knowledge of the management and operation of conventions, trade shows and exhibitions for both profit and non-profit organizations. A convention project emphasizing program planning, budgeting, contracts, marketing, public relations, site and facility selection, exhibit planning, transportation, food and lodging arrangements is required for successful completion of the course. Additionally career opportunities are explored.

Course Offering: Offered once a year during the spring semester.

Prerequisite(s): HOS 340 and HOS 341

Credit(s): 3

### **HOS 415 - Hotel Administration**

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. This is a hybrid course that requires in-seat-time one class period (75 minutes) and non-seat-time (online) one class period (75 minutes) per week. Offered once a year during the spring semester. Must have senior standing or minimum 90 credits completed.

Prerequisite(s): HOS 315 and completion of 90 credits

Credit(s): 3

### **HOS 416 - Legal Issues in the Hospitality and Tourism Industry**

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.

Offered every year.

Prerequisite(s): HOS 220

Credit(s): 3

### **HOS 417 - Hospitality Law**

This course examines the common and statutory law along with all the aspects of the United States' legal system. Torts, product liability, criminal law, contracts, sales, business organizations, and agency and cyber law also are explored in the context of the hospitality and tourism industry.



Included are discussions of the duties and responsibilities of hospitality and tourism businesses to the guests; the duty to maintain the property, the duty to receive travelers, the various liabilities for guests' property. The legal environment and issues of the hotel, restaurant and travel industry will be discussed and analyzed. Ways to prevent and respond to legal situations as an executive in the hospitality and tourism industry will be identified and evaluated.  
Credit(s): 2

### **HOS 418 - Hospitality Facilities Management**

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. Offered every semester.

Prerequisite(s): HOS 315

Credit(s): 3

### **HOS 420 - Financial Analysis for the Hospitality Industry**

This course is designed to integrate the fundamental concepts of accounting and financial reporting, managerial accounting and introductory business finance with the concepts and tools of financial management in hospitality organizations. This course will emphasize on the analysis of the financial strength and weakness of a hospitably firm, cost benefit analysis of asset acquisitions, analysis of cash flows and valuation concepts and techniques. Financial Management in the Hospitality Industry is an advanced and an applied course. Students apply finance valuation techniques using real data, integrate finance concepts and quantitative analyses into logical business solutions, and make and defend decisions regarding a business problem at hand. This, along with a commitment to quality, means that HTM-420 is a reasonably difficult course.

Prerequisite(s): ACC 201 or HOS 202

Credit(s): 3

### **HOS 424 - Managing, Merchandising, and Service of Wines**

Students in this course research wine as they travel around the globe learning each country's wine climate, terrain, varieties of grapes and styles of wine produced. The laws regarding wine labels, distribution and appellation vary from country to country. Learning about the history and development of wines from ancient times to modern times will give future managers a solid perspective in the wine industry. The purpose of tasting wines is to educate one's palette, plan food and wine pairings and determine the length and variety of a wine list. Attendance in professional business dress is required. Student must be of legal drinking age (21 years). Global marker. Junior or senior standing.

Prerequisite(s): Completion of 60 credits

Credit(s): 3

### **HOS 425 - Food and Beverage Pairing**

Art and Science are combined to facilitate student-centered learning regarding the profiles that both food and beverages share when paired correctly to enhance dining experiences. Sensory tastings will explore how to maximize food and beverage flavors. Understanding the requirements of Wine, Tea and Water Sommeliers, Cicerones, Mixologists and Chefs goals will lay a foundation for effectively training hospitality service staff and designing food and beverage pairing menus.

Course Offering: This is a hybrid course that requires in-seat-time one class period (75 minutes) and non-seat-time (on-line) one class period (75minutes) per week. Offered once a year during the Fall or Spring Semester.

Prerequisite(s): HOS 424 Must be of legal drinking age at semester start.

Credit(s): 3

### **HOS 428 - Resort Development and Management**

This course provides an overview of resort management and operations. The history and evolution of resorts, the principles of successful management and development and, the operations of modern day resorts will be discussed.

Students will gain exposure to the wide range and high level of services and activities expected by resort guests and offered by today's resorts. A design project is required for successful completion of this course.

Course Offering: This is a hybrid course that requires in-seat time one class period (75 minutes) and non-seat-time (online) one class period (75 minutes) per week. Offered once a year during the fall semester.

Prerequisite(s): HOS 315

Credit(s): 3

### **HOS 430 - Casino and Gaming Operations**

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. Offered as needed.

Credit(s): 3

### **HOS 480 - Independent Study**

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. Offered every year.

Credit(s): 0 - 3 (variable credit course)

### **HOS 491 - Hospitality Business Co-Op Education**

Students may use 3, 6, 9 or 12 credit hours for a guided internship work experience that integrates study and experience. Students are contracted to maintain employment at an approved hospitality/tourism location for a pre-determined length of time with specified start and end dates. Three credits are given for a minimum of 140 hours; six credits are given for 280 hours, nine credits are given for 420 hours and 12 credits are given for 560 hours of industry work. Minimum hours are in addition to the 1,000 hour graduation requirement.

Credit(s): 3 - 12

### **HOS 492 - Experiential Learning**

Students pursuing the BS in Hospitality Business or the BAS in Hospitality Management must register for this course in the final semester of their senior year and complete an industry related experiential learning component as a requirement for graduation. Students enrolled in the BS degree program must complete 1,000 hours of experiential learning in hospitality and tourism (or related business) with a minimum of 200 hours in guest/customer contact services. Students with transfer credit (least 30 credits) and enrolled in the BAS or BS degree program must complete 750 hours of experiential learning in hospitality and tourism (or related business) with a minimum of 100 hours in guest/customer contact services. Students with transfer credit (60 or more credits) and enrolled in the BAS or BS degree program must complete 500 hours of experiential learning in hospitality and tourism (or related business) with a minimum of 100 hours in guest/customer contact services. Students enrolled in the BS in Hospitality Business Degree in Three program must complete 700 hours of experiential learning in hospitality and tourism (or related business) with a minimum of 150 hours in guest/customer contact services. Students are encouraged to pursue diverse experimental learning opportunities. The required hours must be completed by March 15th of the student's senior year. Credit will not be awarded for any work experience prior to formal admission into the program.

Credit(s): 0

## **Humanities**

**Department Chair: Dr. Deborah Varat**

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

**FAS 110 - Introductory Drawing**

In this course, students are introduced to the fundamentals of drawing from observation and imagination in a variety of media. A series of in-class drawing exercises will introduce the basic visual elements and their application to pictorial composition. Still life, figurative, and abstract drawing projects will afford students multi-faceted experiences in the creation of composition. Class meets 60 hours per term.

Credit(s): 3

**FAS 210 - Introduction to Acting**

Students in this class will explore movement, voice, text and theatrical compositions that encourage, nurture and develop the authentic creative expression of the actor. Student work will culminate in a performance project that utilizes collaborative and generative ensemble work within the context of the evolving actor.

Credit(s): 3

**FAS 225 - Introduction to Photography**

The course reviews the various kinds of still cameras and the ways in which students can employ the use of light, visual impact and optical effects. Students are encouraged to take photographs during the term and to apply the knowledge to practical situations.

Credit(s): 3

**FAS 226 - Digital Photography**

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 dark-room, with the student using Adobe Photoshop and other image editors to process traditional film and digital image captures. The student is taught to use various digital cameras techniques to capture, process, and print a portfolio of several original photographic images. Lectures on pictorial composition, subject matter choice, and methods of presentation display will accompany hands-on technical exercises.

Credit(s): 3

**FAS 260 - History of Architecture**

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.

Credit(s): 3

**FAS 270 - Introduction to Film History**

As an overview of film history and aesthetics, this course explores film history from 1895 to the present. Emphasis is on the development of film as a technology, an art form, an industry, and a cultural institution. The class will research and discuss genres, movements, directors, and landmarks in film history. Students will view films, participate in in-class and online discussions of films and readings, attend lectures, and write a collaborative research project. Global marker.

Credit(s): 3

**FAS 301 - Film and American Culture**

The course will be an examination of major shifts and events in American politics as reflected through the films of the twentieth century. What can we learn about periods in history from the cultural products they leave behind? Can we piece together an accurate look at an era through the stories they tell? We will explore time periods such as pre-WWI immigration, The Roaring Twenties, The Depression, Isolationism, World War II, the post-war atomic era, the 1960s counterculture, Vietnam, the Reagan 1980s, and the post-9/11 era. We will look at a variety of filmmaking genres-from

cartoons to documentaries to government films to narrative features—to piece together the history of politics in twentieth century America.

Prerequisite(s): HIS 114

Credit(s): 3

### **FAS 302 - Gender and Film**

This course will undertake a comprehensive and chronological history of gendered representations on the screen. We will begin in the turn-of-the twentieth century silent era with "damsels in distress," and we will conclude with twenty-first century films that address the continuing and global struggle for gender equality. In between we will cover such subjects as: "The New Woman" of the 1920s; pioneering films exploring lesbian, gay, and transgender issues which date back to the 1930s; femme fatales in film noir; and male filmic stereotypes such as the cowboy. This will be achieved through screenings, readings, lectures, active discussions, and presentations. Students should take FAS 270 - Introduction to Film History before taking this course.

Credit(s): 3

### **FAS 303 - Golden Age of Film Comedy**

This course focuses on the masters of early film comedy from the beginning stages of American filmmaking at the turn of the 20th century until the arrival of sound in the 1930s. This period spawned some of the most influential figures in world cinema – including Mack Sennett, Fatty Arbuckle, Charlie Chaplin, Buster Keaton, Harold Lloyd, Harry Langdon, and the Marx Brothers – all of whom were among the most famous personalities of their day. The work of the early film comedians had a profound effect on the history of world filmmaking—from Fellini to Kurosawa to Woody Allen—and served as a model for the work of some of cinema's greatest artists in the sound era. This course is designed to be part American history, part film history, part art criticism, part appreciation, and most importantly, part fun.

Credit(s): 3

### **FAS 305 - Digital Documentary Photography**

This course provides an opportunity for students to explore the art of storytelling through visual means. Utilizing either digital photography or film, students will be expected to produce a body of work that focuses on a particular subject (individual, place, organization) or larger issue. This class will not be assignment driven. Instead, each student will work on one long-term project. To prepare for that, students will begin the term by focusing on a small story that can be captured in about two weeks. The main goal of the term will be the completion of a single project that will be worked on weekly during the course and presented in final form at the end of the term. Each week students will be expected to bring in photographs that will be the building blocks to the story they have chosen to tell. Participating students must be self-starters, interested in documentary photography and curious about how to use photography as a means of expression and persuasion. Projects will need to be approved by the instructor, though there will be a great deal of space for students to tailor their projects to their own interests and creative needs. The class is a hands-on course and success will be measured by students' ability to choose a subject, capture it visually, show material regularly in class and present the project in a final form that reflects the subject explored. Each week we will discuss each student's progress, we will discuss particular images and the overall stories being told. Students will be asked to keep a written diary as well to help track the work they do as they seek out and execute their story ideas.

Credit(s): 3

### **FAS 310 - Illustration**

This course builds upon skills and concepts learned in FAS 110 (Introductory Drawing) with the focus shifting to applications of drawing in projects related to the discipline of graphic design. Drawing skills will be applied to such practical applications as storyboarding, text illustration and display, packaging design, web design, video animation and multimedia.

Prerequisite(s): FAS 110

Credit(s): 3

**FAS 320 - History of Design**

This course introduces the major movements in the history of design since the Industrial Revolution, including the Arts & Crafts Movement, Art Nouveau, Art Deco, the Bauhaus, constructivism, and contemporary trends in popular design. Student will be encouraged to apply their learning to practical design exercises.

Credit(s): 3

**FAS 326 - History of Photography**

This course will examine the history of photography from its invention in 1839 to the present time. The course will endeavor to address the technical artistic and social underpinnings of this most modern of art forms.

Credit(s): 3

**FAS 335 - Romanticism to Impressionism**

This course examines European painting of the 19th-century, one of the most abundantly creative periods in all of art history. From grand historical paintings of Napoleon, to intimate Romantic visions, to remarkably fresh, dewy landscapes, to sublime views of industry and urban development, the art of this period rises to the height of both aesthetic achievement and cultural relevance. In addition, to presenting famous artists and works, the course draws forth central themes of the time, including the rise of individualism, industrialization, urbanization, the growing power of the market place, and the flourishing of middle class culture.

Credit(s): 3

**FAS 342 - Modernism**

This course will examine the development of painting and sculpture in Europe from the 1880s through 1945 in relation to its social, cultural, and political contexts. An incredibly rich period for the visual arts, the Modernist movement stands alone in its dazzling array of visual styles, its passionate and at times tumultuous involvement with politics and social concerns, and its international scope.

Credit(s): 3

**FAS 345 - Contemporary Art**

This course covers art since 1945, a period of radical experimentation when the very definition of art has been challenged. Painting, sculpture, architecture, photography, and recent developments in video, installation, and multi-media will be examined in relation to major issues in postwar culture, politics, and art criticism.

Credit(s): 3

**FAS 353 - Improvisation and Performance**

Students in this course will develop a working knowledge of the basic techniques used in theatrical improvisation through a variety of structures, exercises, and methods. Student work will culminate in a public improvisation performance.

Credit(s): 3

**FAS 365 - Arts Management**

This course will be an introduction to the fundamental best practices for the management of visual and/or performing arts organizations. The areas that will be covered include but are not limited to: governance, programming, budgeting, marketing and public relations, grant writing and other fund-raising practices; development of financial statements and other issues associated with the founding and on-going management of non-profit arts organizations.

Credit(s): 3

**FAS 370 - American Art**

This is a course will introduce students to the unique artistic tradition of the United States from Colonial times to World War II. In addition to studying masterworks by the likes of Copley, Cole, Church, Homer, Sargent, and Hooper,

students will engage with issues such as the construction of an American identity, the role of the fine arts in American society, and the tensions of class, gender, race, and ethnicity in American art. As such the course will function as a vibrant retelling of American history as revealed in its visual production.

Credit(s): 3

### **FAS 380 - Women, Art and Society**

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.

### **MFA 501 - Summer Residency I**

Credit(s): 3

### **MFA 502 - Winter Residency I**

Credit(s): 3

### **MFA 503 - Summer Residency II**

Credit(s): 3

### **MFA 504 - Winter Residency II**

Credit(s): 3

### **MFA 510 - MFA Workshop: Fiction Writing I**

Fiction Writing I is a course designed to help the student entering the MFA program in fiction grasp the central principles of writing fiction. Students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished fiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed between 30 and 80 pages of polished fictional prose (prose well beyond the first or second draft) and 30 pages of polished fiction exercises.

Credit(s): 12

### **MFA 511 - MFA Workshop: Fiction Writing II**

Fiction Writing II is designed to extend a student's understanding of the essential principles of writing excellent fiction. As in Fiction Writing I, students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, in 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished fiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed a total of between 60 and 160 pages of polished fictional prose (prose well beyond the first or second draft) and 60 pages of polished fiction exercises.

Prerequisite(s): MFA 510

Credit(s): 12

### **MFA 512 - Graduate Fiction Workshop III**

Fiction Writing Workshop III builds on the foundations laid in the previous year (two writers' residencies and two six-month faculty-mentored courses, MFA 510 and 511). In this course, students will write a 10- 15-page close-reading essay on a single work of fiction (a novel, story, or story collection) and continue work on their manuscript pages, which

by now should start to take the form of a thesis to be turned in at the end of fourth semester. The student should have completed between 90 and 240 manuscript pages by the end of this course.

Prerequisite(s): MFA 511

Credit(s): 12

### **MFA 513 - Graduate Fiction Workshop IV**

Fiction Writing Workshop IV completes the sequence of four residencies and four mentored semester of reading, critical analysis, writing and participation in workshops, lectures and public readings. In order to graduate, the student will turn in a final thesis of 100 to 300 manuscript pages, either a novel, a collection of stories, or a self-contained section of a novel.

Prerequisite(s): MFA 512

Credit(s): 12

### **MFA 520 - MFA Workshop: Nonfiction Writing I**

Nonfiction Writing I is a course designed to help the student entering the MFA program in nonfiction grasp the central principles of writing professional-quality nonfiction. Students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished nonfiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed between 30 and 80 pages of polished nonfictional prose (prose well beyond the first or second draft) and 30 pages of polished nonfiction exercises.

Credit(s): 12

### **MFA 521 - MFA Workshop: Nonfiction Writing II**

Nonfiction Writing II is designed to extend a student's understanding of the essential principles of writing excellent fiction. As in Nonfiction Writing I, students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, in 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished nonfiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed a total of between 60 and 160 pages of polished nonfictional prose (prose well beyond the first or second draft) and 60 pages of polished nonfiction exercises.

Prerequisite(s): MFA 520

Credit(s): 12

### **MFA 522 - Graduate Nonfiction Workshop III**

Nonfiction Writing Workshop III builds on the foundations laid in the previous year (two writers' residencies and two six-month faculty-mentored courses, MFA 520 and 521). In this course, students will write a 10- 15-page close-reading essay on a single work of nonfiction (a memoir, work of literary journalism, creative essay, or essay collection) and continue work on their manuscript pages, which by now should start to take the form of a thesis to be turned in at the end of fourth semester. The student should have completed between 90 and 240 manuscript pages by the end of this course.

Prerequisite(s): MFA 521

Credit(s): 12

### **MFA 523 - Graduate Nonfiction Workshop IV**

Nonfiction Writing Workshop IV completes the sequence of four residencies and four mentored semesters of reading, critical analysis, writing and participation in workshops, lectures and public readings. In order to graduate, the student will turn in a final thesis of 100 to 300 manuscript pages, either a memoir, a work of literary journalism, a collection of essays, or a self-contained section of a memoir or work of literary journalism.

Prerequisite(s): MFA 522

Credit(s): 12

Credit(s): 3

### **HUM 199 - International Cultural Awareness II**

This course will provide students the opportunity to engage in the local cultural heritage of the foreign country during their semester abroad, be it through history, art, literature, philosophy, food, studio arts, traditions, or any other broad aspect of culture. The course may also provide students with the opportunity to engage in cultural integration programs linked with the local community.

Credit(s): 3

### **HUM 201 - Introduction to Humanities I**

Assuming little or no previous exposure to its content, this course offers vocabulary, understanding, and appreciation of the visual arts in their cultural contexts of history, religious settings, literature and ideas. It focuses on the achievements of ancient Greece and Rome, the medieval period and the Renaissance, while also exploring related issues in non-European cultures. May be taken independently of HUM 202.

Credit(s): 3

### **HUM 202 - Introduction to Humanities II**

Assuming little or no previous exposure to its content, this course offers vocabulary, understanding and appreciation of the visual arts in their cultural contexts of history, music, literature, and ideas. It focuses on the cultural periods of the Baroque, the Enlightenment, Romanticism, Realism and Early Modernism, while also exploring related issues in non-European cultures. May be taken independently of HUM 201.

Credit(s): 3

### **HUM 300 - Humanities Seminar**

This course will allow students the opportunity to explore one thematic subject in depth through the lenses of three humanities disciplines. Broad cultural subjects [such as the Renaissance, the culture of Paris, nationalism, and food and culture, to name a few] are best understood from the richly woven fabric of history, art, music, literature, and philosophy. Each spring one topic will be offered, team-taught by 2 or 3 humanities faculty, each with a different expertise. This inter-disciplinary approach will encourage a dynamic learning experience based on critical thinking, creative reflection, and making new connections.

Credit(s): 3

### **MUS 130 - Chorus**

MUS 130 provides students the opportunity to rehearse and perform as a member of the SNHU Chorus. Students will study basic chamber music skills such as ensemble precision and group intonation. They will also develop individual practice techniques. Students are expected to practice their music outside of rehearsal on a regular basis. Students may enroll in this course for credit as many times as they would like.

Credit(s): 0 - 3 (variable credit course)

### **MUS 140 - Instrumental Music Ensemble**

Instrumental music provides students the opportunity to rehearse and perform with the SNHU Orchestra, the SNHU Concert Band, the SNHU Brass Choir, the SNHU Jazz Combos, and/or the SNHU Rock Bands. Students will develop group performance skills such as ensemble precision and group intonation. Students are expected to practice their instrument outside of rehearsal on a regular basis. Students may enroll in this course for credit as many times as they would like.

Credit(s): 0 - 3 (variable credit course)



**MUS 211 - Music Theory and Aural Skills I**

Music Theory and Aural Skills I introduces students to the basic elements, materials, and structure of Western tonal music with an emphasis on harmony, voice leading, and counterpoint. Students will develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Credit(s): 3

**MUS 212 - Music Theory and Aural Skills II**

Music Theory and Aural Skills II continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS 211. Students continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Prerequisite(s): MUS 211

Credit(s): 3

**MUS 223 - Appreciation and History of Music**

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.

Credit(s): 3

**MUS 250 - Private Music Lessons**

Students receive fifteen thirty minute private music lessons on their instrument or voice. Students may enroll in Private Music Lessons for credit as many times as they would like. Student enrolled in Private Music Lessons must participate in a SNHU performing ensemble.

Credit(s): 1

**MUS 311 - Music Theory and Aural Skills III**

Music Theory and Aural Skills III continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS 211 and MUS 212. Students continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Prerequisite(s): MUS 212

Credit(s): 3

**MUS 312 - Music Theory and Aural Skills IV**

Music Theory and Aural Skills IV continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS 211, MUS 212 and MUS 311. Students will continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing. Atonal music and jazz theory will be introduced.

Credit(s): 3

**MUS 351 - Music History: Antiquity to 1750**

A study of the development of western music from its beginnings through the end of the Baroque period. Emphasis will be placed on developing a thorough knowledge of music literature. This course is intended for music majors.

Credit(s): 3

**MUS 352 - Music History: 1750 to the Present**

A study of the development of Western music from the Baroque period to the present. Emphasis will be placed on developing a thorough knowledge of music literature. This course is intended for music majors.

Prerequisite(s): MUS 351

Credit(s): 3

### **MUS 451 - Seminar: Music History and Theory**

Advanced topics in music history and/or theory taught in a seminar format. Topics are announced one year in advance. Students are expected to produce a substantial term project. This course is required for music education majors.

Prerequisite(s): MUS 312 or MUS 352

Credit(s): 3

## **Information Technology**

Undergraduate Program Co-Coordinators: Dr. Tom Chan & Dr. J. Stephanie Collins

### **IT 100 – Introduction to Information Technology**

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 a managing complexity, assessing the quality of information, collaborating and communicating using IT, anticipating technological change and thinking abstractly and critically about IT. Students develop computer-related skills in support of their college studies and career goals. This is accomplished, in part, by the mastery of word processing, spreadsheet, presentation, and database software.

Credit(s): 3

### **IT 105 - Business Information Technology**

Information technology is integral part of all business activities and careers. This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this course will be on the key components of information systems - people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage. This course also provides an introduction to systems and development concepts, technology acquisition, and various types of application software that have become prevalent or are emerging in modern organizations and society

Credit(s): 1

### **IT 135 - Interactive Scripting in Virtual Environment**

This course introduces students to the underlying concepts in manipulating a three dimensional virtual reality environment. The objects in this environment are both recognizable (dinosaur, tree, airplane) and also proper objects as the term is used in computer science. Students will work individually and in teams animating to specific objectives with a significant deliverable at the end of the course. Implementations of interactive advertising or educational games are potential project areas. Topics include: virtual reality concepts (objects, point of view, lighting), object oriented concepts (properties, methods, events), and animation control concepts (collision detection, decision implementation, iteration, and parallel activities).

Credit(s): 3

### **IT 145 - Foundation in Application Development**

This course is an introduction to the design, implementation, and understanding of computer programs. The course emphasizes programming as a problem-solving technique in business and engineering applications. Students will write computer code in a logical, structured, and organized manner. The course also covers the key concepts of object orientation, including inheritance, encapsulation, polymorphism and communication with messages. Other topics include classes and objects, base classes and class hierarchies, abstract and concrete classes. Students will learn to

write, review and document interactive applications and working with Software Development Kits and Integrated Development Environment tools. Offered every year. This is a programming course and lab intense.

Prerequisite(s): IT 135

Credit(s): 3

### **IT 201 - Computer Platform Technologies**

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. Offered every year.

Credit(s): 3

### **IT 203 - Information Technology & Globalization**

Exploration of the fundamental processes underlying globalization with particular emphasis on the role of technological development in both historical and contemporary context. Globalization is a complex process marked by intensified transnational flows of people, information and goods and services. This course examines the role of information technology as a key feature and facilitator in the globalization process with a particular emphasis on international business and commerce. We analyze and explore the ways technology shapes contemporary social and economic changes in a global context.

Prerequisite(s): INT 105 and IT 105

Credit(s): 1

### **IT 205 - Digital Music**

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.

Credit(s): 3

### **IT 207 - Information Technology and Digital Games**

Introduction to digital games and information technology covers game genres and platforms, interface design, game implementation, artificial intelligence, business economics of the game industry, game marketing and design, e-collaboration, and e-commerce. Students learn how to use software packages to design and implement digital games and how to use the Internet to market and distribute digital games. The course includes a project which will culminate in the conception, design, and prototype of an original digital game. The course is designed for students who have an interest in IT and games, including original game concepts, design and implementation, and executive leadership in the game industry. Knowledge of computer programming is not required.

Credit(s): 3

### **IT 209 - Introduction to Robotics**

This course covers Introduction to Robotics, Applications of Robots, Return-on-Investment, Abstract Models, Controlling Robot Motion, Complex Motion, Robotic Sensors, Input / Output, External Sensors, Threads, Event Programming, Remote Communication, Remote Sensing, Behavior Programming, and Human/Robot Interfaces. Students will gain hands-on experience with emerging robot technologies, understand industrial applications of robots, and ramifications of human/robot interaction.

Credit(s): 3

**IT 210 - Business Systems Analysis and Design**

This course provides students with the necessary level of information technology education relative to understanding the uses and roles of information systems in business organizations. Students receive instruction on the information concepts and methodologies associated with the development of business information systems, and their effective application to the solution of business problems. Students learn the major issues of managing information technology in the contemporary business environment and the relationship between organizations' structures and information technology. Team approaches are utilized along with structured computer laboratories and cases using spreadsheet and database management tools. Writing intensive course.

Credit(s): 3

**IT 211 - Interactive Animation**

This course focuses on programming capabilities to enhance graphic animations and user interfaces to provide spectacular interactive results. Those benefiting from this course include students in game development, advertising, marketing, education, web development, art and other fields that can benefit from interactive animated graphics helping to convey concepts. The course is intended for those with no programming experience as well as those with some programming background. The use and creation of animations will be covered at a level of interest to both those new as well as experienced. The results can be displayed by a browser from the internet or as standalone results displayable on a range of operating systems. This is a hands on computer based course in which the students create a number of individual projects based on their interests and capabilities, focusing on creativity and programming aspects of interactive animation. The course utilizes emerging technologies in interactive animation.

Credit(s): 3

**IT 213 - Humanoid Robots**

This course explores contemporary tools and principles of humanoid robots. Students will learn about the essential elements of humanoid robots. Students will review a variety of humanoid robots and their applications. Students will create scenarios in which a humanoid robot will be useful, create prototype behaviors for a robot application, and critique the application with respect to practicality, social impact, and ethics. Knowledge of computer programming is not required.

Credit(s): 3

**IT 230 - Software Development with C#.NET**

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, offered every year. This is a programming course.

Prerequisite(s): IT 145

Credit(s): 3

**IT 270 - Web Site Design**

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. Offered every year.

Credit(s): 3

**IT 291 - IT Foundation Experience**

The IT Foundation Experience exposes students to a variety of fundamental skills and knowledge that solidify the core IT curriculum delivered in Year-1 of their program. This course provides the technology background and business applications in modern web systems. Students will learn Human-computer interaction (HCI) as a discipline concerned with the design, evaluation, and implementation of interactive computing systems. Students will develop interactive web pages and integrate them with web-based systems and mobile applications for hand-held devices. Topics include: principles of HCI, factors that determine a design's effectiveness, dynamic web concepts and implementation techniques using both markup languages, style sheet and scripting.

Credit(s): 2 - 4

**IT 303 - Design of Virtual Game Environments**

This core topic addresses the fundamental ideas behind the design of electronic games as virtual environments. It touches on relevant formal fields such as systems theory, cybernetics, and game theory. Included are basics of interactive design, including interface design, information design and human-computer interaction. Emphasis is placed on how virtual game environments function to create experiences, including rule design, play mechanics, game balancing, social game interaction and the integration of visual, audio, tactile and textual elements into the total virtual game environment experience. Game documentation and play-testing are also covered.

Prerequisite(s): IT 207 or GAM 207

Credit(s): 3

**IT 305 - Digital Game Development**

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.

Prerequisite(s): IT 207 or GAM 207 or permission of instructor

Credit(s): 3

**IT 311 - Advanced Application Development**

This course continues a comprehensive study on the object-oriented programming paradigm, and implementation of data structures and algorithms. The course covers the key concepts including inheritance, encapsulation, polymorphism and communication with messages. Students will continue to learn logical reasoning, algorithmic thinking, and structured problem solving, data structures and abstraction techniques, debugging; GUI and program design issues. Best programming practices of editing, debugging, documentation, testing, and code review are stressed. Offered every year. This is a programming course.

Prerequisite(s): IT 145 and IT 105 or IT 210

Credit(s): 3

**IT 315 - Object Oriented Analysis and Design**

This course develops software systems engineering principles combining object-oriented design principles and methods augmented by computer assisted engineering (CASE) technology. The course involves use of the unified modeling language (UML) and, through the vehicle of a student group project, applies these elements to the system development life cycle. This course is writing intensive, as student project teams are required to submit a comprehensive project report and a PowerPoint presentation. Specialized Systems Development Computer Laboratory intensive and open laboratory intensive. Offered every year. Writing intensive course.

Prerequisite(s): IT 145 and IT 210 or IT 105

Credit(s): 3

**IT 330 - Database Design and Management**

This course covers the design and implementation of information systems within a database management system environment. Students will demonstrate their mastery of the design process acquired in earlier courses by designing

and constructing a physical system using database software to implement logical design. Topics include data models and modeling tools and techniques; approaches to structural and object design; models for databases (relational, hierarchical, networked and object-oriented designs) CASE tools, data dictionaries, repositories and warehouses, Windows/GUI coding and/or implementation, code and application generation, client-server planning, testing and installation, system conversion, end-user training and integration and post-implementation review. Offered every year.

Prerequisite(s): IT 145

Credit(s): 3

### **IT 340 - Network and Telecommunication Management**

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). Offered as needed.

Prerequisite(s): IT 201 and IT 210 or IT 105

Credit(s): 3

### **IT 375 - Digital Graphics Design**

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 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. Offered as needed.

Prerequisite(s): IT 100

Credit(s): 3

### **IT 380 - Cybersecurity and Information Assurance**

This course explores the basic concepts in cybersecurity and information assurance. Topics include security policies, models, and mechanisms for secrecy, integrity, and availability of communications and information. The course also covers approaches to prevent, detect and recover from the loss of information, cryptography and its applications, vulnerability scanning, functions of a chief security officer software applications and web services for maintaining information security and security in computer networks and distributed systems.

Prerequisite(s): IT 201

Credit(s): 3

### **IT 390 - Mobile Apps Design and Development**

This course focuses on the techniques and tools necessary to achieve successful system implementation of mobile applications. Topics covered include managing the system implementation process, implementation design issues, how mobile application development is affected/constrained by existing software, techniques for writing quality code, techniques for testing code, understanding the role of proper documentation, and understanding, designing and managing implementation support functions. Students go through all the steps necessary to code, test and develop an actual mobile application. The course consists of a mix of lectures and hands-on laboratory work.

Prerequisite(s): (IT 135 or IT 145) and (IT 201 or IT 210 or IT 105 or permission of instructor)

Credit(s): 3

### **IT 391 - IT Integration Experience**

The IT Research and Integration Experience exposes students to the current research trend in technology and engages them to integrate curricula delivered in Year-2 of their program into applied research in technology. This course exposes students to basic research techniques and methodology in information technology, and engages in a technical

research on contemporary topics. Students synthesize past course work, knowledge, skills, and experiences in order to research and study a scholarly Information Technology topic. Student may choose a topic, with the consent of the instructor, to research in depth. The course results in each student producing a final written product - a research thesis, along with a public oral presentation of the thesis. Writing Intensive.

Prerequisite(s): IT 291 or permission of instructor

Credit(s): 2 - 4

### **IT 415 - Advanced Information Systems Design (Capstone)**

This is the first of a two-part capstone course for IT majors which covers the major methodologies used in Systems Analysis, Design, and Implementation. This course focuses mainly on the systems analysis part of the systems development process and emphasizes SDLC (Software Development Life Cycle). Different system development strategies are examined within the broader context of identifying and understanding the detailed stages that make up the systems analysis process. Students will learn how to perform feasibility analysis, and to create a system proposal. Fact finding techniques used to determine system requirements will be identified and studied. Standard graphical modeling tools used in systems analysis will be covered: process modeling with data flow diagrams; data modeling with entity relationship diagrams; and object-oriented modeling using UML. The basic activities of project management are examined. Students will be assigned a systems development project case with concrete milestones, enabling the practical application of concepts presented in the course. This is a lab intensive course.

Prerequisite(s): IT 201, IT 315, IT 330 and completion of 90 credits

Credit(s): 3

### **IT 420 - Advanced Information Systems Implementation (Capstone)**

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. Offered every year.

Prerequisite(s): IT 415

Credit(s): 3

### **IT 450 - Artificial Intelligence**

This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications and business intelligence in particular. Topics include mining data for business intelligence and collaborative software agents that utilize resources on the Web to carry out tasks for individuals and organizations. Offered as needed.

Prerequisite(s): IT 135 or IT 145

Credit(s): 3

### **IT 465 - Digital Multimedia Development**

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. Offered as needed.

Prerequisite(s): IT 375 or GRA 310

Credit(s): 3

### **IT 475 - Current Trends in Information Technology**

This course covers important contemporary computer information technology trends in business and industry. Each offering focuses on one or more topics in order to better prepare students to enter and manage IT within business organizations. Topics covered are different in each offering. Students cannot take this course more than once.

Prerequisite(s): IT 210 or IT 105 and completion of 45 credits

Credit(s): 3

**IT 480 - Independent Study**

This course allows students to investigate any information technology subject not incorporated into the curriculum. Offered as needed.

Credit(s): 0 - 3 (variable credit)

**IT 481H - Trends in Computer Information Technology Honors**

This course is about mastering tools to create charts and graphs in the service of business decision making. Many business decisions are based upon supporting data and their analyses. The presentation of data in support of decisions is as important as understanding what the data analyses tells us. Businesses need employees who are able to communicate powerfully in order to reveal trends and explain underlying data. Students learn how to customize Excel charts that show trends, differences, and relationships. They learn how to effectively create stock analysis charts, pivot tables, and pivot charts to analyze large data sets. In addition to learning advanced charting features such as mixing two chart types into a single chart and creating dynamic charts, students learn how to use Excel Sparklines and data visualization techniques associated with conditional formatting in worksheet cells. Students learn how to plot data geographically on maps and know when someone is trying to deceive with charts. Case studies are utilized in the course.

Prerequisite(s): IT 210 and must be enrolled in 3Year Honors

Credit(s): 3 - 6

**IT 485 - Information Technology Strategy and Management**

This course presents the principles and concepts involved in the management of organizational information technology resources. It includes CIO functions, information technology planning, project management, legal and professional issues and the strategic impact of information technology systems. Offered every year. Writing intensive course.

Prerequisite(s): Completion of 60 credits

Credit(s): 3

**IT 490 - Information Technology Internship**

The consent of the program coordinator/department chair, the school dean and the Career Development Center are required for this course. Offered every year.

Credit(s): 0 - 12 (variable credit course)

**IT 491 - IT Application Experience (Capstone)**

The IT Capstone Application Project Experience give students the opportunity to apply the knowledge acquired in the core areas of information technology in their entire program. This course provides students with a summative capstone experience where students gain integrated skills across the curriculum and articulate their professional goals in relation to their studies. The course reinforces the foundational aspects of information technology concepts, languages, tools, and resources. The course includes an integrated project in which student teams apply their knowledge and skills in IT/business alignment, requirements analysis, security requirements, modeling, software engineering, implementation, computer networks, database, and project management. Teamwork and hands-on design and development are essential components of the course.

Prerequisite(s): IT 391 or permission of instructor

Credit(s): 2 - 4



## **International Business**

Department Chair: Dr. C. Bülent Aybar

### **INT 105 - International Business: A Macro Perspective**

This course is the first International Business course within the Degree in Three Year Integrated Program. The course is designed to provide students with an introductory exposure to many of the essential elements of international business. In today's modern economic society, businesses and their activities operate in a global market environment and not just in domestic environments. Hence, both Domestic and International Business are interrelated and interdependent with each other. For this reason it is crucial to understand International Business in order to understand Domestic Business or vice-versa. This course provides the foundation of International Business with an emphasis on hands-on-activities and applications. It primarily presents an assessment of the differences between business in a domestic context and business in an international context by including some exposure to basic concepts that are important in understanding how International Business works and how it impact Domestic Business.

As an introductory course, it focuses on country analysis both comparatively and competitively as a preliminary theme in order for students to have the initial exposure to International Business. However, the main emphasis of the course is the firm that internationalizes its operations across diverse geographic, political, economic and cultural boundaries. Hence country analysis is explored from the perspective of firm and the risk it may encounter in these diverse boundaries.

Credit(s): 1

### **INT 113 - Introduction to International Business**

This course is the foundation for business in a global context with an emphasis on applications. It offers a survey of fundamentals and principles of management in the context of globally oriented firms and primarily presents an assessment of the differences between business in domestic and international context. The course explores fundamental issues in business in an increasingly interdependent world; including management principles and techniques in a global context. Themes constituting fundamentals of international business such as economic, political, cultural and social environment of business; organizations that facilitate international business and organizational structures; trade theory; government influence on trade; international business modalities and entry strategies into foreign markets, global financial system as well as the emerging issues related to international business; are also explored.

Credit(s): 3

### **INT 203 - Information Technology & Globalization**

Exploration of the fundamental processes underlying globalization with particular emphasis on the role of technological development in both historical and contemporary context. Globalization is a complex process marked by intensified transnational flows of people, information and goods and services. This course examines the role of information technology as a key feature and facilitator in the globalization process with a particular emphasis on international business and commerce. We analyze and explore the ways technology shapes contemporary social and economic changes in a global context.

Prerequisite(s): INT 105 and IT 105

Credit(s): 1

### **INT 221 - Global Financial System**

This course is designed to familiarize students with global financial architecture and the modus operandi of global financial markets and multinational financial institutions, with the focus on policy- and concept-oriented issues in international banking and international capital markets. It aims to provide a comprehensive background to understand the international financial environment and to expose students to a wide range of international financial functions, operations and products. Global Marker.

Credit(s): 3

### **INT 280 - Int'l Business Foundational Experience**

The International Business Foundational Experience exposes students to a variety of learning opportunities that reinforce the core international business curriculum delivered in Year-1 of their program and inspires students to explore various facets of international business concepts, theories and practice. To complete the requirements for this Year-1 experience, students will:

- Conduct secondary research to understand a given Multinational Corporation, its industry and the countries where its assets and/or revenues are concentrated. Prepare a comprehensive MNC profile report to be achieved in e-Portfolio
- Conduct serial interviews with a local SME executive with global orientation or an Innovation Hub entrepreneur who started a venture with international scope; prepare transcript of the interviews and a reflection report
- Attend a full-day international business workshop offered by New Hampshire International Trade Resource Center
- Attend Academy of International Business North East Annual Meeting; prepare an observation report for the sessions attended
- Participate in community service OR civic engagement activities with local organizations such as International Institute of New England and World Affairs Council
- Develop formal reflections, on both their individual and team experiences, and offer feedback for improvement of the course at the conclusion of the term.

Credit(s): 1.5 - 3 (variable credit course)

### **INT 315 - International Management**

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. Global marker.

Credit(s): 3

### **INT 316 - Cultural & Political Environment of International Business**

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. Global marker.

Credit(s): 3

### **INT 322 - International Retailing**

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.

Prerequisite(s): MKT 222

Credit(s): 3

### **INT 335 - Importing & Exporting in International Trade**

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. Offered every other year.

Prerequisite(s): INT 113

Credit(s): 3

**INT 336 - Multinational Corporate Finance**

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.

Prerequisite(s): FIN 320 or FIN 305

Credit(s): 3

**INT 340 - Business Environment of the Middle East**

The course covers the economic structures, financial institutions and policy challenges in the leading countries of the Middle East. Through introducing a brief historical look on selected aspects of economic policies in these countries, the course will discuss the contemporary nature of the problems facing the region and the overall business environment of the region. The course will address topics such as the role of oil companies in the region, problems of industrialization in resource based economies, the historical experience of trade liberalization, labor markets, demography and migration, growth and industrialization, the effect of globalization on the region.

Prerequisite(s): INT 113

Credit(s): 3

**INT 380 - Global Practicum-I**

The Global Practicum-I is the second year non-seat international business experience in the Three Year Degree Program in International Business. The course offers a broad exposure to geographic, commercial, political, economic and cultural attributes to an economically significant region of the world, and a firsthand exposure to a selected country in the region through a structured 7 to 10 day international field trip. The primary goal of the Global Practicum-I is to consolidate and reinforce functional/disciplinary practice in a non-classroom setting, and to relate this experience to discipline based knowledge acquired in the second year of the Three Year Degree Program in International Business. Students will be given opportunities to synthesize and integrate functional knowledge into practice in an experiential setting. The course is designed to provide the three-year students majoring in international business with a systematic foundation in the analysis, formulation and implementation of international business knowledge and skills in the context of a selected region of the world. IB students examine the forces underlying the political and economic dynamics in the region and the selected country. Through an in depth analysis of cultural, political and economic factors, students learn about critical strategic issues and operating challenges as well as business conditions in the region and the selected country and develop perspectives on managerial issues and essential skills for success. The exposure and the experience gained in this course is intended to offer IB students the opportunity to develop crucial job searching skills, explore career interests, enhance their resume, and to make contacts in the student's chosen field as well as to build references for future employment. It is formulated to be an integrative experience enabling students to synthesize and apply the theories and concepts learned previously in the required international business courses in a macro and micro context.

Prerequisite(s): INT 113 and INT 280 Must be enrolled in the Degree in Three program

Credit(s): 3 - 6

**INT 400 - International Business Project**

This course is designed for those students who are pursuing a major and those that have definite interest in carrying out a career in International Business as well as those who seek to broaden their knowledge in the field. Explicitly, the course will introduce students to the contemporary issues and challenges faced by managers of Multinational Corporations in the International Business setting. The course will give students the opportunity to work in teams by focusing on a practical approach to learning. It will provide students with skills that can facilitate their entry into a job market in International Business or related field at various levels of expertise.

Prerequisite(s): INT 113

Credit(s): 3

**INT 410 - International Entrepreneurship**

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. Global marker.

Credit(s): 3

**INT 422 - International Strategic Management**

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. Not available every semester. Writing Intensive Course. Prerequisite(s): INT 113 and completion of 60 credits or have instructor permission

Credit(s): 3

**INT 433 - Multinational Marketing**

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. Offered as needed. Global marker.

Prerequisite(s): MKT 113 or MKT 105 and ECO 202 or ECO 205

Credit(s): 3

**INT 441 - Licensing and Negotiations in the International Arena**

This is an overview course surveying the licensing of intellectual property with a special focus on the international arena. Emphasis will be placed on the nature of intellectual property, licensing theory and practice, licensing negotiations, license drafting, and license implementation and administration after the completed agreement. Offered as needed.

Prerequisite(s): INT 113 and OL 125

Credit(s): 3

**INT 480 - Independent Study**

Offered every year.

Credit(s): 3 - 6

**INT 490 - International Business Internship**

Offered as needed.

Credit(s): 0 - 12 (variable credit course)

**INT 610 - Multinational Corporate Environment**

This course is a survey of economic, social and political relationships among and within nations, and their impacts upon corporations that operate in an international context.

Credit(s): 3

**INT 620 - Multinational Corporate Finance**

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

Credit(s): 3

**INT 640 - Multinational Market Strategies**

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

Credit(s): 3

**INT 650 - International Trade and Competitiveness**

Students in this course examine the conceptual and practical aspects of international trade and competitiveness.

Theories of international trade, commercial policies and ways to improve international competitiveness are studied.

Credit(s): 3

**INT 660 - International Negotiations**

The issues and problems inherent in conducting business across different cultures are examined in this course.

Students develop skills and strategies needed for effective negotiation with people from different cultures and societies.

Credit(s): 3

**INT 700 - Multinational Business Strategy (Capstone)**

This is a capstone course for the international business certificate. The course integrates various aspects of international business and focuses on the formulation of international business strategy. Case studies that cut across various functional disciplines are emphasized.

Prerequisite(s): INT 610

Credit(s): 3

**INT 730 - International Business Consulting Experience**

In the context of a consulting project, this course focuses on value creation through strategic formulation and implementation in the global marketplace. The course integrates theory and practice through the application of international business tools and methods. The course weaves together conceptual and practical considerations to create a balanced and exciting learning experience. It is designed to enhance students' analytical and problem solving capacity and to prepare them to function more effectively in the international business environment. After implementing and completing the project students should develop an integrative perspective cutting through the functional areas in the global context.

Prerequisite(s): INT 610

Credit(s): 3

**INT 750 - Seminar in Multinational Business**

This course focuses on current issues in international business. It provides students with an opportunity to research topics of interest in international business. It is recommended that students take this as one of the last courses in the Master of Science in international business program. This course is required for the D.B.A. in international business program.

Prerequisite(s): INT 600 and INT 610

Credit(s): 3

**INT 800 - Foreign Direct Investment**

This course is an examination of direct investments made by a company or entity based in one country, into a company or entity based in another country. Entities making direct investments typically have a significant degree of influence and control over the company into which the investment is made. Key topics covered in the course include, but are not

limited to: the foundations of FDI; the impact of location on FDI; FDI and Technology; FDI under Uncertainty; Risk and Profitability of the multinational corporation; and Political Risk Analysis. This is a research and writing intensive course

Prerequisite(s): INT 610

Credit(s): 3

### **INT 810 - Privatization, Economic Reform and Globalization in Emerging Markets**

This seminar has been designed to introduce the students to the theoretical and applied literature on economic reform and globalization nexus in the emerging markets context. Another purpose of the course is to enhance student's appreciation of research process and help development of a research agenda in subjects related to macro and micro integration of emerging markets to the global economic system. More specifically the course focuses on transition from centrally planned or government dominated economic systems to market economy and its micro and macro implications. A particular emphasis is placed on the international expansion of emerging market companies. Students are expected to acquire and demonstrate advanced knowledge on issues surrounding economic reform, privatization, economic integration and internationalization/globalization and to be able to conduct original research

Prerequisite(s): INT 610

Credit(s): 3

### **INT 820 - Seminar in Multinational Finance**

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

Prerequisite(s): INT 620

Credit(s): 3

### **INT 830 - Theories of Globalization**

This doctoral seminar presents globalization as the central issue that influences the practice of international business and internationalization processes of the FIRM and vice versa. Keeping the firm at the core, the course takes up globalization from various points of view, such as world economy and finance, geo-strategic and geo-political concerns, regionalism, institutions, global and corporate governance etc., which reflect opportunities and prosperity as well as big challenges facing international business theory, practice and research. The course enhances students' cognitive, heuristic, analytical and philosophical thinking process. It also creates the prospect for students to better their research, teaching, and communicative skills (writing and presentation skills).

Credit(s): 3

### **INT 840 - Seminar in Multinational Marketing**

This seminar will include extensive reading in the international Marketing/Business literature. Major seminar topics will include (but will not be limited to): countertrade, tariff and non-tariff barriers, cultural differences among market segments and global vs. multinational marketing strategies. The case method will be utilized. Class discussions will center around the literature via assigned journal articles. Class preparation and presentation will be individual and group. International market access will include the Internet.

Prerequisite(s): INT 640

Credit(s): 3

### **INT 850 - Seminar in Global Business Strategy**

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

Prerequisite(s): INT 700

Credit(s): 3

**INT 880 - Advanced Quant Methods/Int'l Bus I**

This is an advanced course in building binary and continuous response regression models using cross-sectional, time series and panel data with applications to business. It includes selection of variables and form, testing hypotheses, diagnosing problems, and implementing remedial measures using EViews and other software. The course requires the students to apply the regression techniques to a research problem in international business.

Prerequisite(s): QSO 510

Credit(s): 3

**INT 881 - Advanced Quantitative Methods in International Business II**

This is an advanced course in multivariate analysis methods with applications to business. It includes ANOVA, ANCOVA, MANOVA, Principal Component Analysis, Discriminant Analysis, Cluster Analysis, and System Dynamics using SPSS, VENSIM and other software. The course requires the students to apply one or more multivariate analysis techniques to a research problem in international business.

Prerequisite(s): INT 880

Credit(s): 3

**INT 889 - Comprehensive Exam**

The Comprehensive Exam provides a transition for students to prepare for their doctoral comprehensive exam and to help monitor timely progress toward completion of the comprehensive exam and progression toward dissertation work. Students take the comprehensive exam during the term they enroll in Comprehensive Exam INT-889. Students are evaluated on a Pass/Fail basis are permitted to take INT-889 no more than two consecutive terms.

Prerequisite(s): INT 800, INT 810, INT 820, INT 830, INT 840, INT 850, INT 880, INT 881 and completion of minor area courses.

Credit(s): 1

**INT 890 - Doctoral Colloquium**

The doctoral colloquium provides a forum for students to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing research and the final draft of the dissertation and receiving the approval of the chairperson, the student makes an oral presentation defending his or her dissertation for the committee and any other interested individual. Approval of all members of the dissertation committee is necessary for successful completion of the doctoral program. Students generally register for a minimum of three terms of doctoral colloquium.

Prerequisite(s): INT 889

Credit(s): 3

**Justice Studies**

**Department Chair: Prof. Patrick Cullen**

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

**JUS 101 - Introduction to Criminal Justice**

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.

Credit(s): 3

**JUS 102 - American Policing**

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.

Credit(s): 3

**JUS 103 - Correctional Systems**

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.

Credit(s): 3

**JUS 104 - Introduction to Security**

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.

Credit(s): 3

**JUS 111 - Introduction to Criminalistics**

This course is designed to introduce students to concepts of forensic science with an emphasis on the recognition, identification, individualization, and evaluation of physical evidence by applying the natural sciences to law-science matters. Basic scientific principles used in the practice of forensic science and types of evidence, physical evidence in particular, will be discussed. It provides useful information on how scientific truth is used to solve cases and protect the innocent, how increased scientific information and technology could create a safer society, and how that information and technology could be used to create a less free society. Examining the role of forensic science in criminal and civil investigations where questions regarding the interpretation of physical evidence are crucial and will be discussed.

Credit(s): 3

**JUS 201 - Criminal Investigation**

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.

Credit(s): 3



**JUS 202 - Industrial and Retail Security**

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.  
Credit(s): 3

**JUS 211 - Organized Crime**

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.  
Credit(s): 3

**JUS 215 - The Victim and the Justice System**

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.  
Credit(s): 3

**JUS 224 - Legal and Justice Research Methods**

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.  
Credit(s): 3

**JUS 261 - Judicial Administration**

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.  
Credit(s): 3

**JUS 305 - International Criminal Justice**

This course compares and contrasts the criminal justice system of the United States with the systems of other countries on a substantive and procedural basis. A thorough examination of other cultural models of law and justice in order that differences in justice processing and definition become apparent. Some emphasis is placed on international policing and legal enforcement, whether through INTERPOL, treaty or other regulation.  
Credit(s): 3

**JUS 309 - White Collar Crime**

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.

Credit(s): 3

**JUS 325 - Law, Justice and Family**

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.

Credit(s): 3

**JUS 331 - Juvenile Justice System**

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.

Credit(s): 3

**JUS 345 - Probation and Parole**

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.

Credit(s): 3

**JUS 375 - Criminal Law**

An introduction to substantive criminal law that reviews the social, philosophical, and legal foundations of criminal codification. In addition, the course covers the historical development of criminal law in the U.S. Other subject matters include parties to crimes including principals/accessories, criminal capacity, criminal elements, e.g. mens rea, actus rea, and the specific crimes against person, property, and public order. Lastly, the course captures criminal law from the defendant's perspective by reviewing the accuser's mental states, potential defenses and uses of mitigation.

Credit(s): 3

**JUS 376 - Criminal Procedure**

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.

Credit(s): 3

**JUS 394 - Problems in Policing**

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.

Credit(s): 3

### **JUS 395 - The Death Penalty**

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.

Credit(s): 3

### **JUS 400 - Foreign Study in Criminal Justice**

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.

Credit(s): 3 - 12

### **JUS 429 - Terrorism**

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.

Credit(s): 3

### **JUS 455 - Legal Traditions**

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?

Credit(s): 3

### **JUS 465 - Police Organization and Management**

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.

Credit(s): 3

### **JUS 466 - Homeland Security**

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.

Credit(s): 3

**JUS 468 - Crimes Against Children**

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.

Credit(s): 3

**JUS 480 - Independent Study in Law and Justice**

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.

Credit(s): 3

**JUS 485 - Forensic Law**

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.

Credit(s): 3

**JUS 497 - Law and Evidence**

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.

Credit(s): 3

**JUS 498 - Criminal Justice Internship**

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.(Variable Credit).

Credit(s): 0 (variable credit course) - 12

**Language (American Sign Language)****LAS 111 - Elementary American Sign Language I**

This course provides an introduction to the vocabulary, finger spelling, grammatical processes, phonology, syntax and semantics of American Sign Language. Designed to prepare a student with little or no prior experience or knowledge of ASL with basic conversational skills and to discover the various aspects of deafness, the course emphasizes the

application of principles of sign language; the psychosocial aspects of deafness; recognition of the deaf person as bilingual; and the grammatical processes that modulate the meaning of sign in discourse. Audiological, educational, social, cultural, and historical aspects of deafness will also be presented.

Credit(s): 3

### **LAS 112 - Elementary American Sign Language II**

This course is a continuation of Elementary American Sign Language I.

Prerequisite(s): LAS 111

Credit(s): 3

### **LAS 211 - Intermediate American Sign Language I**

This course is designed to apply ASL grammar previously learned in LAS 111-12 and to further develop language competency. Emphasis will be placed on students' conceptual understanding of the grammatical structure of ASL and the application of these concepts in language skill development and use. This course also aims at refining and strengthening the skills acquired in LAS 111-12. Receptive exposure is included in order to assist students in understanding the nuances of the language.

Prerequisite(s): LAS 112

Credit(s): 3

### **LAS 212 - Intermediate American Sign Language II**

This course is a continuation of LAS 211 (and of LAS 111-12), where students build up their expertise in the visual/gestural language used by Deaf people. Emphasis is placed on understanding of basic grammatical rules, vocabulary, manual alphabet/numbers, visual/gestural communication and information related to Deaf Culture. All lectures, laboratory activities, and outside assignments are intended to develop competency in receptive and expressive use of ASL. The class will be taught primarily in ASL; students will be expected to converse in this language competently.

Prerequisite(s): LAS 211

Credit(s): 3

## **Language (Arabic)**

### **LAR 111 - Elementary Arabic and Culture I**

This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Modern Standard Arabic (MSA), the standard language of the Arab world. Designed for students with no previous course work in Arabic, this course focuses on learning the alphabet, building vocabulary and sentence patterns in communicative contexts, and pronunciation. Students will also be introduced to simple survival skills. Reading and writing will be introduced and acquired through different activities in conjunction with speaking and listening skills. Finally, awareness of the cultures, behaviors, and traditions of the Arabic-speaking world will also be emphasized. Global marker.

Credit(s): 3

### **LAR 112 - Elementary Arabic and Culture II**

This course is a continuation of LAR 111. Global marker.

Prerequisite(s): LAR 111

Credit(s): 3

### **LAR 211 - Intermediate Arabic Language and Culture**

This course is an upper-intermediate language and culture course designed for students who have fulfilled the requirements for LAR 112 and/or those who demonstrate an equivalent competence in Modern Standard Arabic. Students successfully finishing this course receive three credits. This course will be conducted approximately 80 to

90% of the time in Arabic. It is designed to improve all your language skills in Arabic, with a special emphasis on the development of reading and listening comprehension as well as speaking skills. Additional attention will be paid to improving students' writing skills. You will be exposed to cultural, historical, and contemporary aspects of the Arabic-speaking world through literary, journalistic, and textbook reading passages, music, videos, advertising, etc. You will practice summarization, description, narration, restatement, and expressing personal feelings and opinions through a variety of writing and speaking tasks.

Prerequisite(s): LAR 112

Credit(s): 3

### **LAR 212 - Intermediate Arabic Language & Culture II**

LAR 212 is an intermediate course designed as a continuation of LAR 211. It is also appropriate for those who have previous knowledge of the language acquired through a formal learning experience.

Prerequisite(s): LAR 211 or equivalent, or permission of instructor

Credit(s): 3

## **Language (French)**

### **LFR 111 - Beginning French I**

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. Offered every fall.

Credit(s): 3

### **LFR 112 - Beginning French II**

Continuation of LFR 111. Offered every spring.

Prerequisite(s): LFR 111

Credit(s): 3

### **LFR 211 - Intermediate French I**

Emphasis on oral communication and development of reading and writing skills. Samples of French literature read and contemporary social issues discussed in French. Offered every fall.

Prerequisite(s): LFR 112

Credit(s): 3

### **LFR 212 - Intermediate French II**

Continuation of LFR 211. Offered every spring.

Prerequisite(s): LFR 211

Credit(s): 3

### **LFR 311 - French Civilization and Culture**

This course develops further a student's fluency in the French language and knowledge of French civilization and culture. Mainly taught in French, the course covers the rich heritage of France from literature to cooking and fashion. Although open to any student with sufficient French, would especially be for qualified history and English majors.

Credit(s): 3

## **Language (Mandarin)**

### **LMN 111 - Elementary Mandarin Language/Culture I**

This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Mandarin. Designed for students with no previous course work in Mandarin, this course

focuses on reading and writing with the pinyin (phonetic) system; learning and practicing the radical simplified characters and related compounds; building vocabulary and practicing basic sentence patterns in communicative contexts; and pronunciation. Students will be expected to achieve approximately the mid-novice level based on guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL). Finally, awareness of the cultures, behaviors, and traditions of the Chinese-speaking world will also be emphasized. Global marker.  
Credit(s): 3

### **LMN 112 - Elementary Mandarin Language/Culture II**

This course is a continuation of LMN 111. Global marker.  
Prerequisite(s): LMN 111  
Credit(s): 3

### **LMN 211 - Intermediate Mandarin Language and Culture**

A yearlong commitment, two classes per week. In this course, you will improve your Chinese skills in the areas of listening, speaking, reading, writing, and will make significant gains in the acquisition of vocabulary and grammar.  
Prerequisite(s): LMN 112 or permission of instructor  
Credit(s): 3

### **LMN 212 - Intermediate Mandarin Language and Culture II**

LMN 212 is an intermediate course designed as a continuation of LMN 211. It is also appropriate for those who have previous knowledge of the language acquired through a formal learning experience.  
Prerequisite(s): LMN 211 or equivalent, or permission of instructor  
Credit(s): 3

## **Language (Spanish)**

### **LSP 111 - Beginning Spanish I**

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. Offered every fall.  
Credit(s): 3

### **LSP 112 - Beginning Spanish II**

Prerequisite(s): LSP 111  
Credit(s): 3

### **LSP 211 - Intermediate Spanish I**

Emphasis on oral communication and development of reading and writing skills. Samples of Hispanic literatures read and contemporary social issues discussed in Spanish. Offered every fall.  
Prerequisite(s): LSP 112  
Credit(s): 3

### **LSP 212 - Intermediate Spanish II**

Continuation of LSP 211. Offered every spring.  
Prerequisite(s): LSP 211  
Credit(s): 3

**LSP 311 - Hispanic Cultures**

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. Offered as needed.

Prerequisite(s): LSP 112

Credit(s): 3

**Language Studies****GLS 470 - Writing the Research Paper**

This course provides the skills necessary to produce a secondary research paper at the graduate level. Preceded by a review of essay writing employing the writing process approach, step-by-step instruction is provided in electronic database searching, reading strategies, note taking, paraphrasing, summarizing, synthesizing and documenting sources using APA style. Course assignments allow students to experience the research process from narrowing the research focus and preparing a working bibliography, to developing a thesis statement and outline, writing and revising drafts, and editing the final copy.

Credit(s): 3

**GLS 471 - Mastering English Grammar**

This course focuses on correct usage of complex sentence structures and advanced grammatical forms as required to produce a graduate level paper. Topics addressed include combining ideas using subordination, identifying and correcting common sentence problems, and mastering verb tenses and verb forms. Samples of students' own writing are used to practice proofreading and editing skills. In addition, independent learning strategies such as using resources, self-editing and peer collaboration are practiced.

Credit(s): 3

**GLS 472 - Team Work/Oral Presentation**

In this course, instruction and practice focus on working effectively in teams to analyze cases, and plan and deliver presentations using PowerPoint. Employing topics that include career development, international negotiation, and environmental issues, strategies are introduced to facilitate oral communication in both group discussions and oral presentations. Self-assessment and group dynamics evaluation are practiced as strategies contributing to effective team work.

Credit(s): 3

**LAN 199 - International Cultural Awareness I: Language**

This course will provide students with a foreign language experience, offered at any level. Students will develop communication skills that will allow them to engage in the daily life overseas and will enhance and support their study abroad experience. The course will develop conversation as well as reading and writing skills. Equal focus will be given to grammatical structure and vocabulary.

Credit(s): 3

**Learning Strategies Seminar****LSS 100 - Learning Strategies Seminar**

LSS 100 is designed to assist students with learning skills that are essential for academic success in college. Students will be taught a variety of learning skills and strategies that will enable them to experience success in college classes and beyond. By applying principles taught throughout the semester, students will become independent learners and will maximize their educational experience at SNHU.

Prerequisite(s): Completion of less than 30 credits

Credit(s): 3



## Literature

### LIT 100 - Introduction to Literature

This course introduces students to the study and appreciation of literature. It explores the literary genres of fiction, poetry, and drama. There is an option for nonfiction prose as well. The course covers an introduction to literary terminology and an introduction to critical analysis of literature.

Credit(s): 3

### LIT 201 - World Lit I: Foundations of Culture

This course explores both early European (classical and medieval) cultures as well as the great non-European cultures of Asia, Africa and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre, such as epic or lyric poetry. Not available every semester. Global marker.

Prerequisite(s): ENG 120

Credit(s): 3

### LIT 202 - World Lit II: Renaissance to Modern

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. Global marker.

Prerequisite(s): ENG 120

Credit(s): 3

### LIT 219 - British Literature I

This course is designed to introduce students to British literature from its beginnings through the eighteenth century. Students will read and discuss works by major authors, considering such aspects as the work's genre, context, and style.

Prerequisite(s): ENG 120 or ENG 200

Credit(s): 3

### LIT 220 - British Literature II

This course is designed to introduce students to British literature from the Romantic through the Modernist periods. Students will read and discuss works by major authors, considering such aspects of the work's genre, context, and style.

Prerequisite(s): ENG 120 or ENG 200

Credit(s): 3

### LIT 221 - American Literature I

This course is a survey of American literature from its beginnings to 1865. The course will provide students with an introduction to the early history of American literature, examining a broad range of literary genres and considering the complex cultural and social context in which these important literary texts were written. Authors may include John Winthrop, Benjamin Franklin, Nathaniel Hawthorne, Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, Harriet Ann Jacobs, Frederick Douglass, Walt Whitman, and Emily Dickinson.

Prerequisite(s): ENG 120 or ENG 200

Credit(s): 3

### LIT 222 - American Literature II

This course is a survey of American literature from 1865 to the present. The course will provide students with an introduction to the history of American literature since the Civil War, examining a broad range of literary genres and considering the complex cultural and social context in which these important literary texts were written. Authors may

include Mark Twain, Henry James, Jack London, Gertrude Stein, Robert Frost, T.S. Eliot, Eugene O'Neill, Langston Hughes, F. Scott Fitzgerald, Allen Ginsberg, and Toni Morrison.

Prerequisite(s): ENG 120 or ENG 200

Credit(s): 3

### **LIT 229 - World Mythology**

This course introduces students to the study of mythology. We will read and discuss myths from both western and non-western cultures. Students will also choose one cultures myth to concentrate on for a final project.

Prerequisite(s): ENG 120 or ENG 200

Credit(s): 3

### **LIT 231 - Nature Writers**

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.

Prerequisite(s): ENG 120 or ENG 200

Credit(s): 3

### **LIT 233 - Banned Books**

This course examines the issue of censorship through the particular example of banned books. Students will analyze debates for and against censorship, and will study banned books alongside other media that either critiques, embraces, or reflects paranoia about censorship. In addition to scholarly articles and historical documents, readings may include literary works such as J. K. Rowling's *Harry Potter and the Sorcerer's Stone*, Ray Bradbury's *Fahrenheit 451*, Vladimir Nabokov's *Lolita*, Azar Nafisi's *Reading Lolita in Tehran*, and Salman Rushdie's *The Satanic Verses*.

Prerequisite(s): ENG 120

Credit(s): 3

### **LIT 235 - War Literature**

This course focuses on the theme of war in prose and poetry. Students will examine a variety of literature and accompanying cultural materials that—whether American, British, or Global—speak to this all-important issue. The course will address social attitudes towards war, the psychological effects of war, and the historical implications of war, as portrayed in representative texts.

Credit(s): 3

### **LIT 237 - Young Adult Literature**

This course focuses on the theme of coming of age in young adult prose. Students will examine a variety of literature, which may include nonfiction as well as fiction. The course will address issues around coming of age, such as sex, addictions, abuse, friendships, relationships, and independence, as represented in specific texts.

Credit(s): 3

### **LIT 239 - Literature and the Mind**

This course explores the relationship between ideas of the mind and consciousness in literature. Long before Sigmund Freud, poets, playwrights, and novelists investigated the human experience of knowing and experiencing one's self. After Freud, new concepts of the mind have reshaped how we understand creativity in both writing and reading literature. This course will introduce you to the pleasure and insight of literature through a representative selection of literature by European and American writers, and will include selected readings in psychology. Topics may include madness, identity, melancholy, deviance, memory, or creativity.

Credit(s): 3

**LIT 241 - Crime Literature**

This course will examine one of the most popular and celebrated literary genres: crime literature. Literature may include selections from British, American, and global fiction, non-fiction, short stories, plays, and/or poetry. Literary selections may include several subgenres of crime literature, such as historical crime literature, true crime, hard-boiled fiction, psychopathology, the police procedural, and legal analysis.

Credit(s): 3

**LIT 243 - Pop Fiction**

This course will analyze popular fiction. What makes a book a "best seller?" What makes literature sell in the millions of copies? Writers who strike it rich generally write books that are fast-paced and easy to read, following a set of conventions that readers recognize, and touch a nerve within their society. With a focus on current and past best sellers, this course will introduce you to a variety of literary sub-genres (true crime, romance, horror, memoir, road novel, extreme adventure, western, roots quest). The books we will read often return to themes of individualism, cultural difference, and violence in American culture—prominent elements in our psyches, popular culture, and pulp fiction. We will discuss, among other topics, how popular literature can help us understand the intersectionality of identity—especially issues of race, class, gender, sexuality, and ability.

Credit(s): 3

**LIT 300 - Literary Theory**

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. Not available every semester.

Prerequisite(s): ENG 120

Credit(s): 3

**LIT 306 - Medieval Literature**

This course will focus on literature written in England during the Old and Middle English period (approximately 500-1485 CE). We will spend about half the course on Old English literature and half on Middle English literature.

Prerequisite(s): ENG 120 or ENG 200

Credit(s): 3

**LIT 307 - Renaissance and Restoration Literature**

This course surveys British Literature from the 16th and 17th centuries, a period renowned for the variety and originality of its writers, which left a lasting mark on subsequent English literature. Students will be introduced to central ideas and writers of the English Reformation, English Revolution, and the Restoration of the monarchy. Renaissance authors studied may include More, Marlowe, Elizabeth I, Jonson, Donne, and Webster, along with Shakespeare and Spenser. Writers of the Revolution and Restoration may include Herrick, Marvell, Milton, Dryden, Behn, and Wycherly. Students will encounter Renaissance and Restoration drama, epic poetry, the sonnet, along with early experiments in prose fiction.

Prerequisite(s): ENG 120 or ENG 200

Credit(s): 3

**LIT 309 - Romance, Revolutions, and the Birth of the Novel**

This course focuses on the "long 18th century" in Great Britain, covering the era of the Enlightenment as well as Romanticism. This was a tumultuous time in British history, marked by numerous political and social revolutions as well as notable literary creativity. In this course, students will study developments in English literature such as the novel, the essay, satire, journalism, popular theater, and poetry. Themes

of the course will vary, but may include civil liberty, sexuality and gender, colonialism and abolition, the city and the country, industrialization, and the French Revolution. Authors studied may include Congreve, Defoe, Swift, Pope, Fielding, Wordsworth, Keats, Shelley, and Byron.

Prerequisite(s): ENG 120 or ENG 200

Credit(s): 3

### **LIT 310 - Victorian Literature**

Nineteenth-century Britain experienced tremendous change in politics, economics, philosophy, art and literature. It was a century of industrialization, empire-building, new discoveries and social revolution. This course studies representative selections from the major poets and prose writers and explores the social, political and intellectual changes reflected in the literature of the Victorian period. Authors may include Tennyson, Browning, Barrett Browning, Dickens, Charlotte Bronte, and Wilde.

Prerequisite(s): ENG 120 or ENG 200

Credit(s): 3

### **LIT 311 - Modern British Literature**

This course will explore the modernist movement in 20th century British fiction through the works of three of its most prominent practitioners - James Joyce, D.H. Lawrence, and Virginia Woolf - as well as selected works by other writers. The course will examine the birth of the modern aesthetic in literature not only as a response to the alienation and despair resulting from World War I but also as a reaction to the enormous impact made by the ideas of such thinkers as Darwin, Freud, Marx and Nietzsche. Various modernist writing techniques, including stream-of-consciousness, episodic narrative and radical experimentation with punctuation, will also be studied.

Prerequisite(s): ENG 120 or ENG 200

Credit(s): 3

### **LIT 313 - The American Renaissance**

While the authors and texts studied in this course may vary, this course examines literature from the early 1800s to 1865, the conclusion of the Civil War. During this period, American literature developed a home-grown Romanticism influenced by European intellectual and aesthetic movements, as well as a new cultural sensibility of its own. Authors may include Irving, Poe, Hawthorne, Emerson, Thoreau, Melville, Douglass, Dickinson, and the latter-day transcendentalism of Whitman.

Prerequisite(s): ENG 120 or ENG 200

Credit(s): 3

### **LIT 314 - American Realism and Naturalism**

While the authors and texts studied in this course may vary, this course will focus on the American literature between 1865-1914, with the progression of literary culture from Romanticism to Realism and Naturalism and towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and the new theories of evolution. Authors may include Twain, James, Chesnut, London Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century.

Prerequisite(s): ENG 120 or ENG 200

Credit(s): 3

### **LIT 315 - Twentieth Century American Literature and Beyond**

The course will explore literature by major American writers, from the early 20th century to the present. Students will read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. We will proceed chronologically, beginning with poetry about World War I and ending with post-modern literature about contemporary issues such as race, religion, technology, and war.

Prerequisite(s): ENG 120

Credit(s): 3

### **LIT 317 - European Literature**

This course will trace the development of European literature. We will discuss aspects such as genre, narrative technique, time, characterization, as well as the cultural and political implications of its development on the European consciousness. This course will pay particular attention to close contextual and thematic readings of several representative works of European literature. Readings may include authors such as: Balzac, Pirandello, Flaubert, Tolstoy, Mann, Gide, Proust, Kafka, Nabokov, Hess, and Camus.

Prerequisite(s): ENG 120

Credit(s): 3

### **LIT 318 - World Literature**

This course explores both early European (classical and medieval) culture as well as the great non-European cultures of Asia, Africa, and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre, such as epic or lyric poetry.

Prerequisite(s): ENG 120

Credit(s): 3

### **LIT 319 - Shakespeare**

Students in LIT 319 study selected Shakespearian comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked. Not available every semester.

Prerequisite(s): ENG 120

Credit(s): 3

### **LIT 323 - Studies in Drama**

This course will focus on drama as a literary genre, examining the origins of the genre, its literary conventions and its current productions. In reading plays that may range from the Greeks to contemporary Broadway, students will not only see the changing dynamics of the genres form, but also experience the important role the genre has played in American, British, European, and global society and culture.

Prerequisite(s): ENG 120

Credit(s): 3

### **LIT 325 - Studies in the Novel**

This course will focus on the novel as a literary genre tracing its intricate conventions, its historical origins, and its current manifestations. In reading novels from the 18th through 21st centuries, students will learn not only the complex dynamics of the genre's form but also the critical influence the novel has had on society, cultural and politics over the centuries.

Prerequisite(s): ENG 120

Credit(s): 3

### **LIT 327 - Studies in Poetry**

This course will focus on poetry as a literary genre. Students will learn how to interpret and evaluate poetry, exploring the elements of poetic form as well as influence poetic responses to critical moments in history. Thus, we will read landmark works by major poets, learn about major movements and schools within poetry, and look at poetry written in response to historical events. Students will also read a volume of poetry by a poet of their choice, and present information on that poet's style, theme, and role within the field of poetry.

Prerequisite(s): ENG 120

Credit(s): 3

**LIT 328 - Multi-Ethnic Literature: Describing the Hyphen**

Since the beginnings of American literature, writers have been concerned with defining and creating American identity through their art. Since the 1960s, during and after the Civil Rights movement, numerous writers have defined their American identity in relation to specific ethnic identities, writing works that explore how dual or multiple cultural identities coexist within themselves and within American culture, sorting through the stories they've heard and created about who they are. In this course, we will read fiction, poetry, and essays by twentieth-century American authors who identify with African American, Native American, Asian American, Jewish, Latino and Chicano heritages. In addition to race and ethnicity, we will discuss how class, native language, religion, gender, sexuality, and history figures into these writers' images of an American self and community.

Prerequisite(s): ENG 120

Credit(s): 3

**LIT 330 - Gender and Text**

This course examines gender in and through literary texts, and considers the ways in which categories of sexuality, sex, race, class, ethnicity, nationality, religion, and other factors influence writers' depictions of gender. The course analyzes historical conditions relevant to gender studies, and may address social and theoretical topics such as women's suffrage, feminisms, third-world feminism, the LGBTQ community, and queer theory. The course explores these topics through the lens of literature and asks: how is gender represented in literary texts? how do literary texts not only replicate but sometimes contest or imagine new realities for gendered subjects? what does it mean to write as a gendered subject? Readings may include works by authors such as Mary Wollstonecraft, Oscar Wilde, Virginia Woolf, Audre Lorde, Gloria Anzaldúa, and Michael Cunningham.

Prerequisite(s): ENG 120

Credit(s): 3

**LIT 335 - Major Author Studies**

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Prerequisite(s): ENG 120

Credit(s): 3

**LIT 335L1 - Major Authors - American**

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Prerequisite(s): ENG 120

Credit(s): 3

**LIT 335L2 - Major Authors - British**

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Prerequisite(s): ENG 120

Credit(s): 3

**LIT 335L3 - Major Authors - Global**

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Prerequisite(s): ENG 120

Credit(s): 3

**LIT 345 - Postcolonial Encounters**

Postcolonial Encounters focuses on the interdisciplinary aspects of literatures that have been historically silenced by the mechanisms of colonial powers. This course will attempt to retrieve from the margins those voices that Gayatri Spivak (following Antonio Gramsci) has called "subaltern." As such, our task will be to theorize the notions of power and powerlessness, margin and periphery, first and third world, nationality, race, identity, and globalization via the close readings of various postcolonial texts. Global marker.

Prerequisite(s): ENG 120

Credit(s): 3

**LIT 350 - The Black Literary Tradition**

This course offers an overview of African-American literature, with glimpses into African and Caribbean literature. Beginning around 1845 with Frederick Douglass' Narrative, students will read from various literary genres, including slave narratives, poetry, short stories, fiction and plays that illuminate both the history of African America and changing ideas of race. Students will conduct ongoing independent research, which they will present to the class, on the major literary and historical periods we cover, including the Harlem Renaissance in the 1920s and early 1930s, the civil rights movement(s), the Black Arts movement of the 1960s and early 1970s and the decades following. Reading works by Booker T. Washington, W.E.B. Dubois, Zora Neale Thurston, Ralph Ellison, Gwendolyn Brooks, Chinua Achebe, Toni Morrison and Ishmael Reed, among others, will enable us to analyze how sexuality, gender, class and nationality influence various writers' definitions of race and ethnicity. Offered as needed.

Prerequisite(s): ENG 120

Credit(s): 3

**LIT 450 - Seminar in American Literature**

This course uses a thematic approach to explore works by American writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Not available every semester. Writing Intensive Course.

Prerequisite(s): ENG 200

Credit(s): 3

**LIT 451 - Seminar in British Literature**

This course uses a thematic approach to explore works of British writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Not available every semester.

Prerequisite(s): ENG 200

Credit(s): 3

**LIT 452 - Seminar in Global Literature**

This course uses a thematic approach to explore works from any of the major literary traditions outside the British and American. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Not available every semester. Global marker.

Prerequisite(s): ENG 200

Credit(s): 3

### **LIT 485 - Senior Thesis in Literature**

This course is an option for seniors of exceptional ability who are majoring in English language and literature and who wish to have a graduate-level research and writing experience in some chosen area of American, British or world literature. Students must petition to take the course. The following requirements are for undergraduate day campus students. Students who receive permission from the area coordinator/department chair and their academic advisors must proceed to formulate a written thesis proposal and assemble a three-person academic support committee, equipped with relevant expertise, no later than March 30th of the junior year. The proposal will then be submitted for approval to the individual's advisory committee. Assuming the project is universally approved, the student will meet with one or more members of the committee on a biweekly basis to review progress on research and written work. The final result will be a scholarly essay of 40 to 60 pages, to be presented as an academic paper in a public forum at least three weeks before graduation. Offered on an ongoing basis, as this is a yearlong course option. The following requirements are for undergraduate COCE students: Students who receive permission from their academic advisors must proceed to formulate a written thesis proposal to be submitted for approval to the selected instructor. If the project is approved, the student will collaborate with the instructor in the online course to review progress on research and written work. The final result will be a scholarly essay of 40 to 60 pages, to be presented to the instructor as a cohesive and polished academic paper with a supplemental essay that outlines plans to present/publish the paper after the course is complete. Offered on an ongoing basis, as this is, at a minimum, a two-term research and writing project.

Prerequisite(s): Advisor approval required for registration

Credit(s): 3

## **Marketing**

Department Chair: Dr. Pat Spirou

### **MKT 105 - Foundations of Marketing**

Foundations of Marketing examines key concepts outlined in the American Marketing Association Professional Certified Marketing program. Concepts delivered in this class provide the foundation of marketing knowledge to apply to the client analyzed in the Application of Business Concepts courses. Learning outcomes for this course require each student to demonstrate marketing knowledge and application of that knowledge to client-related challenges.

Credit(s): 2

### **MKT 113 - Introduction to Marketing**

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.

Credit(s): 3

### **MKT 212 - Marketing Foundations Experience**

The Marketing Foundation Integration Experience exposes students to a variety of learning opportunities that reinforce the core marketing curriculum delivered in Year-I of their program and inspires them to apply that knowledge to industry challenges for a given client organization (for-profit OR not-for-profit).

Prerequisite(s): Must be enrolled in the Degree in Three program

Credit(s): 1.5 - 3 (variable credit)

### **MKT 222 - Principles of Retailing**

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. Offered every semester.



Prerequisite(s): MKT 113 or MKT 105

Credit(s): 3

### **MKT 228 - Technology in Fashion and Retailing**

This course addresses web-based fashion and retailing business issues. On the one hand it explores the influence of technology on fashion products development. On the other hand it explores the role that technology plays at various levels of the retail business including supply chain development, retail channel management and consumer shopping experience. Offered online and offered on campus only in Spring semester.

Prerequisite(s): MKT 113 or MKT 105

Credit(s): 3

### **MKT 229 - Principles of Integrated Marketing Communications**

This course is designed to give students an understanding of advertising, public relations, corporate communications and sales promotions and the role that the media plays in integrated marketing communications strategies. This course focuses on the planning, research and creative skills needed to reach IMC objectives. Writing intensive course.

Prerequisite(s): MKT 113 or MKT 105

Credit(s): 3

### **MKT 230 - Retail Sales Promotion**

This course focuses on sales promotion in the retail sector. The specific needs of retailers in the areas of advertising, visual merchandising, personal selling, and special events planning are among the topics addressed. The culminating project will be a sales promotion plan that will include a major special event. This project is designed to be flexible to support the range of retailing interests represented in the class.

Prerequisite(s): MKT 113 or MKT 105 and MKT 222

Credit(s): 3

### **MKT 231 - Visual Merchandising**

Retail marketing is a highly charged, highly competitive component of the marketing discipline. Consumers everywhere and of every age and economic category, are well informed by internet sources. Driven by access and awareness, they are looking to be courted and enticed to buy one merchant's goods over another. Visual merchandising is the art and business of creating such attraction, using merchandise that is color coordinated, accessorized, sparkling, exciting, and causing shoppers to stop, take a closer look, and buy. Visual merchandising is retail theater at its best, complete with costumes, props, and sets. Like all marketing, however, visual merchandising has a clear purpose - sales- and therefore is strategic in nature, a component of a larger marketing picture. This course addresses the creative and strategic nature of visual merchandising, connecting students with both the flair and fancy of visual merchandising and the nitty-gritty of strategic planning, and clarifying the connection between them. Offered online and offered on campus only in Fall semester.

Prerequisite(s): MKT 222

Credit(s): 3

### **MKT 265 - Social Media & Marketing Communications**

This course is designed to give students an understanding of the concepts involved in integrated marketing communication (IMC) which includes a focus on social media and the role they play in advertising, public relations, branding, and corporate communication strategies. This course focuses on the planning, research and creative skills needed to reach promotional objectives.

Credit(s): 3

### **MKT 266 - Services Marketing**

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(s): MKT 113 or MKT 105

Credit(s): 3

### **MKT 270 - Professional Selling**

Selling is a real life skill that everyone uses every day no matter what the profession. The role of professional salespeople is to uncover the needs and wants of buyers in order to develop value-added relationships. This role is vital to the marketer as it entails creating value for and communicating value to the customer which positively impacts the success of an organization's marketing strategy. This introductory selling course focuses on the basic sales skills and tools necessary to become a successful professional salesperson. Although the topic of business-to-consumer (B2C) sales is addressed, the emphasis is placed on business-to-business (B2B) sales, the sales process and sales methodology.

Prerequisite(s): MKT 113 or MKT 105

Credit(s): 3

### **MKT 300 - Advanced Professional Selling**

The success of professional business-to-business (B2B) sales people is dependent upon their ability to ask the right questions, uncover companies' goals and pain points, and provide valuable solutions which will in turn generate sales. To accomplish this, salespeople must understand the current sales and buying processes at a deeper level. The course builds upon the foundational sales concepts and methodologies covered in the Professional Selling course. Topics include uncovering buyers' critical business issues, developing customized business solutions and effectively securing agreements. The use of role plays and critique by faculty and sales professionals provide students with the opportunity to build on key sales skills and gain experience necessary to launch a career in business-to-business (B2B) sales.

Prerequisite(s): MKT 113 or MKT 105 and MKT 270

Credit(s): 3

### **MKT 312 - Consumer Research Experience**

The Marketing Research Integration Experience exposes students beyond basic research and engages them in applied marketing research with community organizations and their consumers. Applied consumer research goals are to solve specific issues being encountered by an organization. The Applied consumer research experience would reinforce core Consumer Behavior (MKT 345) and Marketing Research (MKT 337) curricula delivered in Year-2 of the program and teaches students to apply that knowledge to industry challenges for a given client (for-profit OR not-for-profit consumer organization).

Credit(s): 1.5 - 3

### **MKT 320 - Sales Force Management**

Effective management of sales people directly impacts the success of a marketing strategy and of the company in general. Consequently, it is imperative that sales managers develop the basic competencies to effectively manage and lead a business-to-business (B2B) sales force in order to meet the overall goals of the organization. This course enables students to develop these valuable competencies as well as business-related decision making skills in the areas of a successful sales force program. Emphasis is placed on sales potential and forecasting, sales force investment and budget, ethical and legal issues, emotional intelligence, account relationship strategies, recruitment, training, motivation, and compensation.

Prerequisite(s): MKT 113 or MKT 105 and MKT 270

Credit(s): 3

**MKT 322 - International Retailing**

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.

Prerequisite(s): MKT 222

Credit(s): 3

**MKT 326 - Global Consumer Culture**

Every day, everywhere in the world, people make decisions about what to wear and how to wear it. Daily dressing is about much more than clothing. It includes making choices of clothing, accessories and grooming. Its relationship to human nature is at once biological, social and aesthetic. As cultures and geography changes around the world, so too do the representations of that relationship become more diverse. Dressing thus represents a broad swath of widely differing actions and decisions. This course studies the way consumers worldwide choose their dress forms to represent who and what they are, and how they wish to express themselves those around them. It considers both commonalities and differences in global consumer cultures of dress. Offered online and offered on campus only in Fall semester.

Prerequisite(s): MKT 113 or MKT 105

Credit(s): 3

**MKT 328 - Sales Competition Team**

Students invited into this course are those who have demonstrated an ability and strong desire to pursue the sales role of a hunter after graduation. Consequently, this course serves to sharpen the sales skills they have acquired in other sales courses by combining both classroom knowledge and practical, competitive sales experience. Sales professionals provide one-on-one coaching, face-to-face and/or via web live video, to prepare students for regional, national, or international sales competitions.

Prerequisite(s): MKT 300 and invitation by the Director of the Center for Professional Sales

Credit(s): - 3

**MKT 331 - Business to Business Marketing**

There are many key factors which make business-to-business (B2B) markets special and different from business-to-consumer (B2C) markets. Understanding these differences is not only beneficial but also critical for the Marketer's creation of successful, revenue-generating marketing strategies. This course helps students understand the complexity of business products, the buying dynamics of organizations, the level of professional selling required in the industrial environment, and the skills needed to meet the business target audience's needs. Students will develop the competencies to help drive business-to-business Marketing processes for growth. Topics include B2B markets, the business marketing mix, perceived value, supply chain, inter-organizational relationships and relationship marketing.

Prerequisite(s): MKT 113 or MKT 105 and MKT 270

Credit(s): 3

**MKT 337 - Marketing Research**

This course compares and contrasts secondary and primary research with emphasis on the latter. Students explore different types of primary research as well as the basic research methods. It focuses primarily on the survey.

Prerequisite(s): MKT 113 or MKT 105 and MAT 240

Credit(s): 3

**MKT 345 - Consumer Behavior**

This course explores the behavior that consumers display in searching, purchasing, using, evaluating and disposing of products. Offered every semester.

Prerequisite(s): MKT 113 or MKT 105 and PSY 108 or SOC 112

Credit(s): 3

**MKT 350 - Ethical Issues in Marketing**

This course explores current ethical issues and problems in marketing. The emphasis is on identifying crucial issues, exploring all possible viewpoints, and examining remedies in order to facilitate the development of students' positions on these issues. Offered as needed.

Prerequisite(s): MKT 113 or MKT 105

Credit(s): 3

**MKT 355 - Social Media Marketing Strategy**

This course will develop the students' ability to effectively and successfully create, and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tool that will enable marketers to build high-value relationships with their constituencies. The course will focus on key elements such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those markets using relevant social media channels.

Prerequisite(s): COM 310 or MKT 229

Credit(s): 3

**MKT 360 - Direct Marketing**

This course explores the directing of goods and services through the consumer or business-to-business marketing channels where the desired consumer resources may be direct orders, lead generation and/or traffic generation. This course focuses on such topics as mailing list development, relationship marketing, database management, the development of an effective sales message and selection of media. The use of catalogs, direct mail letters and brochures, telemarketing and electronic marketing as ways to reach the consumer will be explored.

Prerequisite(s): MKT 113 or MKT 105

Credit(s): 3

**MKT 378 - Brand Communications**

A strong brand brings a competitive advantage to a company, and building and maintaining a brand is a critical task for marketers. Identifying potential brand salience, performance and image creation and brand resonance when creating a brand, and as branding activities change over the life of a brand in response to changes in the expectations of consumers, and to the competitive conditions in the marketplace, is at the core of this course. It exposes students to the process of designing a brand, targeting a brand, and delivering a brand message through a range of media and marketing communication programs throughout the life of the brand.

Prerequisite(s): MKT 113 or MKT 105 and MKT 229 and MKT 345

Credit(s): 3

**MKT 432 - Strategic Marketing Planning (Capstone)**

This is the capstone course of the undergraduate marketing curriculum. It focuses primarily on the decisions required of marketing executives as they seek to develop, implement and control integrated marketing programs. Students will be asked to apply their understanding of marketing principles covered in other marketing courses to solve specific company problems. Topics include a diversity of product, market and industry environments. Offered every semester. Writing Intensive Course.

Prerequisite(s): MKT 113 or MKT 105, MKT 337 and three of the following: MKT 222, MKT 229, MKT 320, MKT 345, MKT 350, MKT 360, MKT 433, or MKT 442

Credit(s): 3

**MKT 433 - Multinational Marketing**

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. Offered once a year. Global marker.

Prerequisite(s): MKT 113 or MKT 105 and ECO 202 or ECO 205

Credit(s): 3

### **MKT 442 - Retail Management**

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.

Prerequisite(s): MKT 222

Credit(s): 3

### **MKT 455 - Social Media Marketing Campaigns**

This course will develop the students' ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tools to meet the marketing objectives of the organization. The course will focus on key elements such as, a) audience, b) campaign objectives, c) strategic plan, d) tactics, e) tools, and f) metrics to measure the campaign.

Prerequisite(s): MKT 355

Credit(s): 3

### **MKT 480 - Independent Study**

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. Offered as needed.

Credit(s): 0 - 3 (variable credit)

### **MKT 490 - Marketing Internship**

The primary goal of the internship experience is to expose students to actual practices in the world of work outside of the classroom, to relate this experience to academic course work and to synthesize the two in a practical application of knowledge in an experiential setting. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - fall, spring or summer - completing a minimum of 150 hours on the job per 3 credits. Students can complete 3-12 hours of MKT 490 credit.

Prerequisite(s): Senior Internship only Completion of 15 credits

Credit(s): 0 (variable credit course) - 12

### **MKT 491 - Retailing Internship**

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. Offered every year.

Credit(s): 0 - 12 (variable credit course)

### **MKT 499 - Marketing Simulation (Capstone)**

Marketing Simulations is the capstone experience to your Marketing program. During this experience, you will be tested on your specialized marketing knowledge and will compete in a customized online marketing simulation. In your custom simulation, your strategic decisions on products, research and development, pricing, and promotion will be

evaluated against your competition in the market. Simulation performance will be measured in terms profitability, brand equity, and other key metrics. Upon completion of the simulation, you will develop a reflection paper on your course experience and will be ready to be a marketing industry leader.

Prerequisite(s): MKT 265, MKT 270, MKT 337, MKT 345, MKT 432, MKT 433 and be a Marketing major.

Credit(s): 3

### **MKT 515 - Distinctive Concepts in Marketing**

The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, and planning.

Credit(s): 3

### **MKT 516 - Consulting Experience in Marketing**

The aim of this experience is for students to develop real world experiences in the many aspects of marketing and will involve corporate consulting in specific Marketing areas.

Prerequisite(s): MKT 515

Credit(s): 4

### **MKT 545 - Global Marketing**

The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, and planning in international markets.

Credit(s): 3

### **MKT 565 - Product and Brand Management**

Strong brands and unique, targeted products are increasingly recognized as a company's most valuable assets. Brands and products create expectations in consumers, and by their nature implicate the company in delivering on those expectations. Therefore, the tasks of developing and honing products as well as creating, building brands, and managing both are critical success factors for a firm.

Credit(s): 3

### **MKT 577 - Building Customer Relationships**

Fundamental to the success of any organization is its relationship with customers. This course offers students the opportunity to become familiar with the theories and principles involved in the selling environment. A decision-making perspective is accomplished through a modular format that consists of the discussion and analysis of basic concepts, identifying professional selling and sales management decision making in the business to business marketplace.

Credit(s): 3

## **Mathematics**

**Department Chair: Prof. David Cox**

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

**MAT 050 - Fundamentals of Algebra**

This course includes a review of basic arithmetic and an introduction to elementary algebra. Topics may include: pre-algebra review; real numbers; algebraic expressions; linear equations/inequalities; quadratic equations; graphing; systems of equations; exponents, polynomials and rational expressions. (Credits awarded for this course are in addition to the 120-credit minimum graduation requirement.)

Credit(s): 3

**MAT 101 - Culinary Mathematics**

This course reviews the fundamental computation skills required for accurate food service preparation, operation and management. Topics covered include operations with whole numbers, fractions, decimals, percents, weights and measures, recipe conversion, menu pricing, inventories, food costs basic break-even analysis, financial statement content, and employee related expenses. Enrollment limited to students majoring in the following programs: AS in Culinary Arts, AS in Baking and Pastry, BS in Culinary Management.

Credit(s): 3

**MAT 106 - Math for Elementary Education I**

This is the first course of a two-semester sequence which explores the mathematics content in grades K-6 from an advanced standpoint. Topics include: problem solving; functions and graphs; and numbers and operations. This course is open to Early Child Education, Elementary Education, Middle School Mathematics Education, Music Education and Special Education Majors ONLY.

Credit(s): 3

**MAT 130 - Applied Finite Mathematics**

This course is designed to prepare students for other courses in the core curriculum and in their majors and to provide a basis for making decisions in life after graduation. Topics include mathematics of finance, probability and counting, descriptive statistics and basic linear regression. (Students who have successfully completed MAT 120 or MAT 150 may not register for MAT 130).

Credit(s): 3

**MAT 135 - The Heart of Mathematics**

The Heart of Mathematics considers the history, mathematical beauty, and real world applications of a wide variety of topics. This discussion-based course encourages "out-of-the-box" thinking to explore the connections between mathematics and the world around us. Topics may include: patterns in nature, infinity, topology, geometry, networking, fractals, and chaos theory, among others.

Credit(s): 3

**MAT 138 - Descriptive Statistics with Algebra**

This is the first of a 2-course sequence in introductory statistics and probability with a review of underlying algebra skills as needed. Students solve statistical problems and apply concepts to a variety of business and social science applications. Students learn how to solve statistical problems by hand and through the use of computer software. Topics include surveys and sampling; organizing and describing data; probability; and an introduction to discrete and continuous probability distributions. Together the content of MAT 138 and MAT 238 covers the content of MAT 240. Students may not take both MAT 138 and MAT 130 for credit.

Credit(s): 3

**MAT 140 - Precalculus**

This course emphasizes the algebra and concepts of functions. Students will learn the properties and graphing techniques for different types of functions including: linear, polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will also learn to solve a variety of real world problems that rely on a number of different problem solving strategies and an understanding of these different types of functions. This course is intended for those students who wish to prepare for Calculus.

Credit(s): 3

**MAT 160 - Introduction to Game Theory**

Want to learn how to cut a cake in the most "fair" manner? Or why doping in sports has more in common with cigarette advertisement techniques than you might think? Take a jaunt into the field of game theory, where mathematical techniques help solve these and many more problems facing the realms of economics, psychology, political science, mathematics, biology, and poker. This course introduces the concepts of graphs, matrices, and probability, amongst others, and uses games as a backdrop. So, next time you want a winning strategy for Rock, Paper, Scissors, look no further!

Credit(s): 3

**MAT 206 - Math for Elementary Education II**

This is the second course of a two-semester sequence which explores the mathematics content in grades K-6 from an advanced standpoint. Topics include: descriptive statistics; probability; algebra; geometry and measurement. This course is open to Early Child Education, Elementary Education, Middle School Mathematics Education, Music Education and Special Education Majors ONLY.

Credit(s): 3

**MAT 210 - Applied Calculus I**

This is an introductory course in single-variable calculus. Topics include limits, continuity, derivatives, differentiation, integration and the Fundamental Theorem of Calculus. Students will gain experience solving real-world problems involving calculus, including problems in business, economics, natural sciences and social sciences. Students may not take both MAT 210 and MAT 225 for credit.

Credit(s): 3

**MAT 211 - Applied Calculus II**

This course is a continuation of MAT 210. Topics include integration by parts, functions of several variables, trigonometric functions, techniques of integration, differential equations, Taylor polynomials and infinite series. Students will learn applications in business, economics, natural sciences and social sciences. Students may not take both MAT 211 and MAT 275 for credit.

Prerequisite(s): MAT 210 or MAT 225 with a grade of C or better or AP Calculus with exam score of 3 or better

Credit(s): 3

**MAT 225 - Calculus I: Single-Variable Calculus**

Calculus is the mathematical study of change that has widespread applications in science, engineering, economics and business. This course provides a rigorous introduction to single-variable calculus. Topics include limits, continuity, differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions, applications of derivatives, and integration, including the Fundamental Theorem of Calculus. This course will encourage students to think beyond memorizing formulas and to work towards understanding concepts. Students may not take both MAT 210 and MAT 225 for credit.

Credit(s): 3



**MAT 230 - Discrete Mathematics**

Discrete mathematics is the study of mathematical structures that are fundamentally discrete rather than continuous. That is, in contrast to the real numbers that vary continuously, the objects of study in discrete mathematics take on distinct, separated values. Topics include operations on sets, logic, truth tables, counting, relations and digraphs, functions, trees and graph theory. A significant goal of this course is to improve students' critical-thinking and problem-solving skills.

Credit(s): 3

**MAT 238 - Inferential Statistics with Algebra**

This is the second of a two-course sequence in introductory statistics and probability with a review of underlying algebra skills as needed. Students solve statistical problems and apply concepts to a variety of business and social science applications. Students learn how to solve statistical problems by hand and through the use of computer software. Topics include continuous probability distributions, sampling distributions, confidence intervals, sample size, hypothesis testing, and regression. Together the content of MAT 138 and MAT 238 covers the content of MAT 240. Students may not take both MAT 238 and MAT 240 for credit.

Prerequisite(s): MAT 138 with a grade of C or better

Credit(s): 3

**MAT 240 - Applied Statistics**

This is a fundamental course in the application of statistics. In this course, students will learn to apply statistical techniques to a variety of applications in business and the social sciences. Students will learn how to solve statistical problems by hand and through the use of computer software. Topics include probability distribution functions, sampling distributions, estimation, hypothesis testing and linear regression.

Credit(s): 3

**MAT 260 - Cryptology**

Cryptology is a mathematically rich subject that includes both cryptography - the science of making secret codes - and cryptanalysis - the science of breaking secret codes. Historically, cryptology has played a central role in military and government covert actions and modern-day data security. In this course, we develop a number of mathematical topics including modular arithmetic, statistics, probability, permutation functions, algorithms, binary numbers, base twenty-six, primes, factorization, the Euclidean algorithm, and Fermat's Little Theorem as they pertain to classical cryptographic techniques, symmetric computer-based cryptography, and public key cryptography. We also examine the historical backdrop of cryptology and examine legal issues concerning cryptology.

Prerequisite(s): MAT 140, MAT 210, MAT 225 or MAT 230 with a grade of C or better

Credit(s): 3

**MAT 275 - Calculus II: Integration & Series**

This course is a continuation of MAT 225 that deepens a student's understanding of single-variable calculus. Students will learn new techniques of integration, including substitution, integration by parts, partial fractions, and integration tables. This course will also extend a student's knowledge of addition. That is, students already know how to add two, three, or  $n$  numbers together but, in this course they will learn how to add an infinitely many numbers together. This will enable students to represent differentiable functions-including exponential, trigonometric and logarithmic functions-as functions that look like polynomials with infinitely many terms. In doing so, students will enhance their abilities to evaluate and estimate integrals. Finally, students will also learn about parametric curves and polar coordinates-both useful tools for describing the motion of moving objects such as projectiles, planets, or satellites-in order to apply single-variable calculus skills in additional settings. Students may not take both MAT 211 and MAT 275 for credit.

Prerequisite(s): MAT 225 with a grade of C or better

Credit(s): 3

**MAT 299 - Mathematical Proof and Problem Solving**

This course introduces students to the language and methods used to create and write mathematical proofs and solve problems. Methods of proof will include: direct, contrapositive, contradiction, and induction. Methods of problem solving will be based on Polya's four steps for problem solving. Students will learn about and utilize the many functions of proof including: verification, explanation, communication, discovery, justification, and inquiry. The course will also explore the relationship between problem solving and the process of proving. Students will explore fundamental abstract concepts in mathematics including: functions and relations, set theory, number theory, and logic.

Prerequisite(s): MAT 230 with a grade of C or better

Credit(s): 3

**MAT 300 - Applied Statistics II: Regression Analysis**

This is a second course in statistics that builds upon knowledge gained in MAT 240 or an AP statistics course. Students will learn to build statistical models and implement regression analysis in real-world problems from engineering, sociology, psychology, science, and business. Topics include multiple regression models (including first-order, second-order and interaction models with quantitative and qualitative variables), regression pitfalls, and residual analysis. Students will gain experience not only in the mechanics of regression analysis (often by means of a statistical software package) but also in deciding on appropriate models, selecting inferential techniques to answer a particular question, interpreting results, and diagnosing problems.

Prerequisite(s): MAT 240 with a grade of C or better

Credit(s): 3

**MAT 310 - Number Theory**

This is an introductory course in Number Theory. The course will explore the properties of, and the relationship between, the natural numbers, integers, rational numbers, and irrational numbers. This course will explore and prove theorems related to topics in number theory such as: Pythagorean Triples, Divisibility, The Fundamental Theorem of Arithmetic, Congruences, the Chinese Remainder Theorem, Prime numbers, Modulo arithmetic, Pell's Equation, Diophantine's Approximation, and the Gaussian Integers.

Prerequisite(s): MAT 299 with a grade of C or better

Credit(s): 3

**MAT 325 - Calculus III: Multivariable Calculus**

Many real-world applications of calculus in science, engineering, economics, and business employ functions with many variables. This course extends the basic concepts of single-variable calculus developed in MAT 225 and MAT 275 to functions of several variables. Topics include vectors, the geometry of space, vector-valued functions, motion in space, partial derivatives and multiple integrals.

Prerequisite(s): MAT 275 with a grade of C or better

Credit(s): 3

**MAT 330 - Differential Equations**

Differential equations are useful in modeling real-world phenomenon involving rates of change such as the spread of disease, the change in a population, the free fall of an object, and the decay of a radioactive substance. This is a first course in differential equations. Topics include solving first- and higher-order differential equations and modeling with first- and higher-order differential equations.

Prerequisite(s): MAT 211 or MAT 275 with a grade of C or better

Credit(s): 3

**MAT 350 - Applied Linear Algebra**

This is a first course in linear algebra and matrices. Topics include systems of linear equations, linear independence, matrices of linear transformations, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors. After

mastering the basic concepts and skills, students will use their knowledge of linear algebra to model a selection of applied mathematics problems in business, science, computer science and economics.

Prerequisite(s): MAT 210 or MAT 225 with a grade of C or better

Credit(s): 3

### **MAT 360 - Statistics and Probability for Teachers**

In this course students will study topics in data analysis including: descriptive statistics, probability, odds and fair games, probability distributions, normal distributions, estimation, and hypothesis testing. The course format will include: hands-on activities; computer-based simulations; creating and implementing student developed investigations; and actual middle school mathematics classroom activities. Throughout the course students will be given opportunities to relate the mathematical concepts studied in this course to the mathematical concepts they will be teaching. This course is not appropriate for students who have completed MAT 240, MAT 245 or MAT 250.

Prerequisite(s): MAT 206 with a grade of C or better

Credit(s): 3

### **MAT 361 - Geometry for Teachers**

This course will examine concepts in Euclidean and non-Euclidean geometries. Course topics include: area and volume, congruence and similarity, properties of and relationships among geometric shapes and structures. The Pythagorean Theorem, and motion and symmetry. Students will engage with these concepts through proofs, problem solving, dynamic geometric software, and through activities used in middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching.

Prerequisite(s): MAT 299 with a grade of C or better

Credit(s): 3

### **MAT 362 - Algebra for Teachers**

This course will examine concepts in algebra including: Patterns, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greatest common divisor, The Fundamental Theorem of Arithmetic, The Division Algorithm and Euclidean Algorithm, modular arithmetic and systems of numbers, properties of groups and fields, the field of complex numbers, polynomial arithmetic and algebra, The Fundamental Theorem of Algebra, linear equations, matrix algebra determinants, and vectors. Students will engage with these concepts through proofs, problem solving and through activities used in middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching.

Prerequisite(s): MAT 299 with a grade of C or better

Credit(s): 3

### **MAT 380 - Error-correcting Codes**

Error-correcting codes play a hidden but central role in modern society, ensuring the accuracy of information stored in DVDs, hard drives and flash drives, and sent over cell phone, the internet and satellites among other digital technologies. A central problem in coding theory is devising a means to transmit information as correctly and efficiently as possible given the expected interference in channels such as wired and wireless networks. The modern-day discipline of coding theory began in 1948 when Claude Shannon proved, in a no constructive way, that there exist optimal codes that maximize both transmission rates and error-correction capabilities. Since then, theoretical mathematicians have been engaged in constructing and researching optimal codes. Topics in this pure math course include Shannon's Theorem on the existence of optimal codes, linear codes, double-error-correcting BCH codes, cyclic codes and Reed-Muller codes.

Prerequisite(s): MAT 350 with a grade of C or better

Credit(s): 3

**MAT 415 - Abstract Algebra**

Algebra is concerned with sets of objects and operations on these sets. This course will take students beyond the real number and polynomials to groups and other algebraic structures. In a modern, or abstract algebra course, one assumes a small number of basic properties as axioms and then proves many other properties from the axioms. This will assist the student in becoming more proficient at proof-writing.

Prerequisite(s): MAT 299 with a grade of C or better

Credit(s): 3

**MAT 450 - History of Math and Math Education**

This course will look at the historical development of the disciplines of mathematics and mathematics education. Within the discipline of mathematics we will examine the development of number and number systems, geometry and measurement, algebra, probability and statistics, calculus, and discrete mathematics. Within the discipline of mathematics education we will examine the development of learning theories, theories of teaching mathematics, research trends, and mathematics curriculum. Throughout this course students will study the history of mathematics and mathematics education through readings, case studies, and problem sets.

Prerequisite(s): Completion of 60 credits

Credit(s): 3

**MAT 460 - Topology**

This course introduces students to point set and algebraic topology. Topics include topological spaces, continuous functions, connectedness, compactness, homotopy of paths, the fundamental group, and covering spaces. This course is appropriate for students who are considering graduate school in mathematics as well as other students who are interested in theoretical math.

Prerequisite(s): MAT 299 with a grade of C or better

Credit(s): 3

**MAT 470 - Real Analysis**

This course provides a theoretical foundation for single-variable calculus concepts. Topics include the structure of the real numbers, sequences, continuity, differentiation and Riemann integration. This course will be run as a seminar that emphasize problem solving, proof writing and orally defending proofs.

Prerequisite(s): MAT 299 with a grade of C or better

Credit(s): 3

**MAT 480 - Independent Study**

This course allows the student to investigate any mathematics subject not incorporated into the curriculum. Offered as needed. Instructor permission required.

Credit(s): 3

**MAT 495 - Mathematics Education (Capstone)**

This course is the mathematics capstone course for Middle School and Secondary Mathematics Education majors. Students will spend time reflecting on the mathematics learned in previous courses through rich problems that draw on concepts from multiple disciplines in mathematics. The course will help students develop a deeper and more connected understanding of school mathematics content while continuing to develop their mathematical habits of mind and problem-solving strategies. Students will also spend time connecting their knowledge of mathematics education to national and state standards and policies regarding the mathematical education of students.

Prerequisite(s): MAT 360, MAT 361 and MAT 362 with a grade of C or better

Credit(s): 3

## **Organizational Leadership**

Department Chair: Dr. Susan Losapio

### **OL 105 - Foundations of Management**

The Foundations of Management Module will provide students with a foundational understanding of management concepts, the evolution of management and its relationship to today's work environment, as well as a greater awareness of the impact of people within organizations. Students will be introduced to managing diversity of human assets and interrelationships, effective communication strategies, and operating ethically all within a global environment.

Credit(s): 2

### **OL 110 - Introduction to Business**

This course introduces basic business functions and how businesses are owned, managed and controlled. Elements of a business are integrated to reflect how each interacts with the other to provide the concept of a systems background. A broad background in business practices, principles and economic concepts is discussed and provides the basis for use in more advanced courses. This course includes an introduction to international business. Offered as needed

Credit(s): 3

### **OL 125 - Human Relations in Administration**

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.

Credit(s): 3

### **OL 200H - Honors Business Foundations**

Building upon the managerial competencies introduced in the management module, students will examine trends and directions in business, be introduced to the concepts of corporate social responsibility and ethical decision-making, and gain an international perspective of business. The learning approach will include short lectures, class discussions, examinations, individual presentations and group activities. Expectations of students include preparation, asking questions, expressing opinions, challenging ideas/concepts, and contributing fully to class discussions and activities.

Prerequisite(s): Must be enrolled in 3Year Honors program

Credit(s): 3

### **OL 211 - Human Resource Management**

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. Offered every semester.

Credit(s): 3

### **OL 215 - Principles of Management**

This course is designed to examine the fundamentals and principles of management in order to develop an understanding of management in any formal organization. Special attention is paid to planning and decision-making. International management is also covered. Offered every semester. Writing Intensive Course.

Prerequisite(s): ENG 120 or ENG 200 and OL 125 or TCI 250

Credit(s): 3

**OL 301 - Real Estate**

This comprehensive real estate course deals with all the aspects of real estate necessary to operate as a real estate salesperson or broker. Offered as needed.

Credit(s): 3

**OL 302 - Foundations of Creative Collaboration and Innovation**

Foundations of Creative Collaboration and Innovation is a free elective course. The focus of the course is to develop individual competencies in the areas of collaboration, creative thinking and creative problem solving processes - the ingredients necessary for breakthroughs and innovations to take hold in any organization.

Credit(s): 2

**OL 308 - Innovative Business Approaches**

This course is a three credit hybrid course with a one week intensive trip. Students will partner with businesses and explore innovative business approaches (including but not limited to human resources, management, leadership, and strategy). Students will prepare and present a business case that analyses the innovative approaches used by the business. In addition, students will be given readings and assignments to complete prior to the trip. This course is research and writing intensive. There is a student lab fee associated with this course to cover the cost of transportation and accommodations.

Prerequisite(s): Permission from the instructor is required.

Credit(s): 3

**OL 317 - Small Business Management**

The problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting and credit are discussed. Junior standing or permission of instructor.

Prerequisite(s): ACC 202 or ACC 205 and OL 215, MKT 113 or MKT 105 and completion of 60 credits

Credit(s): 3

**OL 318 - Employee and Labor Relations**

This course examines employee-management relationships in both the union and non-union environments with an emphasis on best practices. Junior standing or permission of instructor.

Prerequisite(s): Completion of 60 credits

Credit(s): 3

**OL 320 - Entrepreneurship**

This course focuses on the factors that contribute to the personal success of entrepreneurs and affect successful entrepreneurship. Entrepreneurship is also studied. Case studies, contemporary readings and simulations are used. International considerations are included. Offered every year.

Credit(s): 3

**OL 321 - Business Plan Preparation**

Students will prepare, either individually or in teams, a comprehensive business plan for a new venture. Junior standing or permission of instructor.

Prerequisite(s): ACC 202 or ACC 205 and MKT 113 or MKT 105, OL 215, OL 320, and completion of 60 credits

Credit(s): 3

**OL 322 - Managing Organizational Change**

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. Offered every year. Team intensive course. Junior standing or permission of instructor.  
Prerequisite(s): OL 215 and completion of 60 credits  
Credit(s): 3

### **OL 324 - Managing Quality**

Students study total quality management (TQM), which is crucial to efficient resource allocation and effective human resource management. Major factors affecting quality and strategies for effective total quality management are covered through the use of contemporary texts, reading, cases, exercises and simulations. International considerations also are studied. Offered every year. Team intensive course.  
Prerequisite(s): OL 125  
Credit(s): 3

### **OL 325 - Total Rewards**

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. Offered as needed. Junior standing or permission of instructor.  
Prerequisite(s): OL 211 and completion of 60 credits  
Credit(s): 3

### **OL 326 - Social Environment of Business**

This course examines the interrelationships among business, government and society and how these relationships evolve over time and shape our world. Through the use of readings, cases, and class discussions, students will examine a variety of important topics impacting the global business environment, including business power, corporate social responsibility, business ethics, regulation, multinational corporations, globalization, pollution and environmental quality. A key focus is on the historical origins of the tensions amongst wealth, virtue, and business and society in developed and developing nations and economies. Global marker. Junior standing or permission of instructor.  
Prerequisite(s): Junior standing (45 credits), second year Degree in Three student (18 credits), or permission of instructor  
Credit(s): 3

### **OL 328 - Leadership**

This course examines leadership as an inter-personal and intra-organizational phenomenon with an emphasis on student leadership development. It includes leadership assessment, leadership development, the leadership process, the contagious nature of leadership, leadership and productivity, motivation, and effective leadership styles and theories. An international perspective is included. Current readings, research, simulations and exercises are used. Offered every year. Team intensive course.  
Prerequisite(s): OL 125  
Credit(s): 3

### **OL 332 - Small Business Advising I**

This course is designed to provide students with the technical and intuitive skills to successfully consult with an entrepreneur who is in the beginning stages of starting a business. The student will utilize critical thinking during the advising process to effectively identify the root need that is being presented by the business owner. These advanced interpersonal skills can also be transferred to other professions.  
Credit(s): 2

**OL 342 - Organizational Behavior**

This course focuses on the primary factors that influence behavior in organizations. Emphasis is placed on leadership, group dynamics, inter- group dynamics, organizational structure and design, change, culture, power and politics, environment and technology and organizational behavior in an international context. Offered every year. Writing and team intensive course. Junior standing or permission of instructor.

Prerequisite(s): OL 125 and completion of 60 credits

Credit(s): 3

**OL 421 - Strategic Management and Policy (Capstone)**

Business School Capstone Course. This interdisciplinary approach to the study of the process of strategic management includes strategic analysis planning, implementation, evaluation and control from the perspective of top management in profit-making U.S. and international corporations, and public and non- profit organizations. Text and case studies are used extensively. Writing and team intensive course. Experience with Microsoft Office or equivalent is required. Senior standing or permission of instructor.

Prerequisite(s): ACC 202, ACC 205 or HOS 202 MKT 113 or MKT 105 and ENG 200

Credit(s): 3

**OL 429H - Honors Applied Management: New Paradigm Design**

This course represents the fall portion of the 3-year business honors program senior experience. The senior experience is an academic consultancy, project management model tied to researching and developing a deliverable to address a business issue in an ongoing organization. The seniors reestablish the New Paradigm Design "NPD" consulting firm and entertain request for projects. Students will be assigned to specific project teams and work on completing the preliminary information and action plan for their project. At the end of the fall semester, the teams will present their findings and action plans that they will implement in the spring term.

Prerequisite(s): Must be enrolled in 3Year Honors program

Credit(s): 3

**OL 430H - Honors Applied Management: New Paradigm Design**

This course represents the spring portion of the 3-year business honors program senior experience. The senior experience is an academic consulting model tied to researching and developing a deliverable to address a business issue in an ongoing organization. Spring term is devoted to implementing the action plan and completing the process. At the end, a public presentation is made highlighting the salient points of the projects and the outcomes. Students submit the final deliverable to the facilitator and to the organization. The students are available to provide detailed explanation of the final product should the organization desire it beyond just the presentation of the deliverable.

Prerequisite(s): Must be enrolled in 3Year Honors program

Credit(s): 6

**OL 442 - Human Resource Strategy and Development**

This course provides an in-depth examination of human resource strategy and development. Students will gain an understanding of the importance of sound HR practices and the integral role they play in achieving organizational success. Students will examine the environment of HR management; the challenges of staffing organizations, locally and internationally; the relationship of a learning organization to training and development; the role compensation and benefit strategies play in motivating the developing employee; and the concerns and issues related to employee and labor relations. Senior standing or permission of instructor.

Prerequisite(s): OL 211 and OL 325 or OL 318 and completion of 90 credits

Credit(s): 3

**OL 462 - Year 1 Assembly and Knowledge Assurance**

In this academic experience (3 credits) students will demonstrate an understanding and knowledge of important organizational leadership concepts and terms, and their application that were introduced in Year 1 Business



Administration courses, assembly meetings, team-based activities, and discussions. Additional insight will be gained in the areas of interrelationships of human assets, the organization, decision-making impact and personal time management techniques, which will assist in attaining the desired outcomes. Must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in Degree in Three program

Credit(s): 1.5

### **OL 463 - Year 2 Assembly and Knowledge Assurance**

In this academic experience (3 credits) students will demonstrate an understanding and knowledge of important organizational leadership concepts and terms, and their application that were introduced in Year 2 Business Administration courses, assembly meetings, team-based activities and discussions. Must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program

Credit(s): 1.5

### **OL 465 - Fieldwork Experience & Final Project**

This course (3 credits) is designed to help students implement core learnings from past courses. Each student will design his/her fieldwork experience and along with a supervising faculty member will determine the parameters and format of the final project to ensure key learnings are met. Additional insight will be gained in the areas of organizational politics, leadership styles, and personal time management techniques. The students will submit a final deliverable based on the format and parameters agreed to with supervising faculty and deliver a formal presentation.

Prerequisite(s): OL 462 and OL 463

Credit(s): 3

### **OL 468 - Team Based Project**

This course (3 credits) is designed to provide the student team the opportunity to investigate, research, and analyze a management topic as a result of comparing and contrasting the team members' individual fieldwork final deliverable. Based on the comparative analysis, the team will identify the management topic and further investigate its relationship to the team members' experiences to ascertain the commonalities and the differences. Additional research and analysis will be required. The student team will submit a final deliverable which will include a report along with a final presentation.

Prerequisite(s): OL 465

Credit(s): 3

### **OL 480 - Independent Study**

This course allows the student to investigate any organizational leadership subject not incorporated into the curriculum.

Credit(s): 0 - 3 (variable credit)

### **OL 481H - Honors Integrating Experience Year One**

Must be enrolled in the 3Year Honors Program

Prerequisite(s): Must be enrolled in 3Year Honors program

Credit(s): 1.5 - 3 (variable credit course)

### **OL 482H - Honors Integrating Experience Year Two**

Experience is only offered to students in the 3Year Honors Program.

Prerequisite(s): Must be enrolled in 3Year Honors program

Credit(s): 1.5 - 3 (variable credit course)

**OL 490 - Business Administration Internship**

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.

Credit(s): 0 - 12 (variable credit course)

**Ph.D.. Doctoral Courses****DOC 950 - Dissertation Status**

Prerequisite(s): INT 890

Credit(s): 0

**Philosophy****PHL 111 - Introduction to Critical Thinking**

What makes a good argument? Are some beliefs better than others? Why should we believe in a certain view? This course is an introduction to critical thinking and reasoning, and demonstrates philosophy's practical value for effectively solving problems, communicating ideas, achieving goals, and uncovering truth. Students will challenge assumptions, evaluate arguments from different perspectives, and articulate positions on contemporary issues. This course draws from students' own experience, asking them to examine real-world situations and case studies in order to apply critical thinking to actual practice. Critical thinking skills and strategies in this course are foundational and directly applicable to a variety of future professional or personal endeavors.

Credit(s): 3

**PHL 210 - Introduction to Philosophy**

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. Offered every semester.

Credit(s): 3

**PHL 212 - Introduction to Ethics**

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?

Credit(s): 3

**PHL 214 - Formal Logic**

This course is a study of the fundamental principles of correct and incorrect argument, historical forms of deductive logic, and the significance of language and clear verbalization. Offered as needed.

Credit(s): 3

**PHL 220 - Death and the Meaning of Life**

This course focuses on a number of important philosophical questions about death and the meaning of life. The course has three parts:

- The first part focuses on questions about the meaning of life: Is life meaningful? If so, what is the meaning of life? If not, is life absurd? Do we "create" meaning? What is the relationship, if any, between religion and the meaning of life?

- The second part focuses on questions about death: Is it bad to die? Should we fear death? How should death inform the way we live our lives? Is there life after death? Is life valuable only if there is life after death? Should we want to live forever?
- The third part focuses on miscellaneous questions about life and death: Is creating new people good or bad? Are suicide, euthanasia, and/or the death penalty ever morally permissible?

Credit(s): 3

### **PHL 222 - Happiness and the Good Life**

This course focuses on a number of important philosophical questions about happiness and the good life. The course has three parts:

- The first part focuses on questions about the good life: Which things make a life go well? Which things are ultimately valuable in life? Is happiness the key to a good life? Is pleasure all that matters? Or is getting what you want sufficient for a good life? What is the connection, if any, between the good life and moral virtue? Is being religious or believing in God necessary for a good life? Are knowledge and/or accomplishments necessary for a good life?
- The second part focuses on questions about happiness: What is happiness? Is happiness just a feeling? Can we define "happiness"? What is a happy life? Can you measure happiness? What is the connection between happiness and morality?
- The third part focuses on one question about the art of living well: What concrete and practical advice is there in the history of philosophy (most notably in the traditions of Hedonism, Stoicism, Buddhism and Existentialism) about conducting our day-to-day lives?

Credit(s): 3

### **PHL 230 - Religions of the World**

This course reviews the emergence of various belief systems and their differences and similarities. Students explore the role of religious belief in the course of human history. Whenever possible, speakers representing various religions are invited to the class. Special emphasis is given to the five major religions: Hinduism, Buddhism, Judaism, Christianity and Islam. Global marker.

Credit(s): 3

### **PHL 363 - Environmental Ethics**

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.

Credit(s): 3

## **Physics**

### **PHY 101 - Principles of Physics**

Principles of Physics is an algebra based course that explores the major topics in physics, such as motion and forces, gravity and projectiles, energy and work, thermodynamics, vibrations and waves, electricity and magnetism, solids and fluids, light and optics, and atomic and nuclear physics.

Credit(s): 3

### **PHY 103 - Earth System Science**

Earth Science presents the basic dynamics of cycles and processes of the Earth, including an overview of the origin of the planet, its physical and chemical composition, and geological and chemical interactions. The course culminates in a discussion of the current health of the planet and examines related environmental issues and evidence.

Credit(s): 3

### **PHY 105 - Geology**

This course surveys the major themes in geology. Students will examine topics such as plate tectonics, the rock cycle, surface processes, and concept of geologic time.

Credit(s): 3

## **Political Science**

### **POL 210 - American Politics**

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.

Credit(s): 3

### **POL 211 - International Relations**

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.

Credit(s): 3

### **POL 301 - U.S. Foreign Policy**

This course examines the tools, goals, and patterns of U.S. foreign policy. It evaluates how domestic actors, ideology, and the international system have shaped specific policies and political-military strategies, including isolationism, selective engagement, containment, and preemption. It assesses key U.S. foreign policy challenges, from geopolitical rivalries, terrorism, and the spread of weapons of mass destruction to global governance, climate change, and economic globalization.

Prerequisite(s): POL 211

Credit(s): 3

### **POL 305 - State and Local Government**

This course explores the structure and function of state and local governments in the United States, with an emphasis on their roles as partners with the federal government in a system of cooperative federalism. Students spend much of the course playing and critiquing their own performance in Camelot, a role-playing simulation game in which they assume the roles of civic leaders, representatives of organized interests, and other interested parties in a hypothetical city to try to resolve controversial policy dilemmas like the ones with which local communities are confronted routinely in the United States. This course is not offered online.

Prerequisite(s): POL 210

Credit(s): 3

### **POL 306 - The American Legal Tradition**

This course offers a broad introduction to the American legal tradition, including the structure and function of the courts, the legal profession, legal education, and the politics of judicial selection. As an introduction to what it means to "think like a lawyer" in the United States, students learn how to write parts of a predictive legal memorandum of the type that first-year law students learn how to write, in which they analyze a legal issue of concern to hypothetical clients by applying the reasoning and conclusions in selected judicial opinions to the facts of the clients' case.

Prerequisite(s): POL 210

Credit(s): 3

### **POL 314 - Political Theory**

This course explores the diversity of conceptions of the individual, the state, and "the good life" that animate contemporary societies and their critics, with an emphasis on the contributions of Western political theorists of both ancient and modern times to contemporary currents of political thought. This course places special emphasis on the social and cultural contexts in which these theorists lived and worked as factors that helped to shape their political ideas. The theorists covered may vary from semester to semester. Writing intensive course.

Prerequisite(s): ENG 121 or ENG 200 and POL 210

Credit(s): 3

### **POL 316 - Legal Reasoning and the Constitution**

This course explores the reasoning process by American courts in resolving constitutional disputes. It is modeled on a first-year law school course. The readings consist almost exclusively of abbreviated U.S. Supreme Court opinions in civil liberties and civil rights cases. Students learn how to write brief, formal summaries of these opinions of the type that first-year students in American law schools learn to write, and are expected to participate actively in the type of in-class Socratic dialogues that are the standard method of instruction in American law schools.

Prerequisite(s): POL 306

Credit(s): 3

### **POL 317 - Campaigns and Elections**

Campaigns and elections are central features of the American democratic process. This course will provide students with a deeper appreciation of how campaigns and elections set the rhythm of American political life and shape the functioning of our governmental system. Students will develop an in-depth understanding of the mechanics of political campaigns, with a special emphasis on electoral strategy, media relations, and voter mobilization. Students will use these concepts to analyze key elections during pivotal moments in our nation's political history. The course will also include considerable discussion of the role that our own New Hampshire Primary plays in the electoral process.

Prerequisite(s): POL 210

Credit(s): 3

### **POL 319 - US Environmental Law and Politics**

How can businesses, governments, and public interest groups achieve environmental sustainability goals in legal and political contexts that were designed with other goals in mind? This interdisciplinary course explores the options in the United States, and provides a comprehensive point of comparison for topics explored in POL 329 and POL 349.

Students spend about half of the course learning how to spot facts that give rise to compliance issues for businesses and other private parties under a full spectrum of federal environmental laws, and to identify opportunities for achieving broader sustainability goals within the constraints imposed by the law. In the other half, students learn both how to predict environmental law and policy outcomes and how to shape them adaptively in pursuit of sustainability goals in a fragmented system of governance that was designed to privilege special interests and to favor the status quo.

Prerequisite(s): ENV 100, ENV 101, or SCI 219, and either POL 210 or at least junior standing.

Credit(s): 3

### **POL 324 - Congress and the Legislative Process**

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(s): POL 210

Credit(s): 3

**POL 326 - World Legal Traditions**

This course explores the history and contemporary significance of the world's major legal traditions, including the common law, civil law, and other municipal legal traditions, and the international law tradition. Students compare and contrast the essential features of these traditions, and explore how they shape what it means to "think like a lawyer" in the United States, in many foreign countries, and internationally.

Prerequisite(s): POL 211 and POL 306

Credit(s): 3

**POL 329 - Int'l Environmental Law and Negotiation**

How can we resolve environmental disagreements without picking winners and losers or merely agreeing to disagree? This interdisciplinary course explores the most effective strategy for doing so in negotiating environmental agreements of all kinds, using the multi-country agreements that are at the center of international environmental law as illustrative examples. Students spend most of the course building "win-win negotiation" skills in a series of increasingly complex computer-assisted and other role-playing simulation games, including an unregulated international common pool resource negotiation, an International Whaling Commission negotiation, and a global climate change negotiation using C-ROADS, an award-winning computer simulation used by governments, corporations, and nongovernmental organizations worldwide to model the long-term climate impacts of alternative greenhouse gas emission policy scenarios.

Prerequisite(s): ENV 100, ENV 101, or SCI 219, and either POL 211 or at least junior standing.

Credit(s): 3

**POL 336 - Advocacy and the Law**

This course aims to dispel some of the myths about lawyers as advocates that are perpetuated by popular culture and the mass media in the United States. Students spend much of the course exploring case studies that illustrate the ethical dilemmas faced by lawyers as advocates in the American legal system, the ethical rules that govern their behavior as a condition of their license to practice law, and the fates that befall them when they fail to fulfill their ethical obligations. In addition, students learn how to write parts of an appellate legal brief of the type that first-year law students in American law schools learn how to write, and how to make an appellate oral argument on behalf of hypothetical clients in a moot court setting.

Prerequisite(s): POL 306

Credit(s): 3

**POL 349 - Comparative Environmental Law and Sustainable Development**

How effective is environmental law as a strategy for achieving sustainable development? How does its diversity across countries and cultures constrain the ability of businesses, governments, and civil society organizations to achieve environmental sustainability goals in an increasingly globalized world? This interdisciplinary course examines the many legal, political, cultural, and other factors that shape the answer to these questions, using China, India, Russia, the European Union, and the United States as illustrative examples. Students explore the implications of these factors not only for businesses, governments, and civil society organizations pursuing sustainability goals within their own countries, but also for their counterparts in other countries to whom the former are linked through bilateral trade relationships and global supply chains.

Prerequisite(s): ENV 100, ENV 101, or SCI 219 and either POL 210 or at least junior standing

Credit(s): 3

**POL 362 - The American Presidency**

This course highlights central themes in the historical development, organization, and functioning of the American presidency. From the origins of our Constitution through two centuries of institutional development and up to the present day, this course will provide students with an in-depth understanding of the dynamics of presidential behavior. Special emphasis will be placed on the growth of presidential power in both foreign and domestic policy and on the central role that presidential elections play in our national politics. Students will learn to view the American

presidency as a complex institution, one that requires the president to simultaneously play multiple political roles, including commander-in-chief, legislator, communicator, civic leader and candidate.

Prerequisite(s): POL 210

Credit(s): 3

### **POL 410A - Semester in Washington, D.C.: Politics Field Experience**

This course is the vehicle through which students receive POL course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C., in the field of politics. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU law and politics program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the SNHU law and politics program coordinator. This course is taken concurrently with POL 410B.

Prerequisite(s): POL 210 or POL 211 completion of 60 and permission of the department chair or program coordinator

Credit(s): 12

### **POL 410B - Seminar in Washington, D.C.: Politics Seminar**

This course is the vehicle through which students receive POL course credit for the seminar component of SNHU's Semester in Washington, D.C., in the field of politics. The Seminar in Washington is hosted by the Washington Center for Internships and Academic Seminars. Space in the program is limited, so students must notify the department chair or program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information, see the Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the SNHU law and politics program coordinator. This course is taken concurrently with POL 410A.

Prerequisite(s): POL 210 or POL 211 Completion of 60 credits and permission of the department chair or program coordinator

Credit(s): 3

### **POL 413A - Semester in Washington, D.C.: Pre-Law Field Experience**

This course is the vehicle through which students receive POL course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C., in the field of pre-law. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU law and politics program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the SNHU law and politics program coordinator. This course is taken concurrently with POL 413B.

Prerequisite(s): POL 306 completion of 60 credits and permission of the department chair or program coordinator

Credit(s): 12

### **POL 413B - Semester in Washington, D.C.: Pre-Law Seminar**

This course is the vehicle through which students receive POL course credit for the seminar component of SNHU's Semester in Washington, D.C. in the field of pre-law. The Semester in Washington is hosted by the Washington Center for internships and Academic Seminars. Space in the program is limited, so students must notify the department chair or program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information, see The Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the SNHU law and politics program coordinator. This course is taken concurrently with POL 413A.

Prerequisite(s): POL 306 completion of 60 credits and permission of the department chair or program coordinator

Credit(s): 3

**POL 480 - Independent Study**

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.

Credit(s): 3

**POL 490 - Political Science Internship**

See an academic advisor for requirements and details.

Credit(s): 0 - 12 (variable credit course)

**Psychology**

**Department Chair: Dr. Michael Hendery**

The Psychology program at SNHU stands out from those at other four-year institutions of higher education in that we put students in a position to start engaging in professional activities while they learn. Students are encouraged to participate in field experiences at mental health clinics and social service agencies, publish in psychological journals and books, present professional papers, administer psychological tests, simulate therapy sessions and/or lead student organizations. Our program includes faculty who have won state and university teaching awards, written books, and published articles in peer-reviewed journals.

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

**PSY 108 - Introduction to Psychology**

This course provides students an introduction to the scientific study of behavior and mental processes. Students prepare for more advanced concepts in upper-level Psychology courses by learning the basics of how to evaluate research and exploring various areas of specialization within the discipline. Offered every semester.

Credit(s): 3

**PSY 201 - Educational Psychology**

This course emphasizes the nature of human learning, with a study of the concepts of readiness, motivation, retention, individual differences, development, reasoning and measurement in relation to the learning process. Consideration of the psychological principles of testing and learning technology are also emphasized. Offered as needed. Writing intensive course.

Prerequisite(s): PSY 108

Credit(s): 3

**PSY 205 - Forensic Psychology**

Students will learn how psychology, as a science and a practice, applies to questions and issues relating to law and the legal system. Emphasis will be placed on witness testimony and the social psychology of the courtroom. Topics will include recovered memories, adolescent violence and murder, strategies for interviewing witnesses, expert testimony, and factors influencing the credibility of witnesses, victims and offenders.

Prerequisite(s): PSY 108

Credit(s): 3

**PSY 211 - Lifespan Development**

The purpose of this course is to engage students in meaningful exploration of theories, basic concepts, and research methodologies in psychological development. Students will gain an understanding of patterns of human development from conception through death, including the biological, cognitive, and social-emotional development and the interplay



between these areas. This course will also explore the roles of environmental and genetic factors, culture and history, continuity and change in development. Offered every semester.

Prerequisite(s): PSY 108

Credit(s): 3

### **PSY 215 - Abnormal Psychology**

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. Offered every year.

Prerequisite(s): PSY 108

Credit(s): 3

### **PSY 216 - Psychology of Personality**

Personality is studied using theories, applications, and individual and group patterns of behavior formation. Offered every year.

Prerequisite(s): PSY 108

Credit(s): 3

### **PSY 223 - Research I: Statistics for Psychology**

How do psychologists organize, summarize, and interpret information? Students in this course study applications of statistical methods in psychological research and practice. The emphasis of the course is on the conceptual understanding of statistics so that students can read and conduct psychological research; those skills will be applied to students' original projects in PSY 224 - Research II: Scientific Investigations. Computation of tests will be conducted on the computer. Students will build upon statistical knowledge and develop an in-depth conceptual and practical understanding of hypothesis testing, tests of significance, standardization, correlation, and analysis of variance in a wide variety of psychological uses. Students will learn the theory of statistical decisions, practical application of statistical software, and how to analyze journal articles. This course typically should be completed during the first semester of the sophomore year.

Prerequisite(s): MAT 240

Credit(s): 3

### **PSY 224 - Research II: Scientific Investigations**

Students in this course will develop an understanding a variety of research methods, including experimental, survey, correlation and case-history techniques. They will become aware of the strengths and weaknesses of each method and understand when each method is best used. Offered every year. Writing intensive course.

Prerequisite(s): PSY 108 and MAT 240

Credit(s): 3

### **PSY 225 - Health Psychology**

This course introduces students to the field of health psychology through an exploration of ways in which the biopsychosocial (holistic) model is applied to promote health and improve coping with illness. Topics include health beliefs and behaviors, delay in seeking medical care, factors influencing individuals' responses to the health care system and practitioners, acute and chronic illness, treatment adherence, pain and pain management, stress and coping, social support and psychoneuroimmunology. Offered as needed.

Prerequisite(s): PSY 108

Credit(s): 3

### **PSY 230 - Psychology of Individual Differences and Special Needs**

This course provides knowledge and understanding of exceptional children and adolescents. The approach is theoretical and practical. Offered as needed.

Prerequisite(s): PSY 108

Credit(s): 3

### **PSY 257 - Social Psychology**

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. Offered as needed.

Prerequisite(s): PSY 108

Credit(s): 3

### **PSY 258 - Industrial Organizational Psychology**

Industrial/Organizational Psychology is an applied field in psychology focused to improve the effectiveness of the workplace through research, assessment and interventions allowing for enhancement of the office climate, improvement of group and individual performance and overall organizational goals. I/O psychologists work in a wide variety of organizational settings including human resource agencies, professional administration, marketing, consulting, training and development, and university teaching.

Prerequisite(s): PSY 108

Credit(s): 3

### **PSY 291 - Experiential Learning**

This course is an entry-level, experience-based course that focuses on community psychology, career opportunities, and academic direction. Through a minimum of 60 volunteer hours to be completed during the term and 8-10 hours of coursework per week, students deepen their understanding of mental health and community-based human services. Application for placement must be completed before the end of the previous semester/term.

Prerequisite(s): PSY 108 must be enrolled in BA Psychology or Sociology program

Credit(s): 3

### **PSY 300 - Biopsychology**

This course explores how the brain influences our behaviors, thoughts, and feelings. Topics include: evolution, genetics, anatomy and function of the nervous system, psychopharmacology, brain dysfunction, neuropsychological testing, sleep and circadian rhythms, neuroplasticity, emotions, and mental illness.

Prerequisite(s): PSY 108

Credit(s): 3

### **PSY 305 - Cognitive Psychology**

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.

Prerequisite(s): PSY 108

Credit(s): 3

### **PSY 307 - Sensation and Perception**

This course will be an exploration of how we come to know the world through our visual experiences and how those experiences are shaped by prior knowledge, context, and ideas. As such we will cover neurobiological aspects of sensation pertaining to the eye and the brain, and we will cover aspects of higher-order perceptual phenomena, such as object-perception, color, motion, illusions, and representation and art. Students should gain an appreciation for and conversance in the empirical and philosophical complexity of visual experience.

Prerequisite(s): PSY 108

Credit(s): 3

**PSY 310 - Criminal Psychology**

This course will provide the student with insights about crime from a psychological perspective. Specifically, the course will focus on how a criminal offender is influenced by multiple systems within the psychosocial environment. This course examines and evaluates the role of psychological factors in understanding the motives behind antisocial acts. Throughout the course, students will acquire knowledge and practice in the application of psychological methods to understanding criminal behavior.

Prerequisite(s): PSY 108

Credit(s): 3

**PSY 314 - Disorders of Childhood and Adolescence**

This course focuses specifically on an introduction to the classification of disorders of childhood and adolescence and the treatment approaches that currently are available. Knowledge students obtain in PSY 314 is essential for understanding the etiology and manifestation of these disorders, as well as the impact on the individual, family and society. Current field research and case studies will be used. Offered as needed.

Prerequisite(s): PSY 108 and PSY 211

Credit(s): 3

**PSY 315 - Counseling Process and Techniques**

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. Offered as needed.

Prerequisite(s): PSY 108 and PSY 216

Credit(s): 3

**PSY 317 - Reading and Research in Psychology**

This course allows students to pursue a supervised psychology research project with a full-time psychology faculty member. This course consists of a seminar and/or individual meetings, and the topic is to be arranged by the student and instructor. May be repeated for credit; three repetitions count as one psychology elective.

Credit(s): 1

**PSY 319 - Social Development: Child and Adolescent**

The purpose of this course is to expose students to theory and research concerning infants', children's, and adolescents' social and personality development. This course will focus on how individuals become members of their social world, including how we conceptualize the social world, interact with parents and caretakers, develop social relationships with peers, and interpret, analyze, and respond to cultural messages and ideologies. We will discuss these issues through analysis of the theoretical and research literature.

Prerequisite(s): PSY 211

Credit(s): 3

**PSY 321 - Issues in Childhood Development**

This course focuses on psychological development from infancy through late childhood. Research and theoretical perspectives will be used to help students understand contemporary issues central to childhood development, including: biological, cognitive, and social-emotional characteristics of development and the interplay between them. A highlight of this course is that we will apply developmental psychology to current issues. Please note that this class replaces PSY-311.

Prerequisite(s): PSY 108 and PSY 211

Credit(s): 3

**PSY 322 - Issues in Adolescent Development**

Adolescence is a fascinating time of life because of the many psychological and physical changes that occur, as well as the cultural and historical issues surrounding these changes. This course focuses on psychological development from pre-adolescence through emerging adulthood. Research and theoretical perspectives will be used to help students understand contemporary issues central to adolescence, including: puberty, cognition, morality, identity, relationships, sexuality, school, work, culture, and challenges faced by adolescents. Adolescence will be discussed both as a distinct stage of life, and as an integral component of development across the life span.

Prerequisite(s): PSY 108 and PSY 211

Credit(s): 3

**PSY 325 - Advanced Research Methods**

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, correlation techniques and experimentation. This course is designed to crystallize the students' research 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.

Prerequisite(s): PSY 224

Credit(s): 3

**PSY 331 - Human Sexuality**

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. Offered as needed.

Prerequisite(s): PSY 108

Credit(s): 3

**PSY 335 - Assessment and Testing**

Students in this course will become aware of the use and abuse of psychometric techniques. Specific techniques that currently are used will be introduced and understood. While knowledge about specific tests may be somewhat limited, students will obtain knowledge and the types of tests and techniques available. Offered every year.

Prerequisite(s): PSY 108 and MAT 240

Credit(s): 3

**PSY 443 - Psychology Internship**

Students participate in a supervised, career-related work experience in an area of psychology, encompassing a minimum of 150 hours during the term/semester. Students also complete coursework that gives them the opportunity to apply psychological concepts learned throughout undergraduate study and reflect on their internship experience.

Prerequisite(s): PSY 108, PSY 211, PSY 216, PSY 215, and PSY 224 must be enrolled in BA Psychology or Sociology program

Credit(s): 3 - 12

**PSY 444 - Senior Seminar in Psychology (Capstone)**

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. Offered every year. Writing Intensive Course.

Prerequisite(s): PSY 224 and three from: PSY 211, PSY 215, PSY 216, PSY 257, PSY 300 or PSY 305

Credit(s): 3

**PSY 480 - Independent Study**

This course allows the student to investigate any psychology subject not incorporated into the curriculum. Offered as needed.

Credit(s): 3

**Public Administration****PAD 330 - Public Administration**

This course is designed to introduce students to the basics of public administration and set context around contemporary political, social, economic, and administrative realities. It explores public service organizations, governance, public policies, and institutional-based programs. It also examines, from a multidisciplinary perspective, those essential competencies, values and issues important to public policy at the local, state, national and international levels.

Credit(s): 3

**Quantitative Studies and Operations Management**

Department Chair: Dr. Tej Dhakar

**QSO 205 - Business Operations Management**

This course teaches management of operations which involve production and delivery of goods and services. Students will learn the concepts and techniques used in managing operations in various business functions of both manufacturing and service organizations. Topics include productivity ratios, process strategy, process improvement, project management, statistical process control, process capacity, lean operations, supply chain management, inventory control, resource planning, and operations scheduling.

Credit(s): 2

**QSO 250 - Fundamentals of Business Analytics**

This course will provide you with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. You will learn how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions.

Prerequisite(s): MAT 240

Credit(s): 3

**QSO 260 - Descriptive Analytics**

You will learn how to analyze historical business data to uncover relationships that can be used to guide predictions about the future and business decision making. JMP statistical and data visualization software will be used to apply tools for analyzing business data.

Prerequisite(s): QSO 250

Credit(s): 3

**QSO 281 - Second Year Fall Experience in Business Analytics**

The aim of this experience is to give the students opportunities to explore a number of career options in the field of business analytics.

Credit(s): 3

**QSO 282 - Second Year Spring Experience in Business Analytics**

The aim of this experience is to give the students an opportunity to plan for and execute a consulting project in descriptive analytics.

Prerequisite(s): QSO 281

Credit(s): 3

### **QSO 291 - 2nd Year Fall Experience in OPM**

The aim of this experience is to give the students opportunities to explore a number of career options in the fields of operations management and project management.

Prerequisite(s): Must be enrolled in the Degree in Three program

Credit(s): 3

### **QSO 300 - Operations Management**

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(s): MAT 240 or IHP 340

Credit(s): 3

### **QSO 310 - Management of Service Operations**

This course is an introduction to the concepts, principles, problems, and practices of successful service operations management. Emphasis is focused on preparing students to identify and apply appropriate management processes to ensure efficient, effective, and quality oriented service operations, while achieving operational excellence. Topics covered include: the role of services in the economy, strategic positioning and internet strategies, environmental strategies, new service development process, managing service expectations, front-office and back-office interface, service quality, yield management, waiting time management, and site selection.

Prerequisite(s): MAT 240

Credit(s): 3

### **QSO 320 - Management Science through Spreadsheets**

This course introduces the student to mathematical techniques that may be used to aid decision-making. Topics may include linear programming, PERT, CPM, network analysis and others. Offered once a year.

Prerequisite(s): MAT 240

Credit(s): 3

### **QSO 330 - Supply Chain Management**

This course focuses on effective supply chain strategies for companies that operate globally with emphasis on how to plan and integrate supply chain components into a coordinated system. Students are exposed to concepts and models important in supply chain planning with emphasis on key tradeoffs and phenomena. The course introduces and utilizes key tactics such as risk pooling and inventory placement, integrated planning and collaboration, and information sharing.

Prerequisite(s): MAT 240

Credit(s): 3

### **QSO 340 - Project Management**

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(s): MAT 240

Credit(s): 3

**QSO 345 - Project Management/CAPM Certification**

This course teaches the five process groups and nine knowledge areas described in the Project Management Body of Knowledge (PMBOK®) of the Project Management Institute (PMI®). The course is designed to help students prepare for the Certified Associate in Project Management (CAPM®) certification exam. However, it neither guarantees to help satisfy the eligibility requirements for taking the CAPM® certification exam nor ensures success on the CAPM® certification exam.

Credit(s): 3

**QSO 360 - Six Sigma Quality Management**

This course teaches the fundamental tools and techniques used to improve service and manufacturing processes through the Define-Measure-Analyze-Improve-Control (DMAIC) methodology of Six Sigma quality management. Statistical process control, design and analysis of statistical experiments, process mapping, cause-and-effect diagram, 5S methodology, and process waste identification via lean techniques, are the major topics of this course.

Prerequisite(s): MAT 240

Credit(s): 3

**QSO 370 - Predictive Analytics**

This course introduces the techniques of predictive modeling and analytics in a data - rich business environment in order to predict future business outcomes and associated risks. It covers multivariate and other techniques to implement predictive models for a variety of practical business applications.

Prerequisite(s): QSO 250

Credit(s): 3

**QSO 381 - Third Year Fall Experience in Business Analytics**

The aim of this experience is to give the students an opportunity to plan for and execute a consulting project in predictive analytics.

Prerequisite(s): QSO 282

Credit(s): 3

**QSO 382 - Third Year Spring Experience in Business Analytics**

The aim of this experience is to give the students an opportunity to plan for and execute a consulting project in prescriptive analytics.

Prerequisite(s): QSO 381

Credit(s): 3

**QSO 391 - 2nd Year Spring Experience in OPM**

The aim of this experience is to give the students an opportunity to plan for and execute a real-world Six Sigma project.

Prerequisite(s): Completion of 30 credits (second year of Operations & Project Management-Di3)

Credit(s): 3

**QSO 400 - Topics in Operations Management**

This is a capstone course in operations management. Students will learn advanced concepts and techniques that are required to manage complex operations in manufacturing and service organizations. Case studies are used extensively to simulate application of the knowledge area.

Prerequisite(s): QSO 205 or QSO 300

Credit(s): 3

**QSO 440 - Topics in Project Management**

This course covers advanced topics in project management such as project risk, project integration, project quality, and project procurement. Advanced project selection, planning, and control methods of project management are taught with hands-on-applications of Oracle Crystal Ball and MS Project. Students will learn the knowledge and skills of an experienced project manager by creating a detailed project plan for a real-world project.

Prerequisite(s): QSO 340

Credit(s): 3

**QSO 480 - Independent Study**

Independent study allows the student to investigate any quantitative studies/operations management subject not incorporated into the curriculum or to do in-depth research in a specialized area of quantitative studies/operations management.

Credit(s): 0 - 3 (variable credit course)

**QSO 490 - Operations/Project Management Internship**

This course will enable the School of Business undergraduate students to gain valuable work experience within the operations or project environment. The objective is to give the students an opportunity for practical application of operations/project management concepts and techniques learned in the classes and complement the course work. The student must complete a minimum of 150 hours on the internship per 3 credits. Students may complete 3-12 credit hours of QSO 490.

Credit(s): 3 - 12

**QSO 491 - 3rd Year Fall Experience in OPM**

The aim of this experience is to give the students an opportunity to develop real-world plans for managing operations and/or projects.

Prerequisite(s): Completion of 60 credits (third year [fall] in Operations and Project Management-Di3)

Credit(s): 3

**QSO 492 - 3rd Year Spring Experience in OPM**

The aim of this experience is to give the students an opportunity to develop real-world plans for managing operations and/or projects. The student deliverables in this experience will be different from those in QSO 491.

Prerequisite(s): Completion of 60 credits (third year [spring] in Operations and Project Management-Di3)

Credit(s): 3

**QSO 511 - Business Analytics**

This course will provide you with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. You will learn how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions.

Credit(s): 4

**QSO 521 - Decision Science**

This is a required course for the new +1 program in MS in Operations and Project Management.

Credit(s): 4

**QSO 531 - Business Data Analysis**

This course will expose students to practical data analysis tools and techniques and help sharpen their problem-solving and analytical skills. It will be realistically oriented and numerous business examples and cases will be analyzed.

Credit(s): 4



**QSO 601 - Operations and Innovation Management**

The activities of a manufacturing or service organization are classified into three basic functions: marketing, operations, and finance. While the marketing function induces demand for products and the finance function provides capital, the operations function produces and delivers products. Operations management can be defined as the systematic transformation of inputs into outputs. The inputs include materials, machinery, work force, buildings, systems, and procedures, and the outputs are products that are produced to satisfy customers and clients. This course provides a survey of the concepts and the analytical methods, which are useful in understanding the management of an organization's operations. It also covers the TRIZ approach to innovative problem solving in operations.

Prerequisite(s): QSO 531

Credit(s): 4

**QSO 621 - Lean Six Sigma Quality Management**

Cut-throat competition is forcing firms to eliminate (i) non-value added work and (ii) output inconsistency. While the concept of Lean addresses the former problem by removing process waste, the Six Sigma methodology solves the latter problem by minimizing process variation. This comprehensive course on all aspects of Lean and Six Sigma, gives you hands-on experience with essential quality improvement tools and techniques.

Prerequisite(s): QSO 511 or QSO 531

Credit(s): 4

**QSO 631 - Global Supply Chain Management**

Supply Chain Management is a set of strategies, concepts, and techniques for integrating suppliers, manufacturers, warehouses, transportation, and retailers to provide the right product at the right time in the right quantity to meet customer requirements. This course explores key variables in global supply chains, the enabling role of the Internet, matching supply chain strategies to market needs, how to cope with uncertainties in supply chains, managing information flows for supply chains, diagnostics for supply chain performance, inventory/service tradeoffs, distribution strategies, sourcing and supplier management.

Prerequisite(s): QSO 531

Credit(s): 4

**QSO 641 - Practical Project Management**

This course will include the study of the concepts, tools, and practices of project management. The course will adopt a managerial process approach to Project Management, which consists of initiating, planning, executing, controlling and closing the Project. Major topics will include project scope, project time, project cost, project quality, project risk, project resources, project communications and how to be an effective project manager. Cases will be utilized to integrate the learning in the course and provide decision-making experience for the student.

Credit(s): 4

**QSO 681 - Advanced Project Management**

This course focuses on advanced topics in the field of project management. The course draws upon various areas and industries to increase students' holistic knowledge of efficient and effective practices of applied project management techniques. This course not only intends to increase your technical knowledge of advanced concepts, but also will strive to assist you in taking a proactive leadership role in identifying value in project management processes. You will utilize information and measurements to create a logical process that minimizes risk, aligns resources, and maximizes accountability.

Prerequisite(s): QSO 641

Credit(s): 4

**QSO 682 - Consulting Experience in Project Management**

The aim of this consulting experience is to provide students opportunities to develop real-world plans for managing projects. The course will involve corporate consulting in project management.

Prerequisite(s): QSO 641

Credit(s): 4

**QSO 691 - Integrating Experience in OPM I**

The aim of this integrating experience is to provide students opportunities to analyze and discuss cases in operations and project management, go on field trips to companies, and attend guest speeches by industry experts.

Credit(s): 4

**QSO 692 - Integrating Experience in OPM II**

The aim of this integrating experience is to provide students opportunities to develop real-world plans for managing operations and/or projects. The course will involve corporate consulting with manufacturing / service organizations, in operations / project management.

Prerequisite(s): QSO 691

Credit(s): 4

**Residence Life****RES 220 - Resident Life Psychology**

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. Offered as needed.

Credit(s): 3

**Science**

**Department Chair: Dr. Michele Goldsmith**

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

**SCI 215 - Contemporary Health**

This course exposes students to the three major dimensions of health -- physical, emotional and social. Health, nutrition, substance abuse, infectious diseases and stress management are among the issues that will be discussed. Students will learn to intelligently relate health knowledge to the social issues of our day. For students on program plans/catalogs prior to 2012-13, this course does not satisfy the university core science requirement.

Credit(s): 3

**SCI 218 - Natural Resources**

This class will introduce the concept of natural resources by studying topics such as land, soil, rangeland, forest, water, atmosphere, minerals, and energy. The management, use, and environmental impacts associated with these resources will also be studied. Emphasis will be placed on the United States within the context of the global environment.

Credit(s): 3

**SCI 219 - Environmental Issues**

This course covers a variety of environmental topics in a manner specifically designed for the non-science major. It provides a fundamental understanding of the various processes necessary to support life on Earth and examines how human activities and attitudes (individual, traditional, cultural and others) generate environmental issues that threaten these processes. Topics include ecology, populations, agriculture, desertification and deforestation, water and ocean pollution, air pollution including ozone depletion and acid rain, global climate change, natural resource depletion, solid and hazardous wastes, energy including fossil fuels and nuclear power, economics and sustainability.

Credit(s): 3

**SCI 220 - Energy and Society**

This course surveys the various forms of energy available to our industrial society. The environmental impact and depletion of each energy form is discussed with emphasis on the development of clean and inexhaustible alternative sources for the home and business. Topics include traditional and renewable energy sources, greenhouse effects, transpiration, nuclear power, and economics.

Credit(s): 3

**SCI 251 - Natural Sciences I**

Natural Sciences I is an interdisciplinary physical science course specifically designed for non-science majors. It explores three basic themes: cosmology and relativity, the Earth sciences, and astronomy. Under cosmology and relativity the topics include the origin, evolution and fate of the universe, space and time, creation of galaxies and solar systems, black holes and time travel. Under Earth sciences the topics include the Precambrian Earth, plate tectonics, earthquakes and volcanoes, the rock cycle, and weather and climate. Under astronomy the topics include ancient and modern astronomy, gravity, the solar system, and solar and lunar eclipses.

Credit(s): 3

**SCI 252 - Natural Sciences II**

Natural Sciences II is an interdisciplinary biological science course for non-science majors. It explores the creation of the solar system and Earth and the origin and evolution of life on Earth. It traces the evolution of life from single cells to complex organisms and focuses on the evolution of modern humans. It discusses the cellular and genetic mechanisms of evolution together with fundamental aspects of ecology and theories of mass extinctions. Finally, it explores topics in exobiology and compares life on Earth to possible life elsewhere in the galaxy.

Credit(s): 3

**SCI 333 - Waste: Sources, Reduction, & Remediation**

Waste is a major issue in nearly all aspects of society and understanding it is essential when considering the environment and sustainability. This class will focus on how waste is produced, how to reduce this pollution and how to clean it up once it is released. In addition to the physical science, we will examine the impact of waste on the economy, society and public health.

Prerequisite(s): BIO 101, SCI 212, SCI 213 or SCI 219

Credit(s): 3

**SCI 373 - Regional Sustainability Field Study**

The class is designed to be a two week intensive field based class in the Pacific Northwest. Students will travel throughout Washington, Oregon, and Idaho studying the interactions between humans and the environment. Unlike a

traditional classroom setting, students will be actually experiencing the topics covered first hand. Some places that will be covered and experienced on the trip are as follows: channeled scablands, Mt. Rainer National Park, Grand Coulee Dam, Mount St. Helens National Volcanic Monument, Pacific Ocean, Columbia River Gorge National Scenic Area, John Day Fossil Beds National Monument, and the Oregon Trail. This course can be taken more than once.

Prerequisite(s): Permission of instructor

Credit(s): 3

### **SCI 480 - Independent Study**

Offered as needed.

Credit(s): 3

## **Social Science**

**Department Chair: Francis Catano**

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

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

### **SCS 224 - Social Science Research Methods**

This course offers a broad introduction to research methods in the social sciences, including surveys, case studies, experiments, and quasi-experiments. Students learn to spot design flaws in research intended to generate scientifically sound conclusions about social phenomena, and to evaluate critically the interpretations of social science research results by third-party observers, such as reporters. Students also learn how to draft a research proposal that would satisfy the requirements of peer review within the community of professional social scientists.

Prerequisite(s): MAT 240

Credit(s): 3

### **SCS 300 - The Human Condition: Environment/You**

This is a team-taught course which will examine Ethics and Morality as seen through the distinct perspectives of the various social sciences: Anthropology, Economics, Environmental Sciences, Geography, Information Technology, Justice Studies, Political Science, Psychology, and Sociology. Instructors from each of these disciplines will conduct sessions on selected topics on ethical and moral issues, as viewed by the social science perspective. Not only will the student learn about issues defined as important by the instructors but will also discover how each discipline examines issues in somewhat different ways. In this manner both the similarities and differences of social sciences can be investigated and applied.

Credit(s): 3

### **SCS 444 - Capstone Colloquium**

This colloquium serves as the capstone course for students in the sociology, law and politics, and environmental management majors. Students learn from their instructor and from each other as they apply the knowledge and skills acquired in their other course work to a directed research project in the appropriate discipline or field. Prerequisite: Senior standing in the sociology, law and politics, or environmental management major.

Prerequisite(s): Completion of 111 credits

Credit(s): 3

## **Society for Human Resource Management**

### **SHRM 500 - SHRM Certification Preparation**

Southern New Hampshire University, in partnership with the Society for Human Resource Management (SHRM), offers a non-credit SHRM Learning System Course designed to assist human resource professionals in preparing for the PHR and SPHR certification exams. Available online in an 8-week format as well as an executive on campus workshop series, HR executives and training professionals will be taught by faculty who are also human resource practitioners and subject matter experts. This course is appropriate for undergraduates as well as graduate students employed in the HR and Training fields seeking HR Management certification.

Credit(s): 0

## **Sociology**

### **SOC 112 - Introduction to Sociology**

Is one's identity individually or socially constructed? Are all stereotypes invalid or can there be value in generalizations? Is globalization widening the gaps or homogenizing the world? In this course, students will grapple with these essential questions in examining the world through the lens of a sociologist. Sociology offers an empirically-based methodology for critically evaluating society—from issues of individual agency to the roots of global institutions. Culture, norm stratification, systems, structure, social institutions, social change, the organization of social behavior and its relationship to society and social conditions are emphasized. Students will challenge their own preconceived notions and evaluate these constructs in terms of their relevancy to contemporary issues and problems.

Credit(s): 3

### **SOC 124 - Geographic Information Systems for Social Justice**

A project based course that will introduce students to the tools and technology of geographic information systems (GIS) and their application in measuring the impact of social issues. Students will learn and apply GIS technologies and STEM knowledge to solve real-world problems in the community, with an emphasis on community partner engagement.

Credit(s): 3

### **SOC 199 - International Cultural Engagement III**

This course will provide the students the opportunity to engage with the local community through their participation in structured social projects, in one of the NGO or non-profit organizations associated with a foreign university. Through a service-learning component, students will contribute to the development of the local community while discussing, reflecting and debating about the different socioeconomic and cultural contexts of their service site.

Credit(s): 3

### **SOC 203 - Wealth and Poverty**

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.

Credit(s): 3

### **SOC 207 - Exploring Racial & Cultural Identity**

This course will provide students the opportunity to study race at the individual level. Students will be asked to consider their own life experiences in relationship to the course material. We will explore several complex topics that include: What does it mean to embrace equality for all people but feel more comfortable in communities that closely resemble us? What is the appropriate response when we observe racism or discrimination of others? The course will familiarize students with the concept of what being white means in our society. By the end, students should possess an

enhanced understanding of how race, particularly the concept of "whiteness," is expressed in literary texts, historical studies, and popular media. Learning is not simply a process of acquiring more information but of being open to adjusting how we think about the world in face of new information. This class requires that students take emotional as well as intellectual risks; we will cultivate discussions based on honesty, respect, and kindness.

Credit(s): 3

### **SOC 213 - Sociology of Social Problems**

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. Offered every year.

Prerequisite(s): SOC 112

Credit(s): 3

### **SOC 250 - Sociological Analysis of Current Media**

This course takes a current media topic such as Breaking Bad and analyzes it using sociological theories that apply to the content such as deviance or moral development. The topic analyzed may change from year to year to stay current with students.

Prerequisite(s): SOC 112

Credit(s): 3

### **SOC 291 - Experiential Learning**

A course designed to explore community services to individuals and groups through a volunteer experience that involves observation and participation in activities. Classroom experiences are geared to giving the student both exposure to and an understanding of services available in the field today.

Prerequisite(s): SOC 112 and must be enrolled in BA Psychology or Sociology program

Credit(s): 3

### **SOC 312 - Biosociology**

The questions of biological influences on culture and cultural influences on biology are explored from the sociological perspective. "We enter this world with a fundamental human nature - a set of behavioral dispositions-rooted in the design systems of our species and its long evolutionary history" (Walsh 2014). Genes and culture are co-evolutionary partners - we are, in effect, born unfinished; to be finished through culture and our interactions within it (Geertz). There is a biological framework that calls for culture and cultural responses that complete biological development. This continues to be a controversial but evolving field of inquiry.

Prerequisite(s): SOC 112 or PSY 108

Credit(s): 3 - 3

### **SOC 317 - Sociology of the Family**

This course is a sociological examination of the family institution in America and other societies. Traditional and nontraditional family patterns are studied to provide students with a structure for understanding sex, marriage, family and kinship systems.

Prerequisite(s): SOC 112

Credit(s): 3

### **SOC 318 - Sustainable Communities**

How do we build a society fit for living? This course looks to the field of environmentally sustainable community development (ESCD) for answers to this question. Students explore the principles and practices of ESCD using pattern-mapping of community needs, site visits, and other experiential learning tools that turn communities into classrooms, and bring the challenge of building environmentally sustainable communities to life. In the process, students identify

assumptions that lead to unsustainable social practices, and develop the skills necessary to help create livable local landscapes and sustainable local futures through individual and community action.

Prerequisite(s): ENV 219, SCI 219, SOC 112 or ENV 100

Credit(s): 3

### **SOC 320 - Sociology of Gender**

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'.

Prerequisite(s): SOC 112

Credit(s): 3

### **SOC 324 - Sociology of Crime and Violence**

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.

Prerequisite(s): SOC 112

Credit(s): 3

### **SOC 325 - Sociological Perspectives**

Sociology is the study of social life and behavior. Sociologists study societies by researching social groups, patterns, interactions, and institutions. We are interested in how they work, how they change, and their connection to people's lives. This course will build on what students learned in SOC 112 Introduction to Sociology. It will engage students in a discussion of what we know theoretically in the discipline of sociology through the work of key "voices" in the sociological tradition. The course intends to cultivate your ability to see social things with the hope that, as Peter Berger states, "things are not what they seem". In other words, in this class students will learn to rethink assumptions about social facets of society that are commonly taken for granted.

Prerequisite(s): SOC 112

Credit(s): 3

### **SOC 326 - Sociology of Deviant Behavior**

This course is a sociological analysis of the nature, cause, and societal reactions to deviant behavior, including mental illness, suicide, drug and alcohol addiction and sexual deviation. Offered every other year.

Prerequisite(s): SOC 112

Credit(s): 3

### **SOC 330 - Sociology of Minority Relations**

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. Offered as needed.

Prerequisite(s): SOC 112

Credit(s): 3

### **SOC 333 - Sport and Society**

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. Offered every spring semester.

Prerequisite(s): COM 212 or ENG 200

Credit(s): 3

**SOC 335 - Technology and Society**

This course examines how technology and science impact society and how they influence our lives and our thinking, such as the economy, ethics, religion and the arts. Topics include the positive and negative aspects of technology, the role of technology in historical change, how technology changes what we do as a society and as individuals and appreciating the limits of technology. Topics range from television and airplanes to organ transplants and cloning.

Prerequisite(s): One science course or permission of instructor

Credit(s): 3

**SOC 490 - Community Sociology Internship**

A course designed to give the student a working experience in the social services. The student will find a site that is of interest and career potential, work out a schedule of no less than 150 hours, and fulfills the learning outcomes of the course. This is an experiential course in which the student works closely with a site supervisor, the instructor of the course, as well as engages in some productive function within the agency.

Prerequisite(s): SOC 112 and must be enrolled in BA Psychology or Sociology program

Credit(s): 3 - 12

**Special Education****SPED 206 - Interventions in Early Childhood**

This course will study typical and atypical development of young children birth through age eight, with a focus on disabilities, developmental delays and exceptionalities, as well as the effects of disabling conditions on cognitive, physical, language, social and emotional development and functioning. Various assessment tools used within early childhood will be reviewed and discussed in relationship to developmental outcomes, interpretation, planning for intervention and curriculum and legal requirements and responsibilities for providing education to students with special needs.

Prerequisite(s): SPED 260

Credit(s): 3

**SPED 210 - Early Childhood Issues/Disabilities**

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).

Credit(s): 3

**SPED 230 - Implications of Special Education**

Students will examine the personal, physical, social and academic issues related to programming for children with disabilities. An emphasis is placed on practical aspects of behaviors associated with a child's disability and the importance of the classroom environment. This course also addresses the history of Special Education, as well as current trends and research. This is the foundation course for certification or licensure as a General Special Education Teacher Grades K-12. Federal and state legislation will be reviewed as well as the NH State Standards for Children with disabilities and include the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with Disabilities Act (ADA) including title II of the ADA and section 504 and The Rehabilitation Act Amendments of 1973, as amended.

Prerequisite(s): SPED 210 or SPED 260

Credit(s): 3



**SPED 260 - Children with Exceptionalities**

This course provides students with deep understanding of children with disabilities and specific characteristics of disabilities and how they impact learning in the general curriculum. Students will examine and be prepared to define ways in which such disabilities are diagnosed and possible strategies and techniques (to include assistive technology) to assist the student in the general classroom to the extent possible. Tiered Support Systems will be discussed as a general education initiative that can serve the needs of all students. Students will research resources available for families and schools to support the needs of disabled children. The role of the family and school as partners will be developed as a critical technique to serve the needs of students, as well as facilitating effective meetings and communication efforts that must be part of the role of special educator.

Credit(s): 3

**SPED 314 - Consultation and Collaboration**

This course presents the IEP process from referral to completion. Student will be expected to clearly define roles and responsibilities within the school for the special education teacher, the general education teacher, paraprofessionals, and other personnel within the school. Additionally, students will examine and develop a process to meaningfully engage parents in the process preschool through age 21. TCP acceptance is required.

Prerequisite(s): SPED 230 and SPED 210 or SPED 260 and SPED 350 must be enrolled in the Teacher Certification program

Credit(s): 3

**SPED 333 - Collaboration in Special Education**

Students will describe the similarities and differences in human development of students with and without disabilities within and across cognitive, social, emotional, and physical areas. Students will become familiar with the purposes and procedures for developing and implementing Individualized Education Programs (IEPs) from referral to completion. Students will be expected to clearly define roles and responsibilities of personnel with the school as well as identify strategies engaging parents in the IEP process.

Prerequisite(s): SPED 350

Credit(s): 3

**SPED 350 - Special Education Assessment**

This course focuses on formative and summative assessments used within the general education classroom, as well as specialized assessments and observations for children with disabilities. Students will complete this course with an understanding of assessment terminology, test interpretation, and implications regarding access to the general education curriculum. TCP acceptance is required.

Prerequisite(s): SPED 210 or SPED 260 must be enrolled in the Teacher Certification program

Credit(s): 3

**SPED 420 - Accessing Curriculum**

This course is designed to help educators become more knowledgeable about why research-based, structured instructional strategies are necessary for teaching students of diverse abilities. The overall goals are to introduce the scientific rationales and specific instructional methods to ensure students with special needs have access to the core curriculum in all settings. Special emphasis will be on developing accommodations and modifications to access the science and social studies curriculum.

Prerequisite(s): SPED 260, SPED 350, SPED 333 and TCP Acceptance

Credit(s): 3

**SPED 499 - Internship**

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.

Credit(s): 3 - 12

**SPED 680C - IEP Development**

This course will give students the opportunity to review special education law, with an emphasis upon NH Rules for the Education of Students with Disabilities and 2004 Reauthorization of IDEA. Course expectations will require heavy emphasis upon IEP development through examination of required elements of Individual Education Programs (IEPs) and participation on mock IEP Teams. Students will be introduced to state and federal special education rules and regulations, practical application of the law, ethical codes and related professional standards. The course will require working through mock IEP team experiences in the development of such plans. This will require knowledge of curriculum standards, review of mock student records, participation in mock IEP/Placement meetings, development of mock IEPs and the identification of methods for monitoring progress. Students will also review current cases and trends in special education law, analyze and interpret case studies and learn how to research both statutory and case law. Time will also be spent on review of Section 504 of the Rehabilitation Act of 1973, and The No Child Left Behind Act of 2001 and the impact of such law upon students with educational disabilities.

Prerequisite(s): SPED 580C

Credit(s): 3

**Sport Management****SPT 111 - Introduction to Sport Management**

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. Offered every semester.

Credit(s): 3

**SPT 201 - Governance/Management of Sport Organizations**

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(s): SPT 111 and ENG 121 or ENG 200

Credit(s): 3

**SPT 208 - Sport Marketing**

Students study current sports marketing problems and apply marketing techniques to develop an effective sports marketing plan. Offered every semester. Writing Intensive Course.

Prerequisite(s): MKT 113 or MKT 105

Credit(s): 3

**SPT 307 - Sport Law**

This course examines the legal issues prominent in the world of sport. The legal liability and responsibilities of coaches, athletic administrators, and sport managers at the professional, college and community levels will be discussed.

Prerequisite(s): BUS 206 or BUS 205

Credit(s): 3

### **SPT 310 - Sport Sponsorship**

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.

Credit(s): 3

### **SPT 319 - Sport Sales and Promotions**

This course provides a cross-disciplinary approach to a variety of marketing, sales and promotions issues that confront sport managers. Offered every semester.

Prerequisite(s): SPT 208 and ENG 200

Credit(s): 3

### **SPT 320 - Media/Public Relations in Sport**

This course is designed to provide students with an understanding of the role of media and public relations in the sport industry. The primary aim is to familiarize students with media relations, public relations, and community relations in sport organizations and how these areas are integrated into the field of sport and the engagement of interdisciplinary thinking.

Prerequisite(s): ENG 200 or permission of instructor

Credit(s): 3

### **SPT 321 - Fitness Management**

This course will provide specific information about personal fitness. Topics include the purchase and use of fitness equipment and staffing and management concerns for club, corporate and collegiate settings. A \$25 lab fee is required to cover CPR certification. Offered every semester.

Credit(s): 3

### **SPT 323 - Golf Club Management**

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. Offered as needed. Junior standing or permission of instructor.

Prerequisite(s): Completion of 60 credits

Credit(s): 3

### **SPT 333 - Sport, Society, and Ethics**

This course examines the major issues and controversies of sport in society. Students will develop an appreciation of the ways sport in society contributes to analyzing and understanding human behavior in sports contexts; and a basic understanding of the theories and principles related to socio-cultural issues and ethics and morality in the sport industry.

Prerequisite(s): ENG 200 or COM 212

Credit(s): 3

### **SPT 340 - Practicum in Sport Management**

This seminar combined with field experience will provide an opportunity to apply theories, concepts, and terminology into a practical experience in the field of sport management. Specifically, this experience will provide the student with a mentor and colleagues to learn about management, leadership, decision making, communication, customer service,

and to develop as a future professional in the field. Students are required to complete satisfactory work under the direct supervision of a qualified professional and attend scheduled practicum seminars.

Prerequisite(s): Completion of 30 credits and consent of instructor

Credit(s): 3 - 6

### **SPT 401 - Sport Facilities Management**

The elements of managing sport facilities, including arenas, stadiums and athletic complexes, form the content of this course. Offered every semester.

Prerequisite(s): SPT 111

Credit(s): 3

### **SPT 402 - Sport Revenue**

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. Offered as needed.

Prerequisite(s): ECO 201, ECO 202 or ECO 205 and FIN 320 or FIN 305

Credit(s): 3

### **SPT 404 - Sport Agency**

The basic goal of this course is to provide the student with an overview of the business of sport agencies. As the sport industry has become more diverse, generating hundreds of billions of dollars per year in economic activity, the need has grown for player and brand representation to navigate the complexities and nuances of specific properties and contracts. This class is designed to highlight some of the challenges in representing athletes and assist students in developing negotiating, marketing, and business strategy.

Credit(s): 3

### **SPT 415 - Event Management and Marketing**

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. Instructor permission required.

Credit(s): 3 - 6

### **SPT 425 - Sport Licensing/Strategic Alliances**

This course will explore why and how sport licensing is used effectively in the global business of sport. Both theoretical and applied perspectives will be used. The course will examine the strategic rational and different forms of sports licensing and how sport managers can use sport licensing to lead their companies to achieve growth and other key objectives. Course content will include examining US and international sport leagues and how they administer their licensing programs. The course will cover the process of identification of licensing opportunities, selection of business partners, process of establishing a license agreement, international licensing and the management of licensing relationships. In addition, students will be introduced to strategic alliances with an emphasis on why and how domestic and international alliances may be used to achieve sport enterprise objectives. Global marker.

Prerequisite(s): SPT 208

Credit(s): 3

**SPT 430 - Front Office Management**

This course will provide an overall understanding of the operation of a professional sports franchise from a practical real-world perspective. The course will emphasize the various business disciplines of operating a professional sports team with a special emphasis on marketing functions.

Credit(s): 3

**SPT 461 - Seminar in Sport Management (Capstone)**

This course serves as the capstone course for the sport management major and concentration. Students will apply the knowledge and skills obtained from courses in order to solve problems that a sport manager is likely to encounter.

Instructor permission required.

Prerequisite(s): Completion of 90 credits

Credit(s): 3

**SPT 465 - Global Sport Business**

This course develops a basic theoretical and applied understanding of international business principles as applied to the global sport industry. Several key areas of international business, as they relate to sport business, are explored including the scale, scope and organization of global sport, globalization, internationalization, cultural aspects, international marketing, financial/political/economic risk, human rights, ethical dimensions, role of media, technology/products, professional sport leagues and governance. The course will be delivered from an entrepreneurial and business development perspective encouraging students to think and act strategically when considering sport business in a global context. Class discussions and exercises will focus on assisting the student in establishing a conceptual and applied understanding of these major content areas using relevant text, multi-media. The outcomes will be to develop the skills necessary to function as a professional manager in the international sport business market place. In addition, the student will be exposed to a team working environment in order to foster authentic management interaction skills. Global marker.

Prerequisite(s): MKT 113 or MKT 105

Credit(s): 3

**SPT 480 - Independent Study**

This course allows the student to investigate any sport management subject not incorporated into the curriculum.

Credit(s): 3

**SPT 491 - Sport Management Internship**

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where sport management practices and principles can be learned firsthand.

Credit(s): 3 - 12

**SPT 525 - Sport Licensing and Strategic Alliances**

The goal of this course is to develop a deep, working knowledge of sports licensing and strategic alliances and how they relate to the business of sports. We will fully explore the process of identifying and developing a sports licensing and/or strategic alliance strategy so the student will be enabled to apply this knowledge in a real business setting. By doing so a student as a future manager will better recognize opportunities that sports licensing and strategic alliances can potentially offer to their sport business. By developing this in an international context, a student will engender a global view of how sports licensing and strategic alliances are developed and implemented in harmony with overall firm strategy leading to increased shareholder value.

Prerequisite(s): SPT 608

Credit(s): 3

**SPT 525L - Sport Business Incubator Lab**

This "Lab" is designed to run concurrently with and is part of the SPT 525 - Sport Licensing and Strategic Alliances 8 week course. It cannot be taken as separate course. The Lab is a non-seat time based learning experience consistent with the Degree in Three Program.

Specifically, the "Sport Business Incubator" lab environment requires +1 students to form "business partnerships" as entrepreneurs (2 person student teams) and/or Bus Dev teams and begin developing a new entrepreneurial sport business plan for their own idea or Business development strategy for an external sport business partner. As part of this process, students are learning to gain access to resources/partnerships and work to commercialize their idea. As part of this process they utilize the Innovation lab and other resources ("office space", design resources, prototyping etc.) in the Library Learning Commons. Students conduct weekly "Business Development Partner Meetings" and interact with business Mentors/Professors. Students prepare to participate in "Idea Slam" feeder events for the SNHU Entrepreneur Bowl with the potential for real world funding options and/or present their business development plan to their respective sport company. This Lab experience is intended to transition students into SPT 702 where they continue to evolve their Sport Business development skills and project.

Prerequisite(s): SPT 525

Credit(s): 3

**SPT 565 - Internationalization of Sport Business**

The Internationalization of Sport Business course will help to prepare the sport business manager for the exciting world of global sports. The course is designed to thoroughly introduce the graduate student to the many facets of conducting sport business in the international marketplace. By using real life international sport business examples, students will garner a deeper understanding of the various complexities associated with conducting sport business in an international context. Some of the key areas include culture, international marketing, financial/political/economic risk, ethical dimensions, role of media, technology/products, professional sport leagues and governance.

Credit(s): 3

**SPT 605 - Sport Business Cases**

This course covers the development of case method learning as applied to sport management business situations. Students will learn how to analyze sport business cases, develop recommended solutions to case problems and demonstrate evidence based arguments for their positions. A seminar and hybrid format are used to advance learned material and concepts from previous courses and allow students to focus on their areas of sport business interest.

Credit(s): 3

**SPT 608 - Sport Marketing and Media**

This course examines the concepts and processes used in marketing and communications of a sport organization, at the college, professional or community level. Students will utilize the case study approach to analyze current marketing problems and techniques to develop an effective sport marketing and communications plan; with special emphasis placed on the unique aspect of sport products, markets, consumers, and media relations.

Credit(s): 3

**SPT 608L - Sport Agency Lab 1**

This course covers the direct application of sport marketing principles (from SPT 608) through analysis of specific marketing issues and problems for a sport business. Students work with cross functional teams to develop strategies and solutions to address the company's needs and specific project. A hands on and possibly on site format is used.

General Agency Lab Description:

Specifically, the Agency model is designed to provide students with projects similar to consulting engagements, matched with just-in-time instruction to teach content related to the project. As such, current graduate classes (such as Sport Analytics and Sport Marketing) are integrated into the project and allow students to practice and apply the material as it is learned. Faculty from across the Sport Management department and potentially other Departments will collaborate with students based on their expertise and the demands of the project. Sport students may also work with

students from other programs (MBA) to collaborate in cross-functional teams and communicate directly with companies. The final deliverables will include a report and presentation to the company and faculty.

Prerequisite(s): SPT 608

Credit(s): 1 - 4

### **SPT 622 - Sport Business Analytics**

Sport Business Analytics (SPT 622) has been crafted to provide the graduate student with a substantive understanding of analytical tools used by organizations involved in sports. Upon completion, a student will be able to develop and apply analytical tools to assist in business decision making. This includes an overview of database management, data collection, statistical methods, and data presentation. Focusing on the application of data within sport organizations, this class examines analytics involving player evaluation, consumer behavior, ticket pricing, and in-game strategies. A significant part of this class is experiential and requires collaboration with other students and selected sport organizations.

Credit(s): 3

### **SPT 622L - Sport Agency Lab 2**

This course covers the direct application of sport analytic principles (from SPT 622) through analysis for a sport business. Students work with cross functional teams to develop strategies and solutions to address the company's needs and specific project. A hands on and possibly on site format is used. The lab is designed to run concurrently with and are part of the SPT 622 (Sport Analytics) 8-week courses. They cannot be taken as separate courses. The Labs are non-seat time based learning experiences consistent with the Degree in Three Program.

General Agency Lab Description:

Specifically, the Agency model is designed to provide students with projects similar to consulting engagements, matched with just-in-time instruction to teach content related to the project. As such, current graduate classes (such as Sport Analytics and Sport Marketing) are integrated into the project and allow students to practice and apply the material as it is learned. Faculty from across the Sport Management department and potentially other Departments will collaborate with students based on their expertise and the demands of the project. Sport students may also work with students from other programs (MBA) to collaborate in cross-functional teams and communicate directly with companies. The final deliverables will include a report and presentation to the company and faculty.

Prerequisite(s): SPT 622

Credit(s): 1 - 4

### **SPT 702 - Sport Business Development**

Sport Business Development examines the nature and process of identifying and developing new sport business opportunities in the market place. Student may approach this discovery process from the perspective of a new start up or a corporate business development environment. The learning experience will be applied in nature and utilize relevant digital tools that help students take problem solving sport product ideas and transform them into potential real business organizations or growth opportunities. This experiential process will also require students to formulate necessary business strategies to pursue the market opportunity and effectively communicate their ideas and plans to potential stakeholders.

Prerequisite(s): SPT 525

Credit(s): 3

### **SPT 710 - Internship**

Internships are available for graduate students to enhance their educational experiences through appropriate, work-oriented activities in selected environments.

Credit(s): 3

## **Taxation**

**Department Chair: Bryan Bouchard**

### **TAX 655 - Fed Income Tax of Corp & Partnerships**

This course studies the theories and practices of income taxation of corporations and partnerships and excise tax on estates and gifts.

Prerequisite(s): admission to the MS Professional Accountancy program

Credit(s): 3

### **TAX 660 - Tax Factors in Business Decisions**

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

Prerequisite(s): MBA 503 or equivalent

Credit(s): 3