Southern New Hampshire University
College of Online and Continuing Education
2016-2017 Catalog

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

Mission - College of Online and Continuing Education

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

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
603.271.0257

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, 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.

Academic Calendars

Academic Calendar

Online Undergraduate Terms

Term	Term Begins	Term Ends
Term 6 (16EW6)	August 22, 2016	October 18, 2016
Term 1 (16EW1)	October 24, 2016	December 20, 2016
Term 3 (17EW3)	January 2, 2017	February 28, 2017
Term 4 (17EW4)	March 6, 2017	May 2, 2017
Term 5 (17EW5)	TBD	TBD
Term 6 (17EW6)	TBD	TBD

Online Graduate Terms

Term	Term Begins	Term Ends
Term 5 (16TW5)	August 8, 2016	October 16, 2016
Term 1 (16TW1)	October 24, 2016	January 8, 2017
Term 3 (17EW3)	January 16, 2017	March 26, 2017
Term 4 (17EW4)	April 3, 2017	June 11, 2017
Term 5 (17EW5)	June 19, 2017	August 27, 2017

Advantage Program Term Dates

Terms (EL)	Term Begins	Term Ends
Term 1 (11-week)	September 19, 2016	December 11, 2016
Term 2 (11-week)	January 2, 2017	March 19, 2017
Term 3 (11-week)	March 27, 2017	June 11, 2017

Terms (FA/SPDAY)	Term Begins	Term Ends
Term 1 (16-week)	September 7, 2016	December 22, 2016
Term 2 (16-week)	January 17, 2017	May 5, 2017

Unit of Credit

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

Reading and Reflection Days

During undergraduate week 8 on Thursday and Friday and prior to the start of week 9, students are provided a two (2) day interim reading period to reflect on the assignments and readings completed to date. During these two days, students are encouraged to develop a plan for the remainder of the term, complete any outstanding assignments, and contact their instructors and advisors with questions. During this period, no formal examinations or assignments are required. (Effective June 23, 2014)

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 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.

Alpha Sigma Lambda Honor Society

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

In 1946, Dr. Rollin B. Posey, Dean of University College at Northwestern University, realized that a measure of encouragement and recognition accorded a student's scholastic achievement at an early stage of his/her

program could provide the thrust of desire to achieve his/her educational objectives. Dr. Posey founded a society, Alpha Sigma Lambda, to honor those dedicated adult students who, while adroitly handling their life responsibilities, achieve and maintain high scholastic standards.

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

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

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

Delta Mu Delta Honor Society

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

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

National Society of Collegiate Scholars

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

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

National Society of Leadership and Success

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

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

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.

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 Bachelor's=60	3.850 - 4.000	Highest Honors	Summa Cum Laude

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.

General Education

The General Education program at Southern New Hampshire University provides our 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.

Knowledge of Human Cultures and the Physical and Natural World

A graduate of SNHU is expected to gain awareness and understanding of human cultures and the physical and natural world through study in Fine Arts and Humanities; Social and Behavioral Sciences; and Science,

Technology, and Mathematics. The general education program consists of 45 credit hours.

Fine Arts and Humanities

Students will be able to:

- Analyze texts as well as visual and performing arts in the context of cultural and social history.
- Understand and navigate various local, national, and global cultures.
- Appreciate the aesthetic value and meaning of the arts.

Social and Behavioral Sciences

Students will be able to:

- Understand the systematic study of social relations, human experiences, and patterns of change.
- Use concepts and methods used by social or behavioral scientists to investigate, analyze, or predict behavior.
- Analyze the influences of social, cultural, or political institutions on individuals and groups.
- Recognize the role of social and behavioral sciences in personal and societal decision-making.

Science, Technology, and Mathematics

Students will be able to:

- Perform scientific inquiry for personal and societal purposes.
- Reason and solve quantitative and qualitative problems.
- Create and support arguments with quantitative evidence.
- Demonstrate information fluency.

Communication

A graduate of SNHU is expected to use effective written, verbal, and non-verbal communication for a variety of situations, genres, purposes, and audiences.

Students will be able to:

- Demonstrate an awareness of audience, purpose and genre for oral and written work.
- Demonstrate oral presentation skills, including the use of appropriate verbal and nonverbal skills.
- Convey information—text, data, and images—purposefully and effectively.
- Follow the conventions of Standard English including grammar, spelling, punctuation and mechanics.
- Reference information ethically and appropriately.

Critical and Creative Thinking

A graduate of SNHU is expected to think critically and creatively by locating, assessing, and analyzing relevant information using quantitative and qualitative reasoning.

Students will be able to:

- Locate relevant information using multiple modes of inquiry.

- Interpret the motivations, observations, experiences, and arguments of others.
- Analyze evidence using deductive and inductive reasoning.
- Explore alternate, divergent, or contradictory solutions in addressing problems and opportunities.
- Synthesize ideas or solutions into a coherent product.

Collaboration

A graduate of SNHU is expected to demonstrate the ability to learn and work collaboratively with individuals of diverse cultures and perspectives in order to reach common goals.

Students will be able to:

- Recognize the value of multiple perspectives in order to work in complex and diverse environments.
- Interact and contribute as a team member to meet stated goals.
- Foster a constructive team climate and successfully resolve team conflict.

Personal and Social Responsibility

A graduate of SNHU is expected to assess and accept the consequences of one's actions, be an informed and responsible citizen, and affect positive change in the world.

Students will be able to:

- Articulate their personal values and core beliefs.
- Identify and evaluate ethical issues and their implications.
- Engage in meaningful civic activities.
- Analyze the connection between academic study and civic engagement.
- Complete required work professionally and on time.

Integration, Application, and Reflection

A graduate of SNHU is expected to integrate general and discipline-based knowledge, apply this knowledge in and beyond the classroom, and reflect upon these experiences.

Students will be able to:

- Reference prior learning to develop multiple perspectives on educational or life events.
- Illustrate connections between knowledge and experience.
- Identify and develop connections across disciplines and perspectives.
- Adapt and apply knowledge, skills, or abilities to novel situations.
- Demonstrate a developing sense of self as a learner.

COCE Course Requirements

Foundations (12 CR)

1. ENG 122*

2. ENG 123**

3. SNHU 107 ***

4. Mathematics (Choice of one):

· MAT 130, MAT 135, MAT 140, MAT 210, MAT 211, MAT 229, MAT 230;

· MAT 240 (for Business Programs ONLY)

EXPLORATION (24 CR)

1. Fine Arts and Humanities (EFAH): choose <u>one</u> course from <u>two different</u> columns

A (Fine Art & Creativity)	B (Literature)	C (History)	D (Ethics & Philosophy)
FAS 201, FAS 202, FAS 223, FAS 226, FAS 260, FAS 320, FAS 326, FAS 335, FAS 342, FAS 345, FAS 370, FAS 380	LIT 100, LIT 201, LIT 202, LIT 229, LIT 231, LIT 300, LIT 306, LIT 307, LIT 309, LIT 310, LIT 311, LIT 312, LIT 314, LIT 315, LIT 319, LIT 322, LIT 323, LIT 327, LIT 330, LIT 350, LIT 450, LIT 451, LIT 452	HIS 113, HIS 114, HIS 117, HIS 118, HIS 220, HIS 222, HIS 223, HIS 235, HIS 240, HIS 241, HIS 245, HIS 270, HIS 301, HIS 314, HIS 319, HIS 321, HIS 330, HIS 338, HIS 357, HIS 374	PHL 111, PHL 210, PHL 212, PHL 214, PHL 230, PHL 316, PHL 363

2. Social and Behavioral Sciences (ESBS): choose <u>one</u> course from <u>two different</u> columns

A (Social Science)	B (Economics)	C (Political Science)	D (Psychology)
ATH 111, SOC 112, SOC 213, SOC 317, SOC 318, SOC 320, SOC 324, SOC 325, SOC 328, SOC 330	ECO 201, ECO 202, ECO 301, ECO 306, ECO 322, ECO 327, ECO 330, ECO 335, ECO 345, ECO 360	POL 210, POL 211, POL 305, POL 306, POL 309, POL 327, POL 328, POL 360, POL 364, POL 370, POL 371, POL 372, POL 374	PSY 108, PSY 201, PSY 205, PSY 211, PSY 215, PSY 216, PSY 224, PSY 225, PSY 230, PSY 257, PSY 258, PSY 300, PSY 305, PSY 307, PSY 310, PSY 314, PSY 315, PSY 319, PSY 321, PSY 322, PSY 323, PSY 324, PSY 326, PSY 327, PSY 331, PSY 335, PSY 405, PSY 442

3. Science, Technology, and Mathematics (ESTM): choose <u>one</u> course from <u>two different</u> columns

A (Science)	B (Information Technology)	C (Mathematics)
BIO 101, BIO 210, BIO 215,BIO 315, BIO 330, BIO 340, ENV 305, GEO 200, SCI 212, SCI 215,SCI 219, SCI 220, SCI 333	IT 100, IT 135, IT 145, IT 201, IT 205, IT 207, IT 209, IT 225, IT 232, IT 242, IT 270, IT 303, IT 305, IT 370, IT 375/GRA 310, IT 450	IHP 340 (Nursing majors ONLY), MAT 130, MAT 135, MAT 140, MAT 210, MAT 211, MAT 230, MAT 240, MAT 260, MAT 299, MAT 300, MAT 310, MAT 330, MAT 350, MAT 361, MAT 415, MAT 460, MAT 470

4. General Education Electives (EGED) (choose any <u>TWO</u>): Any of the above courses or choices from the following:

ADV 263, ADV 340, ADV 429, COM 126, COM 212, COM 320, COM 322, COM 332, ENG 220, ENG 350, INT 113, INT 200, INT 309, INT 335, INT 433/MKT 433, INT 440, INT 441, MKT 113, MKT 222, MKT 229, MKT 230, MKT 266, MKT 270, MKT 326, MKT 337, MKT 345, MKT 350, MKT 355, MKT 360, MKT 432

Integration (9 CR)

Choose <u>ONE</u> seminar course from below, plus <u>TWO</u> courses from the Exploration area

- IDS 400 Diversity
- IDS 401 Global Society
- IDS 402 Wellness
- IDS 403 Preparing for the Future

* COCE students may fulfill the ENG 122 requirement with ENG-120 (if a UC student changes their "home base" to COCE)

** COCE students may fulfill the ENG 123 requirement with ENG-200 (if a UC student changes their "home base" to COCE)

***A COCE student entering as a freshman (fewer than 12 credits transferred in) may fulfill the SNHU experience requirement by taking SNHU107 worth three credits during the first term. SNHU 107 may be fulfilled by SNHU 101/202, 303, and 404 (if a student changes their "home base" from campus to COCE). All other COCE students with 12 or more transfer credits may substitute a FREE ELECTIVE

Scholastic Standing

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

Undergraduate Scholastic Standing

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

- **Scholastic Warning:** Students with a cumulative GPA that falls below the minimum cumulative GPA of 2.0 . are placed on Scholastic Warning.
- **Continued Scholastic Warning 1:** Students on Scholastic Warning who do not achieve a cumulative GPA of 2.0 the following term are placed on Continued Scholastic Warning 1.
- **Continued Scholastic Warning 2:** Students on Continued Scholastic Warning 1 who do not achieve a cumulative GPA of 2.0 the following term are placed on Continued Scholastic Warning 2. Students on Continued Scholastic Warning 2 from a previous term who achieve a 2.0 term GPA for the current term but do not achieve a cumulative GPA of 2.0) continue on Continued Scholastic Warning 2 to allow them the opportunity to improve their cumulative GPA. As long as students continue to achieve a 2.0 term GPA they continue on Continued Scholastic Warning until they achieve a cumulative GPA of 2.0
- **Academic Suspension:** Students on Continued Scholastic Warning from a previous term who do not meet a minimum term GPA of 2.0 for the current term are recommended for Scholastic Suspension. Students who do not meet these standards due to extenuating circumstances but who are making substantial progress towards the demonstration of the standard will be reviewed on a case-by-case basis.
- **Academic Dismissal:** Students are dismissed from the university in the following circumstances:

    - Students who cease submission of assignments for all registered classes prior to the midpoint of the term in two consecutive terms are recommended for academic dismissal from the university.
    - Students who do not successfully pass SNHU107 Success Strategies for Online Learning after the completion of two attempts are recommended for academic dismissal from the university.

Academic Dismissal is considered final and appeals are not accepted.

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

Advantage Program Undergraduate Scholastic Standing

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

- **Scholastic Warning:** Students with a cumulative GPA that falls below the minimum cumulative GPA of 2.0 are placed on Scholastic Warning.
- **Continued Scholastic Warning:** Students on Scholastic Warning who do not achieve a cumulative GPA of 2.0 the following term are placed on Continued Scholastic Warning. Students on Continued Scholastic Warning from a previous term who achieve a 2.0 term GPA for the current term but do not achieve a cumulative GPA of 2.0 remain on Continued Scholastic Warning to allow them the opportunity to improve their cumulative GPA. As long as students continue to achieve a 2.0 term GPA, they will remain on Continued Scholastic Warning until they achieve a cumulative GPA of 2.0.
- **Academic Suspension:** Students on Continued Scholastic Warning from a previous term who do not meet a minimum term GPA of 2.0 for the current term are recommended for Scholastic Suspension.

Students who do not meet these standards due to extenuating circumstances but who are making substantial progress towards the demonstration of the standard will be reviewed on a case-by-case basis.

- **Academic Dismissal:** Students are dismissed from the university in the following circumstances:

    - Students who cease submission of assignments **for all registered classes** prior to the midpoint of the term in two consecutive terms are recommended for academic dismissal from the university

Academic Dismissal is considered final and appeals are not accepted.

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

Graduate Scholastic Standing

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

- **Scholastic Warning:** Students with a cumulative GPA that falls below the minimum cumulative GPA of 3.0 are placed on Scholastic Warning.
- **Continued Scholastic Warning:** Students on Scholastic Warning who do not achieve a cumulative GPA of 3.0 the following term are placed on Continued Scholastic Warning. Students on Continued Scholastic Warning from a previous term who achieve a 3.0 term GPA for the current term but do not achieve a cumulative GPA of 3.0 remain on Continued Scholastic Warning to allow them the opportunity to improve their cumulative GPA.
- **Academic Suspension:** Students on Continued Scholastic Warning from a previous term who do not meet a minimum term GPA of 3.0 for the current term are recommended for Scholastic Suspension. Students who do not meet these standards due to extenuating circumstances but who are making substantial progress towards the demonstration of the standard will be reviewed on a case-by-case basis.
- **Academic Dismissal:** Students are dismissed from the university in the following circumstances:

    - Students who cease submission of assignments **for all registered classes** prior to the midpoint of the term in two consecutive terms are recommended for academic dismissal from the university.

Academic Dismissal is considered final and appeals are not accepted

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

Appeal Process for Readmission after Academic Suspension

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

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

COCE Scholastic Standing Committee

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

The Committee has the authority to:

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

SNHU-107 Required Course

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

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

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

Admissions

Academic Articulation Agreements

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.

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

- Alamo Colleges (5 colleges)
- San Antonio College
- Northeast Lakeview College
- Northwest Vista College
- Palo Alto College
- St. Philip's College
- CCSNH – nursing dual enrollment agreement
- Central Texas College (multiple locations)
- City College of San Francisco
- Colorado Community College System (13 Individual Colleges plus Online)

    - Arapahoe Community College
    - Colorado Northwestern Community College
    - Community College of Aurora
    - Community College of Denver
    - Front Range Community College
    - Lamar Community College
    - Morgan Community College
    - Northeastern Junior College
    - Otero Junior College
    - Pikes Peak Community College
    - Pueblo Community College
    - Red Rocks Community College
    - Trinidad State Community College
    - Colorado Community Colleges Online

- Craven Community College
- Fayetteville Technical Community College
- Great Bay (Nursing and Health Sciences added to general agreement)
- Haywood Community College
- Ivy Tech Community College (32 Colleges/distinct campuses)

    - Anderson
    - Batesville
    - Bloomington
    - Columbus
    - Connersville
    - Crawfordsville
    - East Chicago
    - Elkhart County
    - Evansville
    - Fort Wayne
    - Franklin
    - Gary
    - Greencastle
    - Indianapolis
    - Kokomo
    - Lafayette
    - Lawrenceburg
    - Logansport
    - Madison
    - Marion

  - Michigan City
  - Muncie
  - New Castle
  - Noblesville
  - Richmond
  - Sellersburg
  - South Bend Tell City
  - Terre Haute
  - Valparaiso
  - Wabash
  - Warsaw

- Long Island Business Institute
- Maricopa County Community College District (10 Colleges)

  - Chandler-Gilbert Community College
  - Estrella Mountain Community College
  - GateWay Community College
  - Glendale Community College
  - Mesa Community College
  - Paradise Valley Community College
  - Phoenix College
  - Rio Salado College
  - Scottsdale Community College
  - South Mountain Community College

- Merritt College
- Mesalands Community College
- Middlesex Community College (Nursing and Health Sciences added to general agreement)
- Mount Washington College
- North Shore Community College (Nursing and Health Sciences added to general agreement)
- Northern Essex Community College (Nursing and Health Sciences added to general agreement)
- Ocean County College
- Raritan Valley Community College
- Saint Joseph School of Nursing
- Sinclair Community College
- Thomas Nelson Community College
- Western Wyoming Community College

Admission Requirements, Undergraduate

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

- Online undergraduate application.
- Transcript Request Release Form to allow us to request US transcripts direct from previous accredited institutions (International applicants should refer to the Admission Requirements, International Students policy).
- Attestation Form verifying high school completion, official GED scores or equivalent, or high school diploma.

Some programs may have specific requirements. Students should check www.snhu.edu for any specific requirements for their program of interest.

Admisson 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**. 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 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.
MEd in Educational Leadership	None	None	None	2.75	N/A	1.) A minimum of 3 years of classroom experience. 2.) Two references must be listed on resume to confirm teaching experience.
MEd in Reading and Writing Specialist	None	None	2	2.75	N/A	1.) A minimum of 3 years of classroom 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: http://www.snhu.edu/files/pdfs/PCMHrefs.pdf	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.

Admission Requirements, International Students

Definition of an International Student

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

Student Visa for Graduate Programs

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

Admission Requirements

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

International students must meet the following requirements:

Undergraduate Admissions Requirements

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

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

2. Proof of high school graduation with certified evaluation of high school transcripts or equivalent by a NACES or AICE recognized international evaluation agency

Graduate Admissions Requirements

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

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

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

Exemptions to English Language Requirement

The following exemptions exist for the English language proficiency requirement:

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

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

Admission Statuses

Admission Decisions

An admission decision is considered official upon notification to the student. Southern New Hampshire University may rescind an admission decision if:

- Any of the information submitted in the application process is found to be inaccurate.
- Official documentation, final transcripts from any previous institution attended, including from high school (if required) and four-year institution are not received by the end of the students's first enrolled term.
- 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 COCE has been admitted to enroll at the university with no additional conditions other than standard academic expectations of all COCE students.

Conditional Acceptance, Evaluation Pending

A student who is accepted conditionally is approved for enrollment for the first term only pending receipt of final, official transcripts. The student may enroll in no more than two courses (6 credits) in the first term. Students must submit official transcripts by then end of the term to be eligible to enroll for the next term.

Provisional Acceptance, Graduate

Provisional acceptance may be extended to students with a conferred Bachelor's degree with a GPA below 2.749 but above 2.0; or to students with a conferred Bachelor's degree GPA below 3.0 but above 2.67 for the MS in Nursing program. Not all programs permit provisional acceptance.

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.

Denial

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 term, provided that circumstances for the student have changed (for example, a term of coursework elsewhere). Denial decisions may not be appealed.

Matriculated

Students are considered matriculated who were conditionally, provisionally or unconditionally admitted and then enrolled in an academic program.

Homeschool Admission

An applicant must submit the equivalent of a high school transcript or records of homeschool studies. If the applicant has finished coursework in a non-homeschool setting, official transcripts or an official copy of the General Educational Development (GED) test scores or equivalent are required.

An applicant must provide verification that he or she has completed a secondary school education. This requirement may be satisfied by a signed statement from the parent or guardian, a home education diploma, or a graduation date posted on the home education records.

The applicant must provide verification that the home education was carried out in compliance with applicable commonwealth or state laws. The form of this documentation will vary depending on the state statutes governing home education. The documentation may be a letter from the local school board or public school superintendent, a letter from an umbrella school, or a signed affidavit from the parent or guardian.

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

Limited Graduate Admission

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

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

Readmission

Students pursuing a program of study in the College of Online and Continuing Education must maintain an active status by registering for at least one course per year. Students, who are unable to maintain active status must contact their academic advisor in order to register for classes, review their program evaluation and

receive advising on curriculum and course number changes. Students absent for more than one year will be unable to utilize online registration and will require advising assistance to continue in their program. Students who are absent for more than one year will be placed under the current academic catalog when they return and may have to meet additional program requirements.

Students must provide updated transcripts if they have attended elsewhere. Being admitted for a previous term does not guarantee reactivation or readmission. If a student left the university and was not in "Good Academic Standing" or "Good Disciplinary Standing", the student must also meet all other requirements given at the time of suspension before an admission decision will be considered.

SNHU Welcomes Military Students

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

Course and Program Enrollment

Attendance

Online Students

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

Regional Center Students

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

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

Students who want to change majors must submit a Program Modification Form to their academic advisor. The advisor will work with students to explain the impact of changing majors.

When students change from an associate degree program to a bachelor's degree program, the courses completed as part of the associate degree will be counted toward the bachelor's degree program.

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 Late Enrollment

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

Course Load

Full Time and Part-time Course Load

A full-time academic load in the College of Online and Continuing Education consists of two courses (six credits) taken within an eight-week term for undergraduate students or within an ten-week term for graduate students. Students are discouraged from taking three courses in one term and must have permission from their academic advisor and a minimum GPA of 3.0 prior to enrolling in three courses. Occasionally, students may be approved to enroll in four courses. Students wishing to do so must have a cumulative GPA of 3.5 or higher, no outstanding debt to the university, and communicate a plan to their academic advisor as to how they intend to manage the heavy course load. The academic advisor will bring the student's plan forward to the Vice President of Advising and Student Success who will make the final decision regarding enrollment in a fourth course. Four courses per term is the absolute maximum number that a student may take. Students enrolled in fewer than two courses (six credits) in a term are considered part time.

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 and Restrictions, International Students

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

Course Drop and Withdrawal

COCE undergraduate and graduate students may drop a course or withdraw from a term during the drop period which begins one week prior to the start of term and runs through the first week of term without penalty. All term weeks, including the first week of a term, begin on Monday at 12:00 a.m. and end on Sunday at 11:59 p.m., EST. Holidays during the first week of a class do not impact the Sunday 11:59 p.m. EST deadline for dropping a course or withdrawing from a term. No tuition charges for the course are incurred by students who drop a course or withdraw from a term during the first week of the term, and the dropped course(s) will not appear on the student's academic transcript.

During weeks two through four of a term for undergraduate students and weeks two through six of a term for graduate students, a student may drop a course or withdraw from a term with the course grade of "W" appearing on the student's academic transcript. Any drop or withdrawal after the fourth week of a term for undergraduate students or the sixth week of term for graduate students results in a grade of "W" and may be allowed only for significant conditions beyond the student's control (e.g., serious illness documented by a physician's letter), as determined and approved by COCE administration, and will be processed at no refund. Students are charged 50% tuition for drops or withdrawals that take place during week two and 100% tuition after week two.

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

Drop and Withdrawal Process

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

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

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

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

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

Military Withdrawal

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

Medical Withdrawal

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

Administrative Drop or Withdrawal

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

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

Withdrawal Disputes

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

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.

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

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

Course-by-arrangement is a Southern New Hampshire University course appearing in the university catalog and required in the student's academic program of study, yet extraordinary circumstances prevent the student from enrolling in the course when it is normally offered. Course-by-arrangement is available to Southern New Hampshire University undergraduates, who are unable to obtain a required course during the normal registration and scheduling process.

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

Students must identify a Southern New Hampshire University full-time or adjunct faculty member consenting to teach and grade the work. The faculty member must be approved to teach the requested course.

Course-by-arrangement applications require:

- a letter of extenuating circumstance justifying the offering of a course-by-arrangement

- a regular, weekly meeting schedule be established to ensure proper supervision of the student's progress in the course
- a syllabus stating course objectives and evaluation process
- a defined time frame (semester, terms)

Course Participation Requirement and Unearned F

Course Participation and Administrative Withdrawal

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

Unearned F Policy (Financial Aid Students)

While Southern New Hampshire University does not measure student participation in courses past day 7 of the term, participation in courses and completion of assignments are two critical components to student success. Students who use financial aid and fail all courses in a term will be reviewed for participation. Students who cease participation in graded activities 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.

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.

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.

Leave of Absence

SNHU does not grant leaves of absence to COCE students, as students are not required to be enrolled in classes every term. Students who stop attending for several terms may re-enroll up to a year beyond their last date of attendance. Students who drop out for more than a year will be required to reapply prior to re-enrolling.

Students who stop participating in a class during a term and do not withdraw will be awarded a grade of "F" for the class. Ceasing to attend classes without officially withdrawing carries serious academic and financial consequences. Refer to the Course Drop/Withdrawal policy for more information.

Non-Matriculated, Course Work Only

Non-degree Seeking Student Admissions

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

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

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

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

Online Consortium

Southern New Hampshire University is a member of the Online Consortium of Independent Colleges and Universities (OCICU). The intent of this consortium is to offer students the opportunity to supplement their academic program with courses not offered by Southern New Hampshire University. Through this consortium, students may take selected online courses at institutions such as Regis University, Saint Leo University, University of the Incarnate Word, Robert Morris University, and Neumann University. Students' advisors must approve all course selections. Please note that these offering are for COCE students only. For additional information, contact Rae Durocher (r.durocher@snhu.edu) or visit http://ocicu.org/. Information is also available in the my.SNHU portal.

Registration

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

Religious Observance

Students may observe religious holy days that preclude them from studying or submitting assignments on those days. Because the College of Online and Continuing education allows students to work at their own pace within a week, students are expected to plan in advance and submit assignments on time. Extensions are not provided for religious observation.

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.

COCE or CfA Student Transferring to the UC

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

UC Student Transferring to COCE or CfA

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

International Student Transferring to COCE or UC

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

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

Undergraduates Taking Graduate Courses

Undergraduate students who wish to take a maximum of two graduate classes to complete their remaining undergraduate requirements may do so in their last term only if they have completed all of their other undergraduate requirements. Students may not enroll in both an undergraduate and graduate term at the same time; no overlap is allowed between the undergraduate and graduate term dates. Students must apply through their academic advisor to enroll :

The following eligibility criteria apply:

- Students must have a 3.33 or higher cumulative GPA with the exception of accelerated programs in which the GPA must be 2.75 or higher.
- Space must be available in the course.
- Students may only take 500 level courses with some exceptions for 600 level courses.
- The associate dean overseeing the program must approve the request.
- Students must meet any prerequisites of the course.

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

Withdrawal from Class

University Initiated Withdrawals

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

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

Student Initiated Withdrawals

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

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

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

When a student withdraws from a course, a course grade of "W" is issued. The course will show up as 3 credits attempted but zero credits earned in your academic records. This could have implications in terms of your Satisfactory Academic Progress or your Scholastic Standing with SNHU. Students who do not maintain Satisfactory Academic Progress will experience an impact on Financial Aid eligibility. Withdrawal from a course will likely impact eligibility for financial aid for the current term as well as future terms. Student should discuss these concerns with their academic advisor.

Grades and Credits

Audit a Course

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

Awarding of Credit by Examination

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

Capstone

All COCE capstone courses will:

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

Credit for Courses in Other Postsecondary Settings

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

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

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

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

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 Appeal

Purpose of Policy

The purpose of this policy is to provide students protection against receiving an unfair final grade, while at the same time respecting the academic responsibility of instructors. A grade appeal shall be confined to charges of unfair action toward an individual student and may not involve challenging an instructor's judgment in assessing the quality of a student's work.

Grounds for Appeal

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

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

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

Pre-Appeal Actions

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

Student Grade Appeal Process

The steps for the grade appeal process are:

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

If the student wishes to proceed with an Appeal on the basis that the grade assigned was in error, prejudiced or arbitrary, then no later than thirty (30) days after the term ends the student shall complete and submit an online Grade Appeal Form. This appeal must substantiate reasons that the assigned grade is in error, prejudiced or arbitrary.

Step 2. No later than ten (10) business days after the Grade Appeal Form has been submitted, the Dispute Resolutions Manager must review the Appeal, working with student and instructor to attempt an informal resolution of the Grade Appeal.

a. If the Dispute Resolutions Manager is unable to resolve the issue, then the Dispute Resolutions Manager requests from the instructor a formal response to the Appeal.

   If the instructor is not available, then the Dispute Resolutions Manager works to resolve the Appeal with the assistant dean for the program.

b. The instructor or, if the instructor is not available, the assistant dean, may choose to uphold the grade or change the grade based on the Appeal.

c. The Dispute Resolutions Manager will inform the student of the decision within fifteen (15) business days from receipt of the Grade Appeal Form.

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

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

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

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

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

Grade Change

Purpose of Policy

An instructor may make a grade change within thirty (30) days after final grades have been posted for the preceding term under the following circumstances:

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

Once final grades are posted, the instructor may not make grade changes in cases of students handing in late work, unless a request for an Incomplete grade was filed before the grade due date, in accordance with the Incomplete Grade Policy.

Instructor Grade Change Process

To make a grade change, the instructor must complete the Grade Change Form and click 'submit'. The form will be automatically routed to the Office of the University Registrar.

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

Grade Scale and GPA

Grading System – Undergraduate

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

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)

Late Assignments

Students must submit discussion board postings during the time frame indicated in the assignment rubric. Discussion board submissions will not be accepted for credit after the deadline.

- Students needing extra time may submit assignments, excluding discussion board postings, up to one week after the assignment due date. Students who submit work up to one week late will receive a penalty of 10 percent applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted. Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

- Instructors will accept assignments more than one week late if students have made prior arrangements with the instructor and the instructor agrees to an extension. Students who submit work late receive a penalty of 10 percent applied to the grade achieved on the late assignment. Students must meet the deadline agreed upon in advance with the instructor. Students who do not meet the agreed- upon deadline will receive a grade of zero on the assignment.
- Instructors will accept late work without prior arrangement in the case of extenuating circumstances (such as hospitalization, childbirth, major accident, injury or bereavement). Students who suffer such a circumstance must notify the instructor as soon as possible of the extenuating circumstance that prevented them from submitting work on time and determine a deadline with the instructor for submitting the work. In these instances the instructor will waive the late penalty. Students who do not meet the deadline arranged with the instructor will receive a grade of zero on the assignment.

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

Prior Learning Assessment

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

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

Repeating Courses

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

Transfer Credit

Purpose of Policy

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

General Information

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

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

Non-Institutional Credit Sources

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

Other External Undergraduate Credit

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

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.

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.

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).

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.

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.
   Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty servicemembers and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty servicemembers and their family members. Academic residency can be completed at any time while active-duty servicemembers and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.
4. An overall undergraduate level GPA of 2.0 or higher; some programs require a higher GPA.

Undergraduate Certificate

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours of institutional work taken at SNHU, 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.
   Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty servicemembers and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty servicemembers and their family members. Academic residency can be completed at any time while active-duty servicemembers and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.
3. An overall graduate level GPA of 3.0 or higher.
4. No more than two grades of "C" or "C+" within the program's prescribed courses.
5. Completion within 8 years of the first day of the first term.

Graduate Certificate

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours in residence, 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 servicemembers and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty servicemembers and their family members. Academic residency can be completed at any time while active-duty servicemembers and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.

Non-Conferred Completer (NCC)

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

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

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

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

Financial Aid and Resources

Financial Aid Introduction/Overview

Southern New Hampshire University makes every effort to communicate policies and procedures used by the University 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 Southern New Hampshire University 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

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

SNHU Named & Endowed Scholarships

Southern New Hampshire University's named and endowed scholarships are available through the generosity of alumni and friends of the SNHU community. These scholarships are based on academic performance or financial need, or both. A separate application process for these scholarships begins in January and ends in March of each year. A scholarship committee meets to select recipients for these scholarships and is charged with selecting candidates that best meet the requirements of the specific scholarship.

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.

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.

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 One Stop or online at www.snhu.edu/1453.asp.

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.

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.

Continuing Education Scholarship

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

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 program. 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.

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.

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.

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.

Dr. Jeannette A. Ritzenthaler Scholarship

The estate of Dr. Jeanette Ritzenthaler made provisions for an endowed scholarship to be awarded to a student from the Lakes Region of New Hampshire. Offered to matriculated undergraduate SNHU students in the College of Online and Continuing Education, the student must be in his/her junior year (or with junior level credits) pursuing a bachelor's degree, have financial need, maintain a GPA of 3.0 or higher, and provide evidence of leadership through involvement in school and community activities.

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.

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.

Martha Van Hyland Scholarship

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

Ronald L. Woodward Memorial Scholarship

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

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 the 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.

Grants

Federal Grant

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.

- **Federal 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 and 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 Subsidized Stafford 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 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.

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 Southern New Hampshire University for assistance in determining dependency status.

Prior Bachelor's Degree

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

Federal Financial Aid Penalties for Drug Convictions

The Higher Education Opportunity Act (HEOA) states that a federal or state drug conviction can disqualify a student for federal financial aid. 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 Financial Aid Application

Free Application for Federal Student Aid

All students who would like to be considered for federal based aid must complete the Free Application for Federal Student Aid (FAFSA) for the appropriate year. The FAFSA will determine a student's eligibility for need-based aid, such as Pell Grants and Direct Subsidized Loans, as well as non-need based aid, such as Direct Unsubsidized Loans and Federal PLUS Loans. The FAFSA application can be completed at www.fafasa.gov. Southern New Hampshire's federal school code is 002850.

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.

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.

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 2015-2016 has not been published, but the deadline is expected to be September 26, 2016, 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.

Use of Aid

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

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.

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 Southern New Hampshire University web site.

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

Students are packaged, based on a scheduled annual award up to COA and annual loan limits, once SNHU has a valid ISIR and the student meets all other financial aid requirements.

COCE students are awarded financial aid assuming half-time enrollment. If a student's plan of enrollment is greater than half-time, the student may complete an **Award Change Request form.** The student's COA will be adjusted and their financial aid award will be reviewed based on the new information. SNHU verifies enrollment prior to disbursement each term.

After an award has been scheduled, SNHU will not automatically reallocate unused funds for terms not attended. A student may request this reallocation, based on the student's new eligibility, by completing an Enrollment Review form.

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, Southern New Hampshire University, 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)

In order to be eligible for FSA funds, students must make Satisfactory Academic Progress (SAP) by meeting both a qualitative and quantitative standard as defined by this policy. **Qualitative Standard** Cumulative GPA is the qualitative measure of SAP, meaning that it looks at the quality of the grades that each student earns in their courses.

- Students enrolled in undergraduate degree programs must maintain a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale.
- A student enrolled in a graduate degree program or the Accounting graduate certificate must maintain a minimum cumulative grade point average (GOA) of 3.0 on a 4.0 scale.

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

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

Credit Hour Completion (PACE) Each academic program within our university system has a defined number of credit hours required for completion. A student must complete his/her 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.

- Final grades that fall below the minimums (D for undergraduates, C for graduates) are not counted as credits completed but will be included as credits attempted.
- Transfer credits are considered to be credits attempted and completed toward the completion of the student's program and counted toward the maximum timeframe.
- Students who withdraw from a course are considered as having attempted the course.
- Courses with grades of incomplete (I) will be counted as attempted but not earned until the course is completed and the student receives a passing grade.

- Courses that are dropped prior to the course start date or during the add/drop period in Week One will not count towards attempted credits.
- Any course in which the student remains beyond Week One will count towards attempted courses regardless of the grade received.
- Repeated courses will count as attempted courses.

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

- Annual review at the end of the 5th term for undergraduate students
- Annual review at the end of the 4th term for graduate students
- Annual review at the end of the 3rd term (xxEL3) for Advantage students
- Payment period review for students enrolled in the Accounting graduate certificate

Prior to an SNHU continuing student receiving FSA for the first time at our university

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

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

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

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

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

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

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

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

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 more than 60 percent 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.

Financial Awareness Counseling

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

Exit Loan Counseling Requirements

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

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

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

Loan Servicer

A loan servicer is a company that handles the billing and other services on a student's loan(s). Loans are assigned to a loan servicer by the U.S. Department of Education after the entire loan amount has disbursed

(paid out). The loan servicer will work with the student's on repayment plans and loan consolidation, and will assist them with other tasks related to a student's federal student loans. It is important to maintain contact with the loan servicer. If circumstances change at any time during the repayment period, the loan servicer will be able to help. Students can view their loan servicer on the National Student Loan Data System (NSLDS) at NSLDS.ed.gov.

Federal Student Aid Repayment Estimator

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

Deferment

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

Forbearance

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

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

Military Benefits

Active Duty Military

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

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

Veterans' Benefits

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

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

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

SNHU accel

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

Student Account and Fees

Course Withdrawal Refund

Undergraduate students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Undergraduate students may withdraw from courses at any time during the second through fourth week of the undergraduate term with the course grade of "W". Any withdrawals after the fourth week may only be allowed for significant conditions beyond the student's control (e.g. serious illness documented by a physician's letter), as determined and approved by COCE administration, and will be processed at no refund. Withdrawals are not permitted in the last week of class. This policy also applies to an undergraduate student taking a 16-week course.

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

1. Submission of Withdrawals

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

2. Tuition Fee & Refunds

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

During Week 1 (Drop period): No tuition fee charged or 100% refund if full payment is submitted
During Week 2: 50% tuition fee charged or 50% refund if full payment is submitted
After Week 2: 100% tuition fee charged or no refund if full payment is submitted
For the purpose of withdrawals, all term weeks start on Monday and end on Sunday 11:59pm EST. Holidays during the week do not impact the Sunday 11:59PM deadline.

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

All tuition charges and withdrawal requests are subject to review, and students who withdraw may be responsible for paying back part or all of their financial aid disbursement for that term. In addition, withdrawals may have an impact on a student's eligibility for future financial aid. Please contact the One Stop Office at 1-877-455-7648 or via email at 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.

Payment Information

Student Payment and Deposit Policies

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, email questions to onestop@snhu.edu or call 1.877.455.SNHU to speak with an Enrolled Student Service Associate.

Student Account Payment

Tuition must be paid prior to the start of the term. Textbooks and supplies are sold separately.

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

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

Credit Policy

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

Other Information

- All students with unresolved balances must contact the Credit Department for resolution. The Credit Department can be reached at:
Email: Credit@SNHU.edu
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.

Deferred Tuition

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

Active Duty Military

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

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

Third Party Direct Billing

Students may authorize direct billing from the university to a third party. Students must first submit a voucher/letter or military tuition assistance form to 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. Payers will be billed at the beginning of the term covered by the voucher. Payment is due within 30 days of the billing, finance charges are waived upon confirmation of the approved authorization. Student reimbursement based upon satisfactory completion of the course and grades are not subject to third party billing.

EdLink (formerly known as CAEL)

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

Please contact your place of employment for additional information on the EdLink 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. First-time students should direct this letter of credit to their Center. Subsequent letters for future classes can be sent directly to One Stop.

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

Undergraduate students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Undergraduate students may withdraw from courses at any time during the second through fourth week of the undergraduate term with the course grade of "W". Any withdrawals after the fourth week may only be allowed for significant conditions beyond the student's control (e.g. serious illness documented by a physician's letter), as determined and approved by COCE administration, and will be processed at no refund. Withdrawals are not permitted in the last week of class. This policy also applies to an undergraduate student taking a 16-week course.

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

Undergraduate Students

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

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

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

Graduate Students

Withdrawals from 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 purposes 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 11:59 PM deadline.

State Refund

Below are specific state refund policies for residents of these states who attend SNHU:

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.

Kentucky
Students in the state of Kentucky that cancel their enrollment at any point before the start of the first class session will receive a full refund of all monies paid, minus 10% of the tuition agreed upon in the enrollment agreement or $100, whichever is less. A student who has completed less than 50% of a course and withdraws is eligible for a refund. All refunds are made in full to the student within 30 days of the date of official withdrawal.
Refunds will be calculated as follows:

- Students who withdraw from a course during the first week of instruction are eligible for a 75% refund.
- Students who withdraw after the first week of a course but complete no more than 50% of a course will be refunded 10% of tuition.
- Students completing more than 50% of a course will receive no refund.
- Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest ten percent. Pro rata refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period.
- All efforts will be made to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.
- Refunds shall be paid within 40 days after the effective date of termination.
- After the student¡¦s first period of enrollment, if a student withdraws or is dismissed in a subsequent enrollment period, the school may also retain an administrative fee of 15% of the total cost of a resident program, or $400, whichever is less.
- No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

Maryland
Students in the state of Maryland who have completed less than 60% of a course are eligible for a pro rata

refund. If the student has completed less than 10% of the class, 90% of the tuition charged for the class will be refunded to the student. If the student has completed less than 20% of the class, the student will receive a refund of 80% of the tuition paid. If the student has completed less than 30% of the class, the student will receive a refund of 60% of the tuition paid. If the student has completed less than 40% of the class, the student will receive a refund of 40% of the tuition paid. If the student has completed less than 60% of the class, the student will receive a refund of 20% of the tuition paid. The percentage of completion will be calculated by dividing the total numbers of days of the course (8-week course = 56 days) into the number of days completed in that course as of the official date of withdrawal. Refunds will be paid within 60 days of the student's official withdrawal.

Nevada

Students in the state of Nevada who cancel their enrollment any time before the start of the first class session will receive a full refund of all monies paid, less 10% of the tuition agreed upon in the enrollment agreement or $100, whichever is less. A student who withdraws or is expelled by the University after the start of the course and before the completion of more than 60% of the course will be refunded a pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10% of the tuition agreed upon in the enrollment agreement or $100, whichever is less. The completion percentage is based on the total number of calendar days in a course and the total number of calendar days completed. All refunds are made in full to the student within 15 days of the date of official withdrawal.

Oregon

Students in the state of Oregon who have completed 50% or less of a course and withdraw are eligible for a pro rata refund. The refund percentage shall be based on unused instructional time. Students who withdraw prior to the start of a course will receive a full tuition refund. All fees, including materials fees, are non-refundable after the start of a course.

Wisconsin

Students in the state of Wisconsin will receive refunds in accordance with the following policy: The student is entitled to a full refund if they cancels enrollment within 3 business days; The student accepted is unqualified, and the school did not secure a disclaimer under; The school procured the student¡¦s enrollment as the result of any false representations in the written materials used by the school or in oral representations made by or on behalf of the school.

A student who or is dismissed after 3 business days has passed, but before completing 60% of the potential units of instruction in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a onetime application fee of $100.

Return of Title IV Funds

If a student withdraws or is dismissed from SNHU, the school and/or the student may be required to return a portion of the federal financial aid received. The last date of attendance is used to calculate any federal aid that must be returned. The percentage of federal aid to be returned is equal to the number of calendar days remaining in the term or module divided by the number of days in the term or module. Scheduled breaks of five or more days are excluded. No return of federal aid is due if the student completes more than 60% of the term or module. The student is required to return any unearned aid less the amount returned by SNHU. If a student needs to return loan funds, the funds are repaid as required by the existing loan repayment terms. If the student is required to return federal grant aid, the student is considered to be in overpayment and thus ineligible for any additional federal aid until that amount is repaid. SNHU will notify a student who owes an overpayment within 30 days of determining the student withdrew. Federal aid funds are returned in the following order: 1) Unsubsidized FFEL/Direct Stafford Loans; 2) Subsidized FFEL/Direct Stafford Loans: 3) Perkins Loans; 4) FFEL/Direct PLUS Loans; 5) Federal Pell Grants; 6) FSEOG; 7) Other federal aid programs. Unearned federal aid is returned within 30 calendar days of the date the school is aware the student is no longer enrolled. A student receives a written notice of any loan funds returned by SNHU, and an invoice for any balance owed the school. If a student has earned more federal aid than has been posted to his/her account, the student is entitled to a post withdrawal disbursement. The post withdrawal disbursement is first used by the school to pay outstanding charges; any remaining amount is offered to the student or parent

borrower. Additional information on the return of federal funds calculation procedures and requirements, including examples, may be obtained by contacting The One Stop offices at SNHU. Funds will be returned to other financial aid programs in accordance with the funding source's refund policies.

Tuition and Fees

Tuition:	Per 3 Credit Course	Per Credit Hour
Undergraduate:		
SNHU Advantage Program	$885	
SNHU Manchester	$960	$320
SNHU Maine	$729	$243
SNHU Nashua	$960	$320
COCE Online	$960	$320
COCE Military	$675	$225
SNHU Salem	$960	$320
SNHU Seacoast Center	$960	$320
Cooperative Education		$320
Master's Programs:		
Online Degrees/Certificates	$1,881	$627
SNHU Maine	$1,125	$375
Active Duty Military	$1,410	$470

Nursing Program:	Per 3 Credit Course	Per 6 Credit Course	Per Credit Hour
Dual Enrollment for students in the Community College System of New Hampshire	$600		$200
Community College System of New Hampshire Graduates on or after May 2012	$780	$1,560	$260
Bachelor of Science Nursing	$960	$1,920	$320

PCMH	Per Credit Hour
PCMH	$526
Vermont FBGE (M.ED & CAGS)	$392
Vermont FBGE (PDOC)	$109

SHRM (Society for Human Resource Management)	Per Certificate
Certification - Member	$1,125
Certification - Non Member	$1,190

Program Fees:	One Time	Annual
NLN Exam Fee (Nutrition Exam)	$100	

Application Fee (PhD, PCMH, FBGE)	$40	
PCMH Orientation Fee	$526	
Library & Technology Fee (PCMH)		$250

Parking Permit Fees:	**Annual**
Parking (Manchester campus) *Other charges may apply	$50

Conditional Fees:	**Per Term**	**Per Occurrence**
Student Activities Fee (optional) - Fall & Spring Terms	$72	
Graduation Fee		$150
Application Fee (Grad only)		$40
Student ID (optional)		$5
Late Payment Fee		$150
Bounced Check & Credit Card Decline		$35
Transcript Fee (Paper)		$7
Transcript Fee (Electronic)		$5
Rush 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		$5

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.

Withdrawal and Proration of Fees

Undergraduate students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Undergraduate students may withdraw from courses at any time during the second through fourth week of the undergraduate term with the course grade of "W". Any withdrawals after the fourth week may only be allowed for significant conditions beyond the student's control (e.g. serious illness documented by a physician's letter), as determined and approved by COCE administration, and will be processed at no refund. Withdrawals are not permitted in the last week of class. This policy also applies to an undergraduate student taking a 16-week course.

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

Submission of Withdrawals

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

Tuition Fee & Refunds

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

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

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

Graduate Students:
Withdrawals from 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.

Financial Aid Disbursements

All tuition charges and withdrawal requests are subject to review, and students who withdraw may be responsible for paying back part or all of their financial aid disbursement for that term. In addition, withdrawals may have an impact on a student's eligibility for future financial aid. Please contact the One Stop Office at 1-877-455-7648 or via email at onestop@snhu.edu for details.

Participation Policy Unofficial Withdrawal

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

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:

- Driver's license
- Marriage certificate
- 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.

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

Purpose of Policy

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

Process

Students are encouraged to address their concerns first with their instructors or their advisors. If the issue cannot be resolved at that level, students who wish to file academic complaints must complete the Student Concern Dispute Form. The form asks for a description of the students' complaint and the resolution sought. Upon receipt of the form, a Dispute Resolution Specialist will review and research the concern to determine a fair resolution in consultation with the appropriate academic dean. Every effort will be made to resolve the issue in a timely manner, and students will be contacted during the process so that they know their complaints are under consideration. While complaints are being reviewed, students should continue to participate in their courses unless instructed otherwise by the Dispute Resolution Specialist.

Student Code of Conduct

Academic Honesty

Standards of Academic Honesty

As an academic community committed to fostering an ethical and intellectual environment, Southern New Hampshire University holds its students to these standards of academic honesty: The University expects that all aspects of a student's educational pursuit are conducted with the highest degree of honesty, accountability for one's own work, and respect for the intellectual property of others. Violations of these academic standards, such as plagiarism and cheating, constitute serious offenses and will result in sanctions. This policy defines

the standards of honesty that students and members of the academic community are expected to follow. In addition, it describes procedures for handling allegations of misconduct and the sanctions that may result from violations.

Academic Honesty Definitions

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

Cheating. Cheating is the act of deceiving, which includes such acts as receiving or communicating information from another during an examination; looking at another's examination (during the exam); using notes during examinations when prohibited; using electronic equipment to receive or communicate information during examinations; using any unauthorized electronic equipment during examinations; obtaining information about the questions or answers for an examination prior to the administering of the examination; or whatever else is deemed contrary to the rules of fairness, including special rules designated by the professor in the course.

Plagiarism. Plagiarism is the representation of someone else's ideas or words as one's own without crediting the source. It is the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format. The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, and electronic sources constitutes plagiarism.

Misrepresentation. Misrepresentation is having another student or individual substitute for oneself during the taking of a quiz or examination or for the completion of a course.

Unauthorized Collaboration. Unauthorized collaboration is the sharing of quiz or examination questions or answers with another student without the instructor's permission. Unauthorized collaboration includes copying another student's homework without the instructor's permission or allowing another student to copy one's work. It also includes group collaboration on individual assignments without the instructor's permission.

Dishonesty in Papers. Dishonesty in papers entails using a writing service or having someone else write a paper for you. All work submitted for a course must be the student's own original work unless the sources are cited.

Alteration or Fabrication of Data. Alteration or fabrication of data refers to the submission of data not obtained by the student during the course of research or the deceitful alteration of data obtained by the student during the course of research.

Self-Plagiarism (Work Done for One Course and Submitted to Another). Work done for one course and submitted to another refers to work previously submitted at this or any other institution to fulfill academic requirements in another class, to include repeated classes. Slightly altered work that has been resubmitted is also considered to be fraudulent. In some instances instructors may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance. Under no circumstances will a complaint be considered if resubmitted work earns a different grade from the original submission.

Other Academic Misconduct. Other academic misconduct includes, but is not limited to, stealing quizzes or examinations; altering academic records, including grades; sabotaging the work of another student; distributing materials for the purpose of cheating; altering, forging, or misusing University-related documents; intentionally reporting a false violation of academic integrity; and offering a bribe to any University member in exchange for special consideration or favors.

Academic Honesty Policy Awareness

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

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

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

Academic Honesty and Process for Violation

General Provisions

The process for violations applies to students enrolled in COCE College of Online and Continuing Education. The policy covers all academic conduct, including submitted drafts; final coursework; research; comprehensive examinations; and the preparation of theses or dissertations. Responses to violations of the Academic Honesty Policy are initiated by the course instructor or any individual or committee with responsibility for a class, project or activity. Other University employees, should they suspect a violation of the Policy, are expected to bring the suspected dishonesty to the attention of the responsible instructor, individual or committee.

Process for Violation of Policy

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

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

Filing an Academic Dishonesty Complaint Form

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

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

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

Administrative Dismissal

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

Copyright Guidelines

Guide to Online Use of Published Material in SNHU Courses

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

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

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

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

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

2. The nature of the copyrighted work;

3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

4. The effect of the use upon the potential market for or value of the copyrighted work.

Under Fair Use it is generally permissible to post:

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

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

Making Copies

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

Clearance can be obtained through vendors such as the Copyright Clearance Center.

If you have questions regarding the copyright status of a particular work, please contact your library liaison.

For more information on Copyright, please visit the library's copyright guide.

Copyright Policy

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

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

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.

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 Nearnet 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**, 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- Advantage Program

Program Participation

Advantage Class Participation Requirements

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

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

Unexcused Absences:

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

Excused Absences:

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

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

Academic Program Policies-Master of Arts

SNHU-501 Provisional Policy

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

Academic Program Policies-Nursing Programs

Academic Progression

Academic Requirements for Nursing Programs

- Students must achieve a grade of B- or better for all Nursing courses required in the undergraduate and graduate nursing programs to be allowed to continue in the program.
- Students must be in compliance with American Nurses' Association Code of Ethics throughout their enrollment.
- Students must maintain an active unencumbered Registered Nurse license. If a student holds active licenses in more than one state/jurisdiction, all licenses must be unencumbered.

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

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

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

Students Receiving Federal Financial Aid

To comply with the distribution for federal student aid, students must have successfully completed at least 67 percent of all the credits he or she has attempted at SNHU during the entire period of enrollment. Total credits earned divided by total credits attempted equals the percent of all credits.

Refer to the following web link for academic progression and satisfactory academic progress (SAP) for financial aid. https://my.snhu.edu:8443/Offices/OneStop/policies/SAP/policy/Pages/default.aspx

Students in the undergraduate or graduate program who fail a second nursing course after a plan for success has been attempted will be dismissed from the nursing program.

Students who are dismissed from nursing may be eligible for other undergraduate or graduate progarms offered by COCE. Students should speak with their academic advisor.

Appealing a Warning, a Paper, an Examination or a Course Grade

Students who have questions about a grade received on a course assignment should first meet with the involved faculty. This meeting should take place within one week of receiving the warning, paper, examination or course grade. Discussion should focus on understanding the faculty's rationale for the grade. Most often, this meeting results in an understanding of each party's perspective. If, in either party's opinion, such an understanding is not reached, either party may ask to meet with the Assistant Dean of Nursing (ADN) for undergraduate students and the Graduate Program Director for Graduate Students. The ADN, or Graduate Program Director, will make an effort to help parties involved to reach an understanding. If a satisfactory understanding is not reached, either party may ask to meet with the Nursing Department Associate Dean-Chief Nurse Administrator who will convene a meeting of the Department of Nursing Student Affairs committee. Members of this committee include: Assistant Dean for Nursing, Compliance Director for Nursing, Graduate Program Director, Student Advisor, and an Assistant Dean from another COCE department. They will then review the issue at hand and advise the Associate Dean-Chief Nursing Officer. The Associate Dean of Nursing will then render a decision. If the student is still not satisfied, they may file a formal written complaint. Please view the University Handbook for the formal complaint policy. Also see related university policies for instances where the student is still not satisfied with the decision.

General Academic Requirements

RN to BSN Program Admission Requirements

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

- Hold an earned diploma or associate degree in nursing from an accredited nursing program (ACEN, CCNE, NLN, etc.) OR state Board of Nursing approved program that prepares students for the NCLEX-RN exam
- Have a cumulative GPA of at least 2.5 on the degree awarding transcript OR a cumulative GPA between 2.0 and 2.49 on the degree awarding transcript with a minimum of nine (9) credit hours earned subsequent to the diploma or associate degree with at least a 2.5 cumulative GPA
- Must maintain an active unencumbered Registered Nurse license. If a student holds active licenses in more than one state/jurisdiction, all licenses must be unencumbered. Newly graduated students must provide evidence of licensure within the first term of enrollment.

Provisional Acceptance, RN to BSN Program

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

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

The following procedures apply to provisionally accepted students:

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

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

Transfer Credits

Up to 90 transfer credits may be accepted. Credits will be awarded in recognition of having completed a registered nurse program and passing the National Licensure Examination for Registered Nurses (NCLEX-RN). There is no time limit for accepting science courses.

Transfer of Nursing Courses

The RN-BSN program has a unique curriculum that can make transfer credit for nursing courses diffi cult. Students seeking transfer of nursing courses must submit a course syllabus for the nursing course they wish to receive credit. The course being considered must have been completed at an accredited school of nursing. Unless otherwise stated, courses considered for transfer must be discrete courses. For example, Health Assessment content integrated in a Medical-Surgical Course will not be considered for transfer credit.

The Nursing Compliance Officer will review the course description, assessments and credit hours to determine if nursing transfer credits can be awarded. In the case where nursing transfer credits are granted, the student still will need to complete the 30 residency hours required for degree conferral at SNHU.

Transfer of Graduate Level Courses

Students who wish to be considered for graduate nursing transfer evaluation must submit a course syllabus for the courses they wish to be considered for transfer. The Nursing Compliance Officer will review all requests for transfer of nursing graduate courses to assure that students will have the requisite knowledge needed to meet the degree requirements for graduation. The Department of Nursing may accept a maximum of six graduate credits at time of admission. Once students are matriculated at SNHU, students are expected to complete their course work at SNHU.

Graduate Program Admission Criteria

MSN Nursing Program Admission Requirements

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

Post-Master's Nurse Educator Certificate Program

(Open to licensed RNs only)

- Must maintain an active unencumbered Registered Nurse license. (If a student holds active licenses in more than one state/jurisdiction, all licenses must be unencumbered.)
- Must have an earned master's degree from an accredited nursing program (ACEN, CCNE, NLN, etc.) with a minimum cumulative GPA of 3.0

Post-Master's Patient Safety & Quality Certificate Program

(Open to nursing and health professions only)

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

Provisional Acceptance into Graduate Nursing and Post-Master's Certificate Programs

Provisional acceptance may be extended to applicants with an undergraduate GPA between 2.67 and 2.99. Upon completion of nine (9) credits, provisionally accepted students with a 3.0 cumulative grade point average (GPA) will be fully accepted to the nursing program. Students who fail to achieve a cumulative 3.0 GPA upon completion of nine (9) credits will be dismissed from the program.

Please note, SNHU does not require Graduate Record Examinations (GRE) for admission to the graduate program.

Students who have graduated from SNHU's RN-BSN program and have successfully completed the graduate level course work in NUR 410 Community and Global Health and/or the graduate level work in NUR 330 Research and Evidence-based Practice may be waived out of the Graduate Courses IHP 501 Global Health and Diversity and NUR 506 Evidence-based Practice respectively.

Nursing Mission

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

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

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

Cancellation and Refund Policy

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

1. Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation

procedures or following a tour of the school facilities and inspection of equipment when training and services are provided.

2. The Application Fee will be refunded in full if the Applicant withdraws the application within seven (7) days of signing the Application for Admission, or is not accepted.
3. Applicants may cancel the Enrollment Agreement at any time prior to the start of classes. All payments made to the school will be refunded in full within 30 days except for the $50 Application Fee as noted above.
4. If an Applicant enrolls and then withdraws or is dismissed before completion of the term for any reason, the tuition charged for the completed portion of the term will be calculated according to the Refund Schedule below:

Refund Schedule

Tuition Refund	Cancel Date	Charge	
Prior to the start of the term	Prior to the start of the term	0%	100%
	Withdrawal Date	Charge	Refund
	Calendar Day 1 through Day 7	0%	100%
	Calendar Day 8 through Day 14	50%	50%
	Calendar Day 15 and above	100%	0%

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

Definition of Terms

Program Offering

A program offering is any credit or non-credit course of study offered at SNHU by any of its divisions. Examples of program offerings include a concentration, certificate, minor, undergraduate program and graduate program.

Program of Study

A program of study is a coherent, logically-sequenced learning path that progressively leads to the mastery of a predefined set of program outcomes. A program of study is a general term used to describe awarded credentials including an undergraduate or graduate level degree or certificate.

Degree Program

A degree program is any program of study that results in the awarding of a formal, post-secondary degree. It is generally defined as the combination of the degree type (associate, bachelor's, master's, or doctorate) and the major/discipline of study (accounting, business administration, history, etc.).

Associate's Degree. A degree granted for the successful completion of a pre-baccalaureate program of study equivalent to two years of full-time study. An associate's degree includes the equivalent of a minimum of 60

credit hours drawn from general education courses, electives and courses required for a specific major. At least 15 credit hours must be institutional credits completed at SNHU.

Bachelor's Degree. A degree granted for the successful completion of a baccalaureate program of study equivalent to four years of full-time study. A bachelor's degree includes the equivalent of a minimum of 120 credit hours drawn from general education course requirements, major course requirements and elective courses. At least 30 credit hours must be institutional credits completed at SNHU.

Master's Degree. A degree awarded for successful completion of a post-baccalaureate program of study. A master's degree includes the equivalent of a minimum of 30 credit hours, with most requiring 36 or more credit hours. All coursework must be at the post-baccalaureate level. At least 30 credit hours must be institutional credits completed at SNHU.

Doctorate Degree. A degree awarded for successful completion of a program of advanced study and scholarly work equivalent to at least 3-years of full time study beyond the master's degree level. A doctoral degree includes at least 39 credit hours (but may require substantially more) and commonly requires a dissertation, comprehensive exam(s), or a comparable exit option. Required credit hours vary according to discipline and the speed at which the student candidate is able to complete the work.

Undergraduate Certificate. A formal award that requires completion of an organized program of study to include the equivalent of at least 12 credit hours certifying the satisfactory completion of a postsecondary education program. Undergraduate certificates are comprised of discipline-specific (or interdisciplinary) coursework. At least 12 credit hours must be institutional credits completed at SNHU.

Graduate Certificate. A formal award signifying the completion of an organized program of study to include the equivalent of at least 12 credit hours beyond the bachelor's degree, but not meeting the requirements of a master's degree. All graduate certificate coursework must be at the post-baccalaureate level. At least 12 credit hours must be institutional credits completed at SNHU.

Successful completion of a competency-based program of study fulfills graduation requirements.

Grade Point Average (GPA) Requirements

A grade point average (GPA) is a measure of scholastic achievement, calculated by dividing the number of quality points earned by the number of credits attempted. A detailed description of how SNHU calculates GPA is included in the current catalog. To meet program of study completion requirements, students must meet certain GPA requirements:*

- Associate's degree requires a cumulative GPA of at least 2.0.
- Bachelor's degree requires a cumulative GPA of at least 2.0; but certain bachelor's degree programs require a higher GPA.
- Master's degree requires a cumulative GPA of at least 3.0.
- Doctoral degree requires a cumulative GPA of at least 3.0.
- Majors may have GPA or minimum grade requirements.**
- Minors may have GPA or minimum grade requirements.**
- Certificates, Undergraduate require a minimum of 2.0 GPA.
- Certificates, Graduate require a minimum of 3.0 GPA.

*The successful completion of competency-based programs of study fulfills GPA requirements.
**See the current academic catalog for GPA and minimum grade requirements for majors and minors, if any.

General Education Requirements

General education requirements strive to provide undergraduate students with an educational foundation of knowledge, skills and cultural awareness.

Students pursuing an associate's degree must complete the equivalent of a minimum of 18 credit hours of general education coursework to include one composition course, one science or mathematics course, and one social and behavioral science course.

Students pursuing a bachelor's degree must complete the equivalent of a minimum of 45 credit hours of general education.

Major

A major is the disciplinary (or interdisciplinary) area of emphasis for an undergraduate degree program that includes coursework focused on a specific professional or academic area. The total number of credit hours required by a baccalaureate major is at least 42 credits (including school core) with most majors requiring more. Students pursuing a bachelor's degree must complete at least 12 credit hours of institutional credit at SNHU within the major that are in addition to school core courses within the major. Students pursuing an associate's degree must complete at least 9 credit hours of institutional credits at SNHU within the major.

No major courses may be used to meet general education requirements.

Minor

A minor is an optional secondary area of emphasis for an undergraduate degree program intended to enhance or broaden students' knowledge, skills, and abilities 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 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 servicemembers and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty servicemembers and their family members. Academic residency can be completed at any time while active-duty servicemembers and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.

Seminar

A seminar is a course offered to a small group of students engaged in intensive study.

Internship

An internship is a course of supervised practical training, frequently in an off-campus workplace, where the student is guided in his or her learning by a site supervisor and a faculty sponsor. Internships may be paid or unpaid, depending on the specific location and duties involved.

Double Undergraduate Degrees

A student with a SNHU undergraduate degree seeking to earn an additional degree of the same level must complete additional institutional credits and complete all other requirements of the new degree. Students seeking another associate degree must complete at least 15 additional institutional credit hours. Students seeking another bachelor's degree must complete at least 30 additional institutional credits. No more than 2 courses in the new major may overlap with the major(s) of the previous degree(s). Double degrees may be pursued concurrently; however, the courses satisfying institutional credit requirements cannot be shared between the two degrees.

Second Major

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

Second Minor

A student may elect to earn a second minor by completing both the program requirements associated with a primary minor and the requirements of a second minor. 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.

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.
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/ Concentration	w/ Concentration2	w/ Certificate	w/ Certificate 2	w/second degree of same level	Notes
Associate's Degree	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	
Bachelor's Degree	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	
Master's Degree	10 courses/ 30 credits	10 courses/ 30 credits	10 courses/ 30 credits	n/a	n/a	n/a	n/a	n/a	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.
Doctoral Degree	39 credits	39 credits	30 credits	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	∞	∞	n/a	
Certificate - UG	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.)
Certificate - GR	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.)
Gen Ed - Bachelor's	15 courses/ 45 credits	15 courses/ 30 credits	0	n/a	0	only where dictated	∞	∞	∞	*	*	∞	∞	∞	
Gen Ed - Associate's	6 courses/ 18 credits	6 courses/ 12 credits	0	n/a	n/a	only where dictated	n/a	n/a	n/a	n/a	n/a	∞	∞	∞	

School Core - SAS	3 courses/ 9 credits	3 courses/ 6 credits	0	0	n/a	0	∞	∞	∞	*	*	∞	∞	∞	
School Core - SB	10 courses/ 30 credits	10 courses/ 20 credits	0	0	n/a	0	∞	∞	∞	*	*	∞	∞	∞	NOTE: The "major" for BST consists of the core and the concentration so there is a MO2 between core/concentration and 2nd major.
Major - Associate's			3 courses/ 9 credits	only where dictated	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	∞***	∞	MO2	
Major - Bachelor's	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.
Concentration	3 courses/ 9 credits	3 courses/ 6 credits	0	*	*	*	*	∞	∞	n/a	∞	∞	∞	MO2	
Minors	5 courses/ 15 credits	5 courses/ 13 credits	3 courses/ 9 credits	∞	∞	∞	∞	∞	∞	∞	∞	∞	∞	∞	
Electives	5 courses/ 15 credits	0	0	n/a	n/a	n/a	n/a	n/a	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).

KEY:				
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.

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Assistant professor of mathematics
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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

Sandhva Srivastava
Electronic resources librarian
Assistant professor
B.A., New York University
M.S., SUNY, Stonybrook
M.L.I.S., Queens College, NY
2015

Pat Spirou
Professor of marketing
B.S., Keene State College
M.B.A., New Hampshire College
D.B.A., Nova Southeastern University
1993

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

Shauna Beaudin
Lecturer of information technology
B.A., M.B.A., Southern New Hampshire University
2014

Joshua Becker
Information Literacy and Assessment Librarian

Christina Starkey
Assistant professor of mathematics
B.S., Ph.D., Texas State University, San Marcos
2016

Karen Curry Stone
Professor of marketing
B.A., Wake Forest University
M.A., University of Kentucky
Ph.D., Boston College
1983

David W. Swain
Professor of English
B.A., Eastern Nazarene College
M.A., Pennsylvania State University
Ph.D., University of Massachusetts
2007

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

Harry Umen
Professor of communication
B.F.A., Temple University
M.F.A., Indiana University, Bloomington
2002

Deborah S. Varat
Professor of art history
B.A., University of Rochester
M.A., Ph.D., Boston University
2004

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
Ph.D., Indiana University, Pennsylvania
2010

Christine Blais
Assistant professor of organizational leadership
B.S., Plymouth State University
M.S., Southern New Hampshire University
D.A., Franklin Pierce University
2015

Doug Blais
Professor of sport management
B.S., M.B.A., New Hampshire College
Ph.D., University of Connecticut
1996

Steven O. Booth
Associate professor of business law
B.S., Franklin Pierce College
J.D., Ohio Northern University
2003

Jon Boroshok
Instructor of communication
B.S., Communications, Emerson College
M.B.A., Northeastern University
2011

Bryan Bouchard
Instructor of accounting
B.S., M.B.A., M.S., Southern New Hampshire University
2013

David Bresnahan
Lecturer in music education

Micheline West
Associate professor of accounting
B.S., M.B.A., Southern New Hampshire University
2014

Mary Westwater
Associate professor of education
B.A., Jersey City State College
M.Ed., William Paterson College
2009

Steven Widener
Associate professor of economics
B.A., Xavier University
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.,
University of New Hampshire
2010

Susan I. Youngs
Professor of English
B.A., Luther College
M.A., Washington State University
Ph.D., University of Wisconsin
1998

B.S., Plymouth State University
M.A., University of New Hampshire
2013

Ed Brillant
Game artist and instructor
B.F.A., Montserrat College of Art
2012

Student Affairs

International Student Services (ISS)

International Student Services (ISS) assists and supports international students and scholars while they are at SNHU as non-immigrants. ISS provides immigration advising, travel documents, enrollment certification, information about applying for a Social Security number or a driver's license, practical training assistance, orientation programs and cross-cultural adjustment counseling. ISS also offers 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 and the Conversational English tutoring program are two initiatives aimed at accomplishing this work. ISS staff also work with the student-led International Students' Association to sponsor intercultural events such as the International Gala, which features food, fashion, music, dance and skits from around the world.

Support Services

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
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
   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.

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).

Disability Resource Center

COCE values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of instruction or course design that present barriers to your inclusion, please notify DRC as soon as possible. We will work with you and your instructor to address needs and concerns.

We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning

disabilities to register with the DRC in order to assess learning needs and take advantage of available academic accommodations and support services. We look forward to hearing from you.

We welcome COCE students, faculty, and staff to consult with DRC on disability-related questions or concerns.

Disability Resource Center (DRC)
866.305.9430
877.520.8916 fax
drc@snhu.edu

For more information on disability services at SNHU, including ADA/504 Grievance Procedure, please visit http://www.snhu.edu/student-experience/campus-experience/student-services/disability-services.

Disability Resource Center. We expand access. We empower students. We drive change.

DRC office hours are Monday to Thursday, from 8:00 AM to 9:00 PM EST and Friday from 8:00 AM to 4:30 PM EST. We respond to all inquiries and referrals within 1 business day.

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.

Community Center

SNHUconnect

SNHUconnect is a private, online community that serves SNHU students. It offers a place for students to meet fellow online students outside of the classroom, talk about what matters, ask questions, collaborate on projects and help each other out. Because SNHUconnect is private, students own and may delete their comments. Their comments are not posted to the external internet as with other social sites.

SNHUconnect is accessed from mySNHU and also offers a mobile app. Users may search for people, groups, or tags that are of interest. A SNHU's community manager is readily available for questions or guidance while inside of SNHUconnect.

SNHUconnect looks forward to further developing this community to meet the needs of SNHU students.

SNHU Career

We measure our success by the success of our students.

SNHU Career supports the student in meeting and exceeding career goals. SNHU Career is a leading edge provider of career services, helping students develop into networked, confident, and employable graduates.

The career resources site, located in mySNHU, has been organized to help during all career stages, whether engaging in career exploration or ready for that first interview. We encourage you to browse the various pages of the site. Be sure to reach out to a Career Advisor so that we can help you map out your personal career plan.

Special Programs

Online Consortium

Southern New Hampshire University is a member of the Online Consortium of Independent Colleges and Universities (OCICU). The intent of this consortium is to offer students the opportunity to supplement their academic program with courses not offered by Southern New Hampshire University. Through this consortium, students may take selected online courses at institutions such as Regis University, Saint Leo University, University of the Incarnate Word, Robert Morris University, Seton Hill University and Heritage University. Students' advisors must approve all course selections. Please note that these offerings are for COCE students only. For additional information, visit http://ocicu.org .

SNHU Advantage

The SNHU Advantage program is a full-time undergraduate program offered exclusively at our Salem Center. This program is offered as a morning cohort model, allowing students to earn up to 72 credits towards a

bachelor degree in more than 40 majors, without giving up a job, or moving away from home or paying full-time tuition rates. At the SNHU Advantage program students pay a tuition price that is 63% less than the cost of the main campus. Students can earn up to 36 credits per year, leading to an Associate of Arts degree in Liberal Arts. Each student works closely with an advisor and a dedicated team of faculty to support their success, with an eye on transitioning to a bachelor's degree program. If students do not find a program within COCE or UC that meets their individual needs for a bachelor's degree option, students are given the option to remain in the Advantage Program and enroll in a BA in Business Studies to finish their final two years.

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

Transitional Bridge Program

This program consists of GLS 470 GLS 471 GLS 472: Graduate Language Studies. This series of three integrated courses prepares international students for the academic tasks required in American university graduate coursework.

- Students with a qualifying language proficiency test score of TOEFL 550 PBT/79-80 IBT or 6.5 IELTS are not required to take GLS, 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 the GLS series of three courses.
- 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 GLS series of three courses.
- Students who are required to take the GLS series of three courses must remain enrolled in all three courses during the term to maintain full-time study requirements.
- Students who are recommended or need to take one GLS course and one other graduate course must see their advisor for approval.
- The GLS series, if required, must be taken during the first term of graduate school.
- If a student required to take GLS fails any of the three GLS courses, the student must repeat the failed course(s) in the next term. If a student fails two GLS courses, they must repeat the two failed courses in the next term and only be enrolled in these two courses. If a student fails one GLS course, they must repeat the one failed course and may take only one graduate course in the next term. Contact your advisor.
- Only students who have applied and been accepted into graduate school may enroll in the GLS series.

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

Virtual Learning Academy (VLACS)

Southern New Hampshire University's College of Online and Continuing Education has partnered with New Hampshire's Virtual Learning Academy (VLACS) to offer a dual enrollment college program for high school students. The VLACS early college program, called Learning through College (or LTCollege), offers students

the opportunity to earn college credit and potentially an Associate's degree while attending high school. Students have the option of completing one or more college courses or completing an entire associate's degree program while in high school. Students who earn an Associate's degree through this program will be invited to receive their degree at Southern New Hampshire University's commencement ceremony. The mission of VLACS is communicated on its public website (http://vlacs.org/about-us/) and aligns to the SNHU COCE mission of making high-quality education accessible and affordable and empowering students to transform their lives and the lives of those around them. For more information please contact VLACS at info@vlacs.org or (866) 651-5038

Program Contact Information

Nursing and Healthcare Programs

Executive Director: Dr. Jan Wyatt
603.314.3477
j.wyatt@snhu.edu

The COCE Healthcare programs academic team supports our online and center students who are pursuing healthcare programs including Nursing, M.S.N., Nursing, R.N. to B.S.N., Healthcare Administration, M.S., Healthcare Administration, B.S. (with concentration option), Health Sciences, B.S., Public Health, B.S., Public Health, M.S., Nursing-Clinical Nurse Leader, M.S.N., Nursing-Patient Safety and Quality, M.S.N., Health Information Management, B.S., and Health Promotion, B.S.

Graduate Business Programs

Executive Director: Dr. Bruce Stetar
603.314.7543
b.stetar@snhu.edu

The COCE graduate business programs academic team supports our online and center business students who are pursuing business programs including the International Business Administration, I.M.B.A. (with concentration options), Business Administration, M.B.A. (with concentration options), Accounting, M.S. (with concentration options), Finance, M.S. (with concentration option), Accounting/Finance, M.S., Applied Economics, M.S. (with concentration option), Human Resource Management, M.S., Management, M.S. (with concentration option), Marketing, M.S. (with concentration option), Operations and Project Management, M.S., Organizational Leadership, M.S., and Sport Management, M.S.

Undergraduate Business Programs

Executive Director: Dr. Joseph Cappa
603.314.7530
j.cappa@snhu.edu

The COCE undergraduate business programs academic team supports our online and center business students who are pursuing business programs including Accounting, A.S., Business Administration, A.S., Fashion Merchandising, A.S., Marketing, A.S., Public Administration, B.A., Management II, B.S., Accounting, B.S. (with concentration option), Accounting/Finance, B.S., Business Administration, B.B.A., Business Administration, B.S. (with concentration option), Business Studies, B.S. , Fashion Merchandising and Management, B.S., International Business, B.S., Marketing, B.S. (with concentration option), Retailing, B.S., Sport Management, B.S., Finance, B.S. (with concentration option), Operations Management, B.S. (with concentration options), and Technical Management II, B.S.

Science, Technology, Engineering and Mathematics Programs

Executive Director: Dr. Gwendolyn Britton
603.314.7529
g.britton@snhu.edu

The COCE STEM programs academic team supports our online and center STEM students who are pursuing STEM programs including Data Analytics, M.S., Information Technology, M.S. (with concentration option), Information Technologies, A.S., Information Technologies, B.A., Information Technologies, B.S. (with concentration options), Mathematics, B.A. (with concentration option), Environmental Science, B.S. (with concentration option), Game Programming and Development, B.S., Geosciences, B.S. (with concentration options), and Data Analytics, B.S.

Liberal Arts Programs

Executive Director: Anthony Siciliano, MFA
603.637.4387
a.sicilliano@snhu.edu

The COCE Liberal Arts programs academic team supports our online and center students who are pursuing graduate and undergraduate liberal arts degrees including the Communication, M.A. (with concentration option), History, M.A. (with concentration option), Communication, B.A. (with concentration option), Graphic Design and Media Arts, B.A. (with concentration option), History, B.A. (with concentration option), General Studies, B.A., and Liberal Arts, A.A., as well as oversight for the COCE General Education program.

Executive Director: Dr. Ruth Lahti
603.629.3581
r.lahti@snhu.edu

The COCE Liberal Arts programs academic team supports our online and center students who are pursuing graduate and undergraduate liberal arts degrees including the English, M.A., English and Creative Writing, M.A. (with concentration option), Creative Writing and English, B.A. (with concentration option), English Language and Literature, B.A. , as well as the Composition courses within the General Education program.

Education Programs

Executive Director: Dr. Danny Tanguay
603.314.7636
d.tanguay@snhu.edu

The COCE Education programs academic team supports COCE online and center students who are pursuing graduate and undergraduate degree programs including the Business Education – Certification 7-12, M.Ed. , Curriculum and Instruction, M.Ed. (with concentration option), Early Childhood Education – Pre K-3 Certification, M.Ed., Educational Leadership – Principal Certification, M.Ed. , Educational Studies, M.Ed., Elementary Education – K-8 Certification, M.Ed., English for Speakers of Other Languages (ESOL) Education – K-12 Certification, M.Ed. , Reading and Writing Specialist, M.Ed., Secondary Education – English or Social Studies 5-12 Certification, M.Ed. , Special Education, M.Ed., Education Technology Integration Specialist, M.Ed., Higher Education Administration, M.S., Instructional Design and Technology, M.S. , Elementary Education, B.A. , Education, B.A., and Special Education, B.A.

Social Science Programs

Executive Director: Dr. Jennifer Batchelor
603.314.7481
j.batchelor@snhu.edu

The COCE Social Sciences programs academic team supports COCE online and center students who are pursuing graduate and undergraduate degree programs including the Justice Studies, M.S. (with concentration option) , Psychology, M.S. (with concentration option), Psychology, B.A. (with concentration option), Sociology, B.A. (with concentration option), Human Services, B.A. (with concentration option), Political Science, B.A. (with concentration option), Political Science, M.S., Anthropology, B.A. (with concentration), and Criminal Justice, A.S., and Criminal Justice, B.S. (with concentration options).

College of Online and Continuing Education

Executive Vice President: Amelia Manning

VP of Academic Administration for COCE:
Dr. Gregory W. Fowler

33 South Commercial St., Suite 203
Manchester, NH 03101
866.860.0449
603.645.9766

Mission

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

Core Programs

The General Education Program

The general education program at Southern New Hampshire University provides students with the knowledge, skills, dispositions, and cultural and global awareness necessary to succeed in their major field of study and in their chosen professions and communities. Students who complete the General Education program will acquire the tools to become independent, empathetic 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 and is made up of three interrelated components: Foundation Courses that are primarily skills-based and acclimate students to communicating effectively and use quantitative and qualitative data to solve problems and present solutions; Exploration Courses that require students to explore various disciplinary knowledge in fine arts and humanities, social and behavioral sciences, as well as in science, technology, and mathematics; and Integration Courses in which students study a particular topic 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

Upon completion of the General Education Program at SNHU COCE, students will have mastered the following General Education program outcomes:

1. Knowledge of Human Cultures and the Physical and Natural World

A graduate of SNHU is expected to gain awareness and understanding of human cultures and the physical and natural world through study in Fine Arts and Humanities; Social and Behavioral Sciences; and Science, Technology, and Mathematics

2. Communication

A graduate of SNHU is expected to use effective written, verbal, and non-verbal communication for a variety of situations, genres, purposes, and audiences.

3. Critical and Creative Thinking

A graduate of SNHU is expected to think critically and creatively by locating, assessing, and analyzing relevant information using quantitative and qualitative reasoning.

4. Collaboration

A graduate of SNHU is expected to demonstrate the ability to learn and work collaboratively with individuals of diverse cultures and perspectives in order to reach common goals.

5. Personal and Social Responsibility

A graduate of SNHU is expected to assess and accept the consequences of one's actions, be an informed and responsible citizen, and affect positive change in the world.

6. Integration, Application, and Reflection

A graduate of SNHU is expected to integrate general and discipline-based knowledge, apply this knowledge in and beyond the classroom, and reflect upon these experiences.

Foundation Course Area: 12 Credits

English (FENGC)

- ENG 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II Minimum Credits: 3

Mathematics (FMATC)

Select one (1) course from the following:

- MAT 125 - Quantitative Reasoning & Problem Solving 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 299 - Mathematical Proof and Problem Solving Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

SNHU Experience (FSNHC)

COCE students entering as a freshman (less than 12 transfer credits) must fulfill the SNHU experience requirement by taking three credits of SNHU 107 - Success Strategies for Online Learning. All other COCE students with 12 or more transfer credits may substitute with a FREE ELECTIVE Minimum Credits: 3

Exploration Course Area: 24 Credits

These requirements focus on students' development of knowledge through study in Fine Arts and Humanities; Social and Behavioral Sciences; and Science, Technology, and Mathematics. This area requires students to explore courses in various disciplines.

Courses taken as Exploration Courses may not also count as Major Courses.

Fine Arts and Humanities (EFAHC)

- two (2) courses - each from a different discipline area (FAS, HIS, LIT, and PHL) Minimum Credits: 6

Social and Behavioral Sciences (ESBSC)

- two (2) courses - each from a different discipline area (ATH, SOC, SCS, ECO, POL, PSY) Minimum Credits: 6

Science, Technology, and Mathematics (ESTMC)

- two (2) courses - each from a different discipline area (BIO, PHL, SCI, IT, MAT) Minimum Credits: 6

General Education Electives (EGEDC)

- two (2) additional General Education electives from the Exploration area Minimum Credits: 6

Integration Course Area: 9 Credits

Select one (1) seminar course below, plus two (2) courses from the Exploration Course Area (above).

Diversity (IDIV)

- IDS 400 - Diversity Minimum Credits: 3

Global Society (IGSO)

- IDS 401 - Global Society Minimum Credits: 3

Wellness (IWEL)

- IDS 402 - Wellness Minimum Credits: 3

Preparing for the Future (PFTF)

- IDS 403 - Preparing for the Future Minimum Credits: 3

Program Dictations

*Programs specific to COCE may have dictated General Education courses in the above areas. Please refer to your individual program for more information.

Major Courses

Each university program requires that students select a specific major and take courses worth up to 33 credits in that major.

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 Business Core

The Business 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.

Within the General Education Program:

Preparation for students majoring in an undergraduate business degree program will require taking the following specified courses.

- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

Within the Business Core Program:

The following coursework is required of the Business Core:

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- FIN 320 - Principles of Finance Minimum Credits: 3
- INT 113 - Introduction to International Business 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
- OL 421 - Strategic Management and Policy (Capstone) Minimum Credits: 3
- QSO 300 - Operations Management Minimum Credits: 3

Business Core Variation: 24 Credits

A few programs do not require INT 113 or QSO 300 in their Business Core Requirements so the core is comprised of 24 credits instead of 30 credits. Please check your program evaluation to determine if this applies to your program.

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 courses.

Program Offerings

5Year Elementary Education, M.A.T.

The five year M.A.T in Elementary Education grants a **Bachelor of Arts degree in Special Education** with certification in General Special Education grades K-12 and a Master of Arts degree in Elementary Education with certification in Elementary Education grades K-8. The program provides graduates with a comprehensive knowledge of instructional theory and practice. Students examine traditional and innovative research-based approaches to teaching a diverse population of students. Upon completion of the required courses for the undergraduate degree in Special Education, students will attain a Bachelor of Arts degree. After the completion of another year of study, students will attain a Master of Education in Elementary Education. During their 5 years of study, these students will spend extensive time in the field in both the elementary and special education environment. This 5 year program will also allow students to apply for dual certification in Elementary Education, grades K-8, and General Special Education, grades K-12. Students with dual certification are highly marketable for both elementary and special education positions.

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: 72 Credits

- DEV 106 - Child Development Minimum Credits: 3
- DEV 260 - Family and Culture Minimum Credits: 3
- 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 250 - Examining Science Content Minimum Credits: 3
- EDU 266 - Exploring Social Studies Content Minimum Credits: 3
- EDU 270 - Foundations of Teaching and Learning Minimum Credits: 3
- EDU 324 - The Inclusive Classroom 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 **(take for 3 Credits)**
- SPED 210 - Early Childhood Issues/Disabilities Minimum Credits: 3
- SPED 230 - Implications of Special Education Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- SPED 314 - Consultation and Collaboration Minimum Credits: 3
- SPED 350 - Special Education Assessment Minimum Credits: 3
- SPED 499 - Internship Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12

Free Electives: 3 Credits
Total Bachelor of Arts Credits: 120

Teaching Elementary Education Curriculum - Master of Arts

- EDU 506 - Teaching English Learners Minimum Credits: 3
- EDU 520 - The Educator Researcher 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 543 - Learning Theories and Instruction Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 610 - Ethics and School Law Minimum Credits: 3
- EDU 701 - Elementary Ed Internship K-4 Minimum Credits: 3
- EDU 702 - Elementary Ed Internship 5-8 Minimum Credits: 3
- RDG 504C - Content Area Literacy Grades 4-8 Minimum Credits: 3
- RDG 531C - Literature for Children Pre-K-8 Minimum Credits: 3
- EDU / SPED - one (1) Education or Special Education course Minimum Credits: 3

Total Graduate Degree Credits: 36

Total Program Credits: 156

Accounting Accelerated Track, B.S. to M.S.

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Jennifer Batchelor

The M.S. in Accounting curriculum offers concentrated studies in accounting as preparation for academic qualifications required for becoming a Certified Public Accountant and for a broader-based study of management related to the application of accounting theory. The M.S. in Accounting requires a minimum of 12 and a maximum of 17 graduate courses (3 credits each) as determined by a student's undergraduate background in business and undergraduate major. Students with 6 or more college-level credits in the disciplines of mathematics, economics, and accounting are exempt from "Level I Courses." Other courses are eligible for exemptions or waivers if a student has an undergraduate major or concentration in accounting or accounting/finance. A list of courses, including those eligible for exemption (followed by an asterisk) or waivers, is presented below.

Accounting Accelerated Track Curriculum - Bachelor of Science
General Education Program: 45 Credits

The General Education Program

Note: Required Courses may differ based on program.

Business Core: 30 Credits

The Business Core

B.S. Accounting Major Courses: 15 Credits

- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 309 - Intermediate Accounting III Minimum Credits: 3
- ACC 345 - Financial Statement Analysis/Business Valuation Minimum Credits: 3
- ACC 405 - Advanced Accounting Minimum Credits: 2 **(take for 3 Credits)**

Allied Courses: 3 Credits

- BUS 307 - Business Law II Minimum Credits: 3

Accounting 4+1 Accelerated Track: 15 Credits

- ACC 315 - Accounting Systems Applications Minimum Credits: 3
- ACC 322 - Governmental and Non-Profit Accounting Minimum Credits: 3
- ACC 411 - Auditing Principles Minimum Credits: 3
- ACC 550 - Cost Accounting Minimum Credits: 3
- ACC 680 - International Accounting Minimum Credits: 3

Free Electives: 12 Credits

Total Undergraduate Credits: 120

Accounting Accelerated Track Curriculum - Master of Science

Foundation Courses

These courses are eligible for exemption upon completion of the Bachelor of Science in Accounting - Accelerated Track.

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3
- MBA 502 - Economics for Business Minimum Credits: 3
- ACC 500 - Managerial Accounting Minimum Credits: 3
- ACC 620 - Financial Reporting II Minimum Credits: 3
- ACC 630 - Financial Reporting III Minimum Credits: 3
- ACC 640 - Auditing Minimum Credits: 3

M.S. Accounting Major Courses: 36 Credits

Students must complete SNHU's BS in Accounting - Accelerated Track with a 2.75 GPA for admission to this degree

- ACC 550 - Cost Accounting Minimum Credits: 3
- ACC 680 - International Accounting Minimum Credits: 3
- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3 *
- ACC 675 - Control/Audit of Accounting Info System Minimum Credits: 3
- ACC 696 - Situational Ethics in Accounting Minimum Credits: 3
- ACC 700 - Accounting Capstone Minimum Credits: 3
- FIN 500 - Financial Management Minimum Credits: 3
- INT 600 - Multinational Corporate Management Minimum Credits: 3 *
- TAX 650 - Federal Taxation of Individuals Minimum Credits: 3
- TAX 655 - Fed Income Tax of Corp & Partnerships Minimum Credits: 3
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3

Select one (1) course from the following:

- ACC 660 - Controllership Minimum Credits: 3
- ACC 691 - Detection/Prevention of Fraudulent Financial Statements Minimum Credits: 3
- ACC 692 - Interview Techniques/Legal Aspects of Fraud Minimum Credits: 3
- ACC 693 - Investigating with Computers Minimum Credits: 3

Total Graduate Credits: 36

Total BS+MS Accounting Accelerated Track Completed Credits: 150*

Accounting Certificate

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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 201 - 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 Graduate Certificate

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Jennifer Batchelor

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

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

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

Accounting Curriculum - Graduate Certificate

Foundation Course

- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3

Required Courses: 21 Credits

- ACC 550 - Cost Accounting Minimum Credits: 3
- ACC 610 - Financial Reporting I Minimum Credits: 3
- ACC 620 - Financial Reporting II Minimum Credits: 3
- ACC 630 - Financial Reporting III Minimum Credits: 3
- ACC 640 - Auditing Minimum Credits: 3
- ACC 690 - Advanced Topics in Financial Reporting Minimum Credits: 3
- TAX 650 - Federal Taxation of Individuals Minimum Credits: 3

Total Credits: 21

Accounting Minor

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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 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.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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: 27 Credits

- SNHU 107 - Success Strategies for Online Learning Minimum Credits: 3
  Transfer students may either complete SNHU-107 or use a free elective to fulfill this requirement.

- ENG 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II 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 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
- 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
- ACC - one (1) Accounting elective at the 300/400 level Minimum Credits: 3

Free Electives: 6 Credits

Total Credits: 60

Accounting, B.S. (with concentration option)

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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

Note: Students must take MAT 240; ECO 201; and ECO 202 as part of the General Education Requirement

Business Core: 30 Credits

The Business Core

Major Courses: 33 Credits

Note: ACC 309 is a required prerequisite for this degree. Please use the electives space to complete it.

- 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 345 - Financial Statement Analysis/Business Valuation Minimum Credits: 3
- ACC 405 - Advanced Accounting Minimum Credits: 2
- ACC 411 - Auditing Principles Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3
- ACC - three (3) Accounting courses at the 300 level or higher Minimum Credits: 9

Concentration or Free Electives: 12 Credits

Forensic Accounting and Fraud Examination Concentration

- 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

Total Credits: 120

Note(s):

Students completing ACC 330 and ACC 331 may not take ACC 335 to satisfy an Accounting elective or a free elective.

Accounting, M.S. (with concentration options)

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Mark Hobson

The M.S. in Accounting curriculum offers concentrated studies in accounting as preparation for academic qualifications required for becoming a Certified Public Accountant and for a broader-based study of management related to the application of accounting theory. The M.S. in Accounting requires a minimum of 12 and a maximum of 17 graduate courses (3 credits each) as determined by a student's undergraduate background in business and undergraduate major. Students with 6 or more college-level credits in the disciplines of mathematics, economics, and accounting are exempt from "Level I Courses." Other courses are eligible for exemptions or waivers if a student has an undergraduate major or concentration in accounting or accounting/finance. A list of courses, including those eligible for exemption (followed by an asterisk) or waivers, is presented below.

Accounting Curriculum - Master of Science

Foundation Courses

Business Foundation Courses: *Note: For students without undergraduate Business degree*

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3 *
- MBA 502 - Economics for Business Minimum Credits: 3 *
- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3 *

Accounting Foundation Courses: *Note: For students without undergraduate Accounting degree*

- ACC 550 - Cost Accounting Minimum Credits: 3 *

- ACC 610 - Financial Reporting I Minimum Credits: 3 *
- ACC 620 - Financial Reporting II Minimum Credits: 3 *
- ACC 630 - Financial Reporting III Minimum Credits: 3 *
- ACC 640 - Auditing Minimum Credits: 3 *
- TAX 650 - Federal Taxation of Individuals Minimum Credits: 3 *

Major Courses: 27 Credits

- ACC 645 - Advanced Auditing Minimum Credits: 3
- ACC 675 - Control/Audit of Accounting Info System Minimum Credits: 3
- ACC 690 - Advanced Topics in Financial Reporting Minimum Credits: 3
- ACC 696 - Situational Ethics in Accounting Minimum Credits: 3
- FIN 550 - Corporate Finance Minimum Credits: 3
- MBA 610 - Business Law Minimum Credits: 3 *
- MGT 550 - Managing Through Communication Minimum Credits: 3
- TAX 655 - Fed Income Tax of Corp & Partnerships Minimum Credits: 3
- ACC 700 - Accounting Capstone Minimum Credits: 3

Note(s):

This M.S. in Accounting meets the 150-credit-hour requirement adopted by most states for the Certified Public Accountant (CPA) exam, if the student already has a Business or Accounting undergraduate degree.

** Course is eligible for exemption*

Additional Courses or Concentration (select one): 9-12 Credits

- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3
- ACC 680 - International Accounting Minimum Credits: 3
- TAX 670 - Tax Research Methodology/Practice & Procedures Minimum Credits: 3

Auditing Concentration

Note: Not required to take ACC 675 in Major Courses above

- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3
- ACC 691 - Detection/Prevention of Fraudulent Financial Statements Minimum Credits: 3
- ACC 695 - Seminar in Audit/Information Assurance Minimum Credits: 3

Forensic Accounting Concentration

Note: Not required to take ACC 675 in Major Courses above

- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3
- ACC 691 - Detection/Prevention of Fraudulent Financial Statements Minimum Credits: 3
- ACC 692 - Interview Techniques/Legal Aspects of Fraud Minimum Credits: 3
- ACC 693 - Investigating with Computers Minimum Credits: 3

Taxation Concentration

- TAX 665 - Estate and Gift Taxation Minimum Credits: 3
- TAX 670 - Tax Research Methodology/Practice & Procedures Minimum Credits: 3
- TAX 700 - Special Topics in Taxation Minimum Credits: 3

Total Credits with Concentration: 36-39

Accounting/Finance, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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

Business Core: 30 Credits

The Business Core

Major Courses: 30 Credits

- ACC 207 - Cost 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
- ACC - one (1) 300+ level Accounting elective Minimum Credits: 3
- FIN - one (1) 300+ level Finance elective Minimum Credits: 3
- ACC/FIN - one (1) 300+ level Accounting or Finance elective Minimum Credits: 3

Free Electives: 15 Credits

Total Credits: 120

Accounting/Finance, M.S.

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Mark Hobson

The M.S. in Accounting/Finance is an inter-disciplinary degree program intended to provide students with a blend of knowledge and skills required of career professionals in these highly complementary fields. The fourteen course

program (beyond program prerequisites) requires a near equal mix of accounting and finance coursework and prepares students for management positions in a wide range of organizations which require a working knowledge of budget analysis, accounting theory, financial decision making, and corporate finance.

Accounting/Finance Curriculum - Master of Science

Foundation Courses

Courses are 3 credits unless otherwise indicated.

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3 *
- MBA 502 - Economics for Business Minimum Credits: 3 *
- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3 *

Major Courses

Accounting Core: 24 Credits

- ACC 550 - Cost Accounting Minimum Credits: 3 *(If waived, replace with ACC 660 - Controllership)*
- ACC 610 - Financial Reporting I Minimum Credits: 3 *(If waived, replace with ACC 680 - International Accounting)*
- ACC 620 - Financial Reporting II Minimum Credits: 3
- ACC 630 - Financial Reporting III Minimum Credits: 3
- ACC 640 - Auditing Minimum Credits: 3 *(If waived, replace with ACC 646 - Intro to Forensic Accounting/Fraud Exam)*
- ACC 690 - Advanced Topics in Financial Reporting Minimum Credits: 3
- MBA 610 - Business Law Minimum Credits: 3 *
- TAX 660 - Tax Factors in Business Decisions Minimum Credits: 3

Finance Core: 18 Credits

- FIN 550 - Corporate Finance Minimum Credits: 3
- FIN 610 - Short-Term Financial Management Minimum Credits: 3
- FIN 620 - Money and Capital Markets Minimum Credits: 3
- FIN 630 - Capital Budgeting & Financing Minimum Credits: 3
- FIN 640 - Investment Analysis & Portfolio Management Minimum Credits: 3
- FIN 660 - Creating Value: Merger/Acquisition Minimum Credits: 3

** Course is eligible for exemption*

Total Credits: 42

American Studies Minor

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

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 one (1) course from the following:

- FAS 301 - Film and American Culture Minimum Credits: 3
- FAS 370 - American Art Minimum Credits: 3

Select two (2) courses from the following:

- 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

Complete the following:

- LIT 328 - Multi-Ethnic Literature: Describing the Hyphen Minimum Credits: 3
- LIT 350 - The Black Literary Tradition Minimum Credits: 3

Select one (1) course from the following:

- 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

Anthropology, B.A. (with concentrations)

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Alvarez

Anthropology is the study of people and their non-human primate relatives over space and time. It is the study of how human society has changed from a social, historical, and evolutionary perspective. Anthropology is a field that bridges Science and the Humanities examining and producing both qualitative and quantitative data. Anthropologists think holistically about the human society working to understand similarities and differences through cultural, biological, archeological, and linguistic lenses. Anthropology prepares students for careers in the United States and abroad.

Since the anthropology degree at Southern New Hampshire University is skill focused, it uniquely prepares students to either be employed following graduation or enter a graduate degree program. The application of anthropological skills is at the core of the degree program. The uniqueness of the degree is in the inclusion of skill-based concentrations that expand the list of potential jobs for which a graduate can apply. The Anthropology core courses and concentrations stress the application of anthropological theory and methods to real world problems through experiential assignments, ethnographic case studies, data collection, and the acquisition of skills in a specialty area. Anthropology is inherently multidisciplinary, and as such, its specialty areas draw from elements of many different fields in the sciences and humanities.

Anthropology Curriculum - Bachelor of Arts

General Education Courses: 45 Credits

The General Education Program

SAS Required Courses: 9 Credits

- GEO 200 - World Geography Minimum Credits: 3
- PHL 230 - Religions of the World Minimum Credits: 3
- PHY 103 - Earth System Science Minimum Credits: 3

Major Courses: 24 Credits

- ATH 101 - The Human Experience: Introduction to Anthropology Minimum Credits: 3
- ATH 111 - Introduction to Cultural Anthropology Minimum Credits: 3
- ATH 205 - Discovering the Past: Foundations in Archaeology Minimum Credits: 3
- ATH 210 - Human Origins and Evolution: Biological Anthropology Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3
- ATH 315 - Anthropology in the Contemporary World Minimum Credits: 3
- ATH 320 - Who Owns Culture? Ethics in Anthropology Minimum Credits: 3
- ATH 489 - Capstone in Anthropology Minimum Credits: 3

Major Electives or Concentration (select one): 12 Credits

Major Electives

Students select 12 credit hours of BIO, ENV, SCI, SOC, PAD, POL, or PSY courses with minimum 9 credits at the 300 to 400- level

Environmental Sustainability Concentration

- SCI 219 - Environmental Issues Minimum Credits: 3
- SCI 220 - Energy and Society Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3
- BIO 330 - Conservation Biology Minimum Credits: 3

Geospatial Technologies Concentration

- PHY 205 - Principles of Geology Minimum Credits: 3
- IT 242 - Intro to Geographic Information Systems Minimum Credits: 3
- SCI 225 - Spatial Awareness Minimum Credits: 3

Select one (1) of the following courses:

- SCI 310 - Geostatistics and Data Analysis Minimum Credits: 3
- GEO 345 - Remote Sensing and Imagery Analysis Minimum Credits: 3

Free Electives: 30 Credits

Total Credits: 120

Applied Economics, M.S. (with concentration option)

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Mark Hobson

Today's businesses and governments are wrestling with the proliferation of data being produced, collected, and analyzed. The skills and the knowledge that are needed in today's economy are constantly changing, in part due to advances in technology, yet mathematics and analytical skills are being given a renewed importance in the business world. Businesses are now growing on the back of mathematics, statistics, spreadsheets and econometrics. There is an increased demand within organizations to make big decisions with micro and macro-economic data, thus the need for professionals with specialized skills and education in applied economics to fill the tremendous talent gap is increasing today.

The M.S. in Applied Economics provides rigorous technical and analytical training and explores diverse theoretical schools of thought. The courses will balance the most important aspects of the core of microeconomics, macroeconomic and econometric theory through a number of applied courses. The degree program focuses on the theoretical understanding, empirical investigation and analysis, and policy understanding and analysis. The Applied Economics graduate degree prepares students for real-world impact by analysis of empirical models based on the advanced micro and macro-economic theories and economic policies presented throughout the courses. Students in the program are engaged in advanced technologies for empirical analysis, visualization, modeling, and optimization while understanding the requirements and needs of the organizational environment through business research and in-depth analysis of the micro and macro environment.

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

Applied Economics Curriculum - Master of Science

Foundation Courses (as needed):

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3
- MBA 502 - Economics for Business Minimum Credits: 3

- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3

Major Courses: 24 Credits

- ECO 505 - Introduction to Graduate Economics Minimum Credits: 3
- ECO 510 - Mathematics and Statistics for Economics Minimum Credits: 3
- ECO 520 - Microeconomics Theory and Analysis Minimum Credits: 3
- ECO 530 - Macroeconomics Theory and Analysis Minimum Credits: 3
- ECO 540 - Game Theory and Industrial Organization Minimum Credits: 3
- ECO 620 - Applied Econometrics I Minimum Credits: 3
- ECO 625 - Applied Econometrics II Minimum Credits: 3
- ECO 700 - Applied Economics Capstone Minimum Credits: 3

Electives (4) or the Concentration: 12 Credits

Select four (4) courses from the following:

- ECO 500 - Managerial Economics Minimum Credits: 3
- ECO 605 - Environmental and Natural Resource Economics Minimum Credits: 3
- ECO 610 - Fiscal & Monetary Policies & Practices Minimum Credits: 3
- ECO 675 - Seminar in Environmental and Natural Resource Economics Minimum Credits: 3
- FIN 550 - Corporate Finance Minimum Credits: 3
- FIN 640 - Investment Analysis & Portfolio Management Minimum Credits: 3
- FIN 645 - Analytical Tools in Portfolio Management Minimum Credits: 3
- FIN 691 - Financial Modeling Minimum Credits: 3
- INT 620 - Multinational Corporate Finance Minimum Credits: 3
- QSO 500 - Business Research Minimum Credits: 3
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3

Environmental and Natural Resources Economics Concentration

- SEC 510 - Environmental Issues Minimum Credits: 3
- SEC 620 - Environment Compliance/Sustainability Minimum Credits: 3
- ECO 605 - Environmental and Natural Resource Economics Minimum Credits: 3
- ECO 675 - Seminar in Environmental and Natural Resource Economics Minimum Credits: 3

Total Credits: 36

Applied Mathematics Minor

Executive Director: Dr. Gwendolyn Britton

Associate Dean: Aaron McDonald

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 - Minor

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

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

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

Athletic Administration Graduate Certificate

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Alexandru Manus

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

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

The growth of sports as a major industry has increased the need and opportunity for well-trained professional managers. Students who complete the Graduate Certificate in Athletic Administration will be prepared to work in the sport industry and the administration of interscholastic and recreational athletics. The Sport Management programs have Program Approval from the North American Association of Physical Education for both the Undergraduate and Graduate degrees; and are in the Candidacy Process for accreditation with the Commission of Sport Management Accreditation. The requirements of the major in Sport Management include:

Athletic Administration Curriculum - Graduate Certificate

Required Courses: 15 Credits

- SPT 510 - Sport and Society Minimum Credits: 3
- SPT 512 - Principles in Athletic Administration Minimum Credits: 3
- SPT 608 - Sport Marketing and Media Minimum Credits: 3
- SPT 612 - Advanced Topics/Athletic Administration Minimum Credits: 3
- SPT - one (1) Sport Management course Minimum Credits: 3

Total Credits: 15

Business Administration, A.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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: 24 Credits

- SNHU 107 - Success Strategies for Online Learning Minimum Credits: 3
  Transfer students may either complete SNHU-107 or use a free elective to fulfill this requirement.

- ENG 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II 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 General Education Program - Fine Arts and Humanities course (EFAH) Minimum Credits: 3

Required 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: 9 Credits

Total Credits: 60

Business Administration, B.B.A.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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 COCE Program:

- 90 credits transferred from an approved university which SNHU has a signed agreement.
- Equivalent GPA of 3.0
- TOEFL score of 81 or higher
- IELTS score of 6.5

International Bachelors of Business Administration Curriculum

Transfer Courses: 90 Credits

General Education Program: 18 Credits

- ENG 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II Minimum Credits: 3
- FAS - one (1) Fine Arts course Minimum Credits: 3
- SCI - one (1) Science course Minimum Credits: 3
- SCS - one (1) Social Sciences course *(excluding ECO)* Minimum Credits: 3
- one (1) free elective Minimum Credits: 3

Major Courses: 15 Credits

- BUS - four (4) Business courses from ACC, FIN, HOS, OL, IT, INT, MKT, or SPT at the 300/400 level Minimum Credits: 12

- OL 421 - Strategic Management and Policy (Capstone) Minimum Credits: 3

Total Credits: 123

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 and the College of Online and Continuing Education 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 COCE (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 COCE.

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 122

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 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II Minimum Credits: 3
- EFAH - one (1) course from Fine Arts & Creativity, Literature, or History Minimum Credits: 3
- ESBS - one (1) course from Social Science, Economics, Political Science, or Psychology (ECO 201 recommended) Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- Business Electives - four (4) courses at the 300/400 level (ACC 201, ACC 202, FIN 320, and QSO 320 recommended) Minimum Credits: 12

- OL 421 - Strategic Management and Policy (Capstone) Minimum Credits: 3

Total Credits: 120

Business Administration, B.S. (with concentration option)

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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

Business Core: 30 Credits

The Business Core

Major Courses: 27 Credits (15 Credits if completing a concentration)

- 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
- FIN/ECO - one (1) Finance or Economics course (Substitute ACC 307 - Intermediate Accounting I for Nonprofit Management concentration only; substitute HCM 320 - Healthcare Economics for Healthcare Administration concentration only) Minimum Credits: 3
  If not completing a concentration:
- OL/BUS - four (4) Organizational Leadership or Business courses at the 300 level or higher Minimum Credits: 12

Concentration (select one): 15 Credits

Healthcare Administration

- HCM 340 - Healthcare Delivery Systems Minimum Credits: 3

- HCM 345 - Healthcare Reimbursement Minimum Credits: 3
- IHP 430 - Healthcare Quality Management Minimum Credits: 3
- IHP 420 - Ethical and Legal Considerations of Healthcare Minimum Credits: 3
- HCM 440 - Healthcare Research and Evaluation Methodologies Minimum Credits: 3

Human Resource Management

- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 442 - Human Resource Strategy and Development Minimum Credits: 3
- OL - two (2) Organizational Leadership courses at the 300 level or higher Minimum Credits: 6
  NOTE: BUS 307 - Business Law II Minimum Credits: 3 can be used to satisfy one OL course

  Select one (1) course from the following:
- OL 318 - Employee and Labor Relations Minimum Credits: 3
- OL 325 - Total Rewards Minimum Credits: 3

Nonprofit Management

- ACC 322 - Governmental and Non-Profit Accounting Minimum Credits: 3
- OL 265 - Intro to Managing Not-for-Profit Orgs Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 330 - Grant Writing Minimum Credits: 3
- OL 445 - Nonprofit Management Seminar Minimum Credits: 3

Organizational Leadership

- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 324 - Managing Quality Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3
- OL - two (2) Organizational Leadership courses at the 300 level or higher Minimum Credits: 6
  NOTE: BUS 307 - Business Law II Minimum Credits: 3 (can be used to satisfy one OL course)

Small Business Management

- OL 317 - Small Business Management Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 321 - Business Plan Preparation Minimum Credits: 3
- OL - two (2) Organizational Leadership courses at the 300 level or higher Minimum Credits: 6
  NOTE: BUS 307 - Business Law II Minimum Credits: 3 (can be used to satisfy one OL course)

Free Electives: 18 Credits (15 Credits if completing a concentration)

Total Credits: 120

Business Administration, M.B.A. (with concentration options)

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Alexandru Manus

Students interested in an M.B.A., with or without a concentration, whose undergraduate degree is in a non-business discipline or a business discipline with a 2.75 GPA or lower will have their files individually assessed and might require additional foundational coursework to satisfy core business competencies.

With a SNHU M.B.A., you're preparing yourself to navigate between the ups and downs of a volatile business world. The SNHU M.B.A. is built around the principal areas that are necessary to acquire the specific knowledge base and skill sets that will guide you in your business career. You can also tailor the program around your interests, thus being able to acquire the specific knowledge base and skill sets you'll need to achieve your personal career goals. Regardless of what you ultimately plan to do, when you graduate with a SNHU M.B.A., you'll leave with:

Knowledge of a Specific Discipline: Whether you're interested in finance, marketing, accounting or another discipline, because you're able to customize your SNHU M.B.A. program around your interests, you'll gain a fundamental understanding of that subject matter — which you can then build on through further studies or career experiences.

Effective Research Strategies: As is the case with all SNHU M.B.A. programs, you'll learn how to effectively gather and analyze data and information from a variety of new media resources.

Interpersonal Communication Skills: Through written and oral presentations, you'll sharpen your ability to connect with people from different cultures and with different perspectives.

Greater Business Awareness: By learning about customs and practices, you'll expand your understanding of the business arena and you will be better equipped to compete in the local and global marketplace.

Thorough Understanding of Critical Business Areas: You'll discover how to take a holistic view of business areas by factoring in internal and external influences on decision making such as politics, ethics, law, economic policies and cultural beliefs, etc.

Business Administration Curriculum - Master of Business Administration

Foundation Courses (as needed): 15 Credits

This coursework may be exempt based on undergraduate coursework.

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3
- MBA 502 - Economics for Business Minimum Credits: 3
- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3
- MBA 610 - Business Law Minimum Credits: 3
- OL 500 - Human Behavior in Organizations Minimum Credits: 3

Required Courses: 27 Credits

MBA Core 1: *must complete foundations prior to enrollment in core*

- MBA 515 - Business Environment, Innovations and Entrepreneurship Minimum Credits: 3
- MBA 520 - Accounting and Financial Analysis Minimum Credits: 3
- MBA 550 - Leading in an Organization Minimum Credits: 3
- MBA 560 - Marketing and Strategy Minimum Credits: 3

MBA Core 2: *must complete MBA Core 1 prior to enrollment in MBA Core 2*

- MBA 635 - Ethics, Corporate Culture and Social Responsibility Minimum Credits: 3

- MBA 640 - Finance, Economics, and Decision Making Minimum Credits: 3
- MBA 665 - Government Impact on Business Minimum Credits: 3
- MBA 690 - Operations Management and Technology Minimum Credits: 3

Capstone Course:

- MBA 705 - MBA Capstone Minimum Credits: 3

Business Electives or Declare a Concentration: 9-12 Credits

- BUS - three (3) Business courses from subjects INT, ACC, CED, ECO, FIN, IT, MBA, MKT, OL, TAX, MBE, SPT, HOS, QSO, WCM, SEC, CSR or MGT from levels 500, 600, 700 or 800 (except MGT 700)

Concentrations:

Accounting Concentration

- ACC 610 - Financial Reporting I Minimum Credits: 3
- ACC 620 - Financial Reporting II Minimum Credits: 3
- TAX 660 - Tax Factors in Business Decisions Minimum Credits: 3

Athletic Administration Concentration

- SPT 510 - Sport and Society Minimum Credits: 3
- SPT 512 - Principles in Athletic Administration Minimum Credits: 3
- SPT 612 - Advanced Topics/Athletic Administration Minimum Credits: 3

Business Intelligence Concentration

- DAT 510 - Foundations of Data Minimum Credits: 3
- DAT 520 - Decision Methods and Modeling Minimum Credits: 3
- DAT 530 - Presentation and Visualization of Data Minimum Credits: 3

Community Economic Development Concentration

- CED 631 - Housing Policy and Development Minimum Credits: 3
- CED 632 - Urban Neighborhood Revitalization Minimum Credits: 3
- CED 634 - Financing Community Economic Development Minimum Credits: 3
- CED 652 - Community Building and Organizing Minimum Credits: 3

Corporate Social Responsibility Concentration

- CSR 510 - Strategic Corporate Social Responsibility Minimum Credits: 3
- CSR 610 - Business Ethics and Culture Minimum Credits: 3
- CSR 620 - Corporate Governance and Accountability Minimum Credits: 3

Economics Concentration

- ECO 510 - Mathematics and Statistics for Economics Minimum Credits: 3
- ECO 520 - Microeconomics Theory and Analysis Minimum Credits: 3
- ECO 530 - Macroeconomics Theory and Analysis Minimum Credits: 3

Engineering Management Concentration

- EMA 600 - Introduction to Engineering for Engineering Minimum Credits: 3
- EMA 610 - Systems Thinking for Engineering Managers Minimum Credits: 3
- EMA 620 - Systems Engineering and Business Practices Minimum Credits: 3
- EMA 630 - Project Management for Engineering Managers Minimum Credits: 3

Entrepreneurship Concentration

- OL 630 - Entrepreneurship and Small Business Management Minimum Credits: 3
- OL 635 - Consulting Minimum Credits: 3
- OL 640 - Franchising Minimum Credits: 3

Finance Concentration

- FIN 550 - Corporate Finance Minimum Credits: 3
- FIN 610 - Short-Term Financial Management Minimum Credits: 3
- FIN 640 - Investment Analysis & Portfolio Management Minimum Credits: 3

Forensic Accounting Concentration

- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3
- ACC 691 - Detection/Prevention of Fraudulent Financial Statements Minimum Credits: 3
- ACC 692 - Interview Techniques/Legal Aspects of Fraud Minimum Credits: 3
- ACC 693 - Investigating with Computers Minimum Credits: 3

Healthcare Informatics Concentration

- HIM 500 - Healthcare Informatics Minimum Credits: 3
- IT 510 - Advanced Information Technology Minimum Credits: 3
- IHP 600 - Social & Organizational Issues in Healthcare Minimum Credits: 3

Healthcare Management Concentration

- HIM 500 - Healthcare Informatics Minimum Credits: 3
- IHP 600 - Social & Organizational Issues in Healthcare Minimum Credits: 3
- HRM 630 - Topics in Health Administration Minimum Credits: 3

Human Resources Concentration

- OL 600 - Strategic Human Resource Management Minimum Credits: 3
- OL 620 - Total Rewards Minimum Credits: 3
- OL 663 - Leading Change Minimum Credits: 3

Information Technology Management Concentration

- IT 510 - Advanced Information Technology Minimum Credits: 3
- IT 550 - Management of Information Technology Minimum Credits: 3
- IT 657 - Enterprise Resource Planning Minimum Credits: 3

Internet Marketing Concentration

- MKT 625 - Strategic Internet Marketing Minimum Credits: 3
- MKT 635 - Websites and SEM/SEO Minimum Credits: 3
- MKT 645 - Online Marketing Channels Minimum Credits: 3

Justice Studies Concentration

Select three (3) courses from the following:

- JUS 600 - Police in the American Experience Minimum Credits: 3
- JUS 601 - Correctional Policy and Practice Minimum Credits: 3
- JUS 602 - Courts and Judicial Process Minimum Credits: 3
- JUS 603 - Law, Ethics, and Justice System Minimum Credits: 3
- JUS 604 - Legal and Justice Research Minimum Credits: 3
- JUS 608 - Employment Law Minimum Credits: 3

Leadership Concentration

- COM 600 - Communication for Leadership Minimum Credits: 3
- OL 663 - Leading Change Minimum Credits: 3
- PSY 614 - Psychology of Leadership Minimum Credits: 3

Marketing Concentration

- MKT 610 - Promotions Management Minimum Credits: 3
- MKT 620 - Consumer Behavior Minimum Credits: 3
- MKT 678 - Brand Management Minimum Credits: 3

Music Business Concentration

Note: Student's in the Music Business Concentration Take BMB 670 in place of MBA 635 in the MBA Core 2

- BMB 515 - Music Business Structure and Strategies Minimum Credits: 3
- BMB 630 - Music Marketing Strategies Minimum Credits: 3
- BMB 655 - Music Business Finance Minimum Credits: 3

Operations and Supply Chain Management Concentration

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 630 - Supply Chain Management Minimum Credits: 3

Select one (1) course from the following:

- QSO 600 - Operations Management Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 690 - Topics in Operations Management Minimum Credits: 3

Project Management Concentration

- QSO 640 - Project Management Minimum Credits: 3
- QSO 680 - Seminar in Project Management Minimum Credits: 3

Select one (1) course from the following:

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 645 - Project Management for PMP Certification Minimum Credits: 3

Public Administration Concentration

- PAD 631 - Strategic Management in Public Service Minimum Credits: 3
- PAD 633 - Intergovernmental Relations Minimum Credits: 3

Select one (1) course from the following:

- PAD 630 - Foundations of Public Administration Minimum Credits: 3
- PAD 632 - Foundations of Public Policy Minimum Credits: 3

Quantitative Analysis Concentration

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 520 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 530 - Applied Statistics for Managers Minimum Credits: 3

Six Sigma Quality Concentration

- QSO 530 - Applied Statistics for Managers Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3

Social Media Marketing Concentration

- MKT 555 - Social Media Minimum Credits: 3
- MKT 655 - Social Media Marketing Strategy Minimum Credits: 3
- MKT 666 - Social Media Marketing Campaigns Minimum Credits: 3

Sport Management Concentration

- SPT 510 - Sport and Society Minimum Credits: 3
- SPT 565 - Internationalization of Sport Business Minimum Credits: 3
- SPT 600 - Management of Sport Organizations Minimum Credits: 3

Sustainability and Environmental Compliance Concentration

- SEC 510 - Environmental Issues Minimum Credits: 3
- SEC 610 - Energy and Society Minimum Credits: 3
- SEC 620 - Environment Compliance/Sustainability Minimum Credits: 3

Workplace Conflict Management Concentration

- WCM 510 - Negotiation/Advocacy in the Workplace Minimum Credits: 3
- WCM 610 - Intro Org Conflict Management Minimum Credits: 3
- WCM 620 - Managing Difficult Conversations at Work Minimum Credits: 3

Total Credits: 51-54

Business Studies in Accounting, B.S.

Executive Director: Dr. Joseph Cappa

Associate Deans: Dr. Kimberly Blanchette

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

Business Core: 30 Credits

The Business Core

Major Courses: 15 Credits

- 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 - one (1) Accounting course at the 300 level or BUS 307 - Business Law II Minimum Credits: 3

Free Electives: 30 Credits

Total Credits: 120

Business Studies in Business Administration, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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 Science

General Education Program: 45 Credits

The General Education Program

Business Core: 30 Credits

The Business Core

Major Courses: 15 Credits

- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL - Two (2) Organizational Leadership courses at the 300/400 level, except OL 490. (BUS-307 satisfies one OL elective) Minimum Credits: 6

Free Electives: 30 Credits

Total Credits: 120

Business Studies in Business Finance, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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

Business Core: 30 Credits

The Business 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 Credits: 3

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.

Executive Director: Dr. Joseph Cappa

Associate Deans: Dr. Kimberly Blanchette; Dr. Sherry Kollmann

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

Business Core: 30 Credits

The Business Core

Major Courses: 21 Credits

- 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 - four (4) Information Technology elective courses (as recommended by an advisor) Minimum Credits: 12

Free Electives: 24 Credits

Total Credits: 120

Business Studies in Human Resource Management, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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

Business Core: 30 Credits

The Business Core

Major Courses: 21 Credits

- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management 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
- OL - two (2) Organizational Leadership electives at the 300/400 level (BUS 307 - Business Law II satisfies one Organizational Leadership elective) Minimum Credits: 6

Free Electives: 24 Credits

Total Credits: 120

Business Studies in Industrial Organizational Psychology, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollman

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 Industrial Organizational Psychology Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Business Core: 30 Credits

The Business Core

Major Courses: 18 Credits

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- PSY 224 - Research II: Scientific Investigations Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 258 - Industrial Organizational Psychology Minimum Credits: 3

- PSY 305 - Cognitive Psychology Minimum Credits: 3
- PSY 335 - Assessment and Testing Minimum Credits: 3

Free Electives: 27 Credits

Total Credits: 120

Business Studies in International Management, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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

Business Core: 30 Credits

The Business 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.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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

Business Core: 30 Credits

The Business 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
- ADV/MKT - two (2) Advertising/Marketing courses (QSO 330 - Supply Chain Management can be taken) Minimum Credits: 6

Free Electives: 24 Credits

Total Credits: 120

Business Studies in Operations and Project Management, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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

Business Core: 30 Credits

The Business Core

Major Courses: 21 Credits

- OL 215 - Principles of Management 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 440 - Topics in Project Management Minimum Credits: 3

Select one (1) of the following courses:

- QSO 310 - Management of Service Operations Minimum Credits: 3
- QSO 345 - Project Management/CAPM Certification Minimum Credits: 3
- QSO 490 - Operations/Project Management Internship Minimum Credits: 3

Free Electives: 24 Credits

Total Credits: 120

Business Studies in Organizational Leadership, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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

Business Core: 30 Credits

The Business Core

Major Courses: 18 Credits

- 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 - one (1) Organizational Leadership elective at the 300/400 level (BUS 307 - Business Law II satisfies one organizational leadership elective). Minimum Credits: 3

Free Electives: 27 Credits

Total Credits: 120

Business Studies in Small Business Management, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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

Business Core: 30 Credits

The Business Core

Major Courses: 21 Credits

- 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 - two (2) Organizational Leadership elective courses at the 300/400 level except OL 490 - Business Administration Internship Minimum Credits: 6

Free Electives: 24 Credits

Total Credits: 120

Business Studies in Sport Management, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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

Business Core: 30 Credits

The Business 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:

- 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

Free Electives: 27 Credits

Total Credits: 120

Business Writing Minor

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

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 Writing by successfully completing the following courses:

Business Writing Curriculum - Minor

Required Courses

- COM 235 - Introduction to Journalism Minimum Credits: 3
- COM 340 - Writing for Public Relations Minimum Credits: 3
- COM 435 - Feature Writing Minimum Credits: 3
- ENG 220 - Business Communication 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

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 and the College of Online and Continuing Education 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 COCE (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 COCE.

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 122

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 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II 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
- ESTM - one (1) Mathematics (MAT) course at the 100 level or higher 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

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

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. (with concentration option)

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

The Communication major prepares students for a wide variety of fields including public relations, corporate communications and training, government relations, leadership tasks, social media, professional writing, journalism, advertising, and other mass media professions. Students also have the opportunity to focus their studies through a variety of minors and internship experiences. At the same time, students are able to develop competencies in particular areas. The concentrations in this program offer students the ability to further their skills in new media, public relations and professional writing.

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:

- GRA 310 - Digital Graphic Design for the Web Minimum Credits: 3
- HIS 114 - United States History II: 1865-Present 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

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 235 - Introduction to Journalism Minimum Credits: 3
- COM 310 - Social Media Minimum Credits: 3
- COM 430 - Organizational Communications Minimum Credits: 3

Additional Courses or Concentration (select one)

Select four (4) courses from the following:

- COM 232 - Desktop Publishing Minimum Credits: 3
- COM 315 - Communication in the Digital Age Minimum Credits: 3
- COM 320 - Exploring World Cultures/Mass Media Minimum Credits: 3
- COM 325 - Editing for Media and Publication Minimum Credits: 3
- COM 329 - New Media Technologies Minimum Credits: 3
- COM 336 - Electronic Public Relations Minimum Credits: 3
- COM 340 - Writing for Public Relations Minimum Credits: 3
- COM 341 - Technical Writing Minimum Credits: 3
- COM 445 - Writing for New Media Minimum Credits: 3
- COM 448 - Media Ethics and Law Minimum Credits: 3
- COM 452 - Public Relations Campaign Planning Seminar (Capstone) Minimum Credits: 3
- COM 476 - Corporate Communications Seminar (Capstone) Minimum Credits: 3
- COM 490 - Communication Internship Minimum Credits: 0

New Media Concentration

The field and practice of communication is characterized by the continual evolutions of media technology and the impact that these changes have made on communication practices, relationships, and culture. Students who are seeking employment as a communication professional must be prepared to enter into a dynamic and shifting landscape of technology and media and approach these changes with technical savvy and an ethical mind. The concentration in New Media builds on the foundations of communication media and technology in the core Communication program and extends these ideas to the particular developments in new media technology, social media research and marketing, interpersonal development in mediated environments, and content production for new media platforms.

- COM 315 - Communication in the Digital Age Minimum Credits: 3
- COM 329 - New Media Technologies Minimum Credits: 3
- COM 445 - Writing for New Media Minimum Credits: 3
- MKT 355 - Social Media Marketing Strategy Minimum Credits: 3

Professional Writing Concentration

The Concentration in Professional Writing serves as an extension of the skills learned in the Communication core requirements and focuses on topics such as editing, copywriting, technical writing, and writing for specific media and audiences.

- COM 325 - Editing for Media and Publication Minimum Credits: 3
- COM 340 - Writing for Public Relations Minimum Credits: 3
- COM 341 - Technical Writing Minimum Credits: 3
- COM 445 - Writing for New Media Minimum Credits: 3

Public Relations Concentration

The field of public relations is a fast paced and ever changing combination of understanding the purpose of new media and technologies and learning how to develop and implement targeted communications to specific audiences. Students in the Public Relations Concentration will build on the skills developed in the Communication core by focusing on the ethical responsibilities of communicating to a public audience using specified technological tools and multimedia platforms.

- COM 336 - Electronic Public Relations Minimum Credits: 3
- COM 340 - Writing for Public Relations Minimum Credits: 3
- COM 448 - Media Ethics and Law Minimum Credits: 3
- COM 452 - Public Relations Campaign Planning Seminar (Capstone) Minimum Credits: 3

Free Electives: 33 Credits

Total Credits: 120

Communication, M.A. (with concentration option)

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

Technological advances present an exciting opportunity for a new type of communication professional that can effectively convey messages in a globalized society. The Master of Arts in Communication seeks to prepare students with the knowledge and skills that are most relevant to a wide variety of professions and organizations. Instead of focusing on particular technological tools, students will become self-directed learners that are fluent in the language of technology, thereby preparing them for the next major innovation—and, the one after that. In this way, the M.A. in Communications positions one as a "value add" to a range of employers within and outside of the traditional communication field. Graduates of the degree program could potentially pursue careers in public relations, business, writing, journalism, marketing, health, entertainment, politics, education, and many other fields.

Communication Curriculum - Master of Arts

Major Courses: 24 Credits

- COM 500 - Communication, Media & Society Minimum Credits: 3
- COM 510 - The Vantage Point: Knowledge & New Media Minimum Credits: 3
- COM 530 - Law & Ethics: A Line in the Sand Minimum Credits: 3
- COM 540 - Second Self: Identity & Personal Brands Minimum Credits: 3

- COM 600 - Communication for Leadership Minimum Credits: 3
- COM 610 - More than Words: Communication by Design Minimum Credits: 3
- COM 620 - Strategic Communication in a New Age Minimum Credits: 3
- COM 690 - Communication Capstone Minimum Credits: 3

Additional Courses or Concentration (select one): 12 Credits

- COM - four (4) graduate-level Communications courses Minimum Credits: 12

Health Communication Concentration

Today's health professional encounters many challenges in generating and disseminating pertinent, and often sensitive, health information to a diverse public audience. The Health Communications Concentration provides students the formal training necessary to address health literacy. Students seeking a degree in Health Communications will build on the Communications core curriculum to learn effective strategies in crafting responsible and empathetic communication regarding health information, identifying appropriate networks for disseminating health communication, and deriving communications reflective of, but not limited to, advances in technology, including eHealth and telemedicine, changes in governmental policy, as well as social and cultural contexts.

- COM 575 - eHealth and Technology Minimum Credits: 3
- COM 576 - Health Communication & Culture Minimum Credits: 3
- COM 577 - Healthcare Ethics Minimum Credits: 3
- COM 578 - Contemporary Public Policy and Strategy Minimum Credits: 3

New Media and Marketing Concentration

Today's Communications professional faces an ever-changing technological industry. The digital realm allows us to reach a global audience with a single tweet or post. Composing and curating content for these new media platforms are essential skills for a successful career. Students of the New Media and Marketing Concentration will build on the Communications core curriculum and gain experience with the latest developments in technology, interpret social catalysts that drive technological change, and learn best practices for producing social media campaigns.

- COM 565 - Communication with Media Technology Minimum Credits: 3
- COM 566 - Pen to Platform Minimum Credits: 3
- COM 567 - Digital Tools and Teams Minimum Credits: 3
- COM 568 - New Media Campaign Design & Marketing Minimum Credits: 3

Public Relations Concentration

Public Relations Specialists stand at the forefront of the media landscape, as they bear witness to continuous developments in social media and communications technology. As intermediary between business corporations and their respective clients, PR Specialists navigate unique challenges and opportunities developing and executing relevant public relations campaigns. Building on the Communications core curriculum students in the Public Relations Concentration will gain academic and practical experience while developing proficiency in the relevant tools and technology to mount effective campaigns and management strategies to communicate efficiently with co-workers, clients, and the general public.

- COM 655 - Reputation Management: Building a Brand Minimum Credits: 3
- COM 656 - Spread the Word: Social Media Practices Minimum Credits: 3
- COM 657 - Crisis Communication in a 24/7 World Minimum Credits: 3
- COM 658 - Integrated PR Campaigns & Measurement Minimum Credits: 3

Total Credits: 36

Community Health Education, B.S.

Executive Director: Dr. Jan Wyatt

Associate Dean: Dr. Denise Bisaillon

The B.S. in Community Health Education program addresses the responsibilities, functions, skills, and knowledge to become a successful and effective community health educator. Students explore effective ways to promote health and prevent disease in populations, and to plan, develop, implement and evaluate community health education programs. Students learn important the critical components of community health education such as social and behavioral health, research and assessment, epidemiology and chronic and communicable diseases.

According to the U.S. Bureau of Labor Statistics (2014), "employment of health educators and community health workers is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. Growth will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people about healthy habits, behaviors and utilization of available health care services." This degree program is designed for students who want careers in public or private health organizations. Health educators are professionals who plan, implement, and evaluate activities to help improve the health of people in settings such as schools, workplace programs, community agencies, health care facilities, government organizations, businesses, and colleges. The BS in Community Health Education program prepares the student for the professional certification examination to become a Certified Health Education Specialist (CHES) offered through the National Commission for Health Education Credentialing.

Community Health Education Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Note: Students must take IHP 340, BIO 210, and PSY 108 as a General Education requirement

Major Courses: 36 Credits

- CHE 110 - Introduction to Community Health Education Minimum Credits: 3
- IHP 200 - Wellness Across the Lifespan Minimum Credits: 3
- CHE 220 - Communicable Diseases Minimum Credits: 3
- PHE 327 - Research and Assessment in Public Health Minimum Credits: 3
- PHE 340 - Social and Behavioral Health Minimum Credits: 3
- IHP 330 - Principles of Epidemiology Minimum Credits: 3
- CHE 300 - Methods and Materials in Health Education Minimum Credits: 3
- PHE 425 - Programming Planning in Public Health Minimum Credits: 3
- CHE 350 - Program Administration Minimum Credits: 3
- PHE 423 - Evaluation Methods in Public Health Minimum Credits: 3
- CHE 460 - Health Communication, Social Marketing, and Advocacy Minimum Credits: 3
- CHE 490 - Community Health Capstone Minimum Credits: 3

Major Electives: 12 Credits

Students select 12 credit hours of CHE, IHP, or PHE courses with minimum 9 credits at the 300 to 400-level

Free Electives: 27 Credits

Total Credits: 120

Creative Writing and English, B.A. (with concentration option)

Executive Director: Dr. Ruth Lahti

Associate Dean: Dr. Sharon Califano

The online degree in Creative Writing and English provides students with opportunities to cultivate and improve upon their unique writing craft. With a catalogue of courses in creative writing and literature, students utilize literary analysis to inform their imaginative application of storytelling elements. Published writers, professional editors and publishers, and established literary critics guide students through their work in SNHU's primary writing genres: fiction, nonfiction, screenwriting, and poetry. After advanced study in this program, students will have essential writing and critical thinking skillsets that translate to a wide range of professions, including journalism, editing, copywriting, publishing, filmmaking, and more.

Creative Writing and English Curriculum - Bachelor of Art

General Education Courses: 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 114 - United States History II: 1865-Present 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 Courses Below or One Concentration:

- ENG 431 - Advanced Creative Writing Minimum Credits: 3

Select three (3) courses 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

Fiction Writing Concentration

- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 349 - Intermediate Fiction Writing Workshop Minimum Credits: 3
- ENG 359 - Advanced Fiction Writing Workshop Minimum Credits: 3
- ENG 421 - New Media: Writing and Publishing Minimum Credits: 3

Nonfiction Writing Concentration

- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3
- ENG 341 - Intermediate Nonfiction Writing Workshop Minimum Credits: 3
- ENG 351 - Advanced Nonfiction Writing Workshop Minimum Credits: 3
- ENG 421 - New Media: Writing and Publishing Minimum Credits: 3

Poetry Concentration

- ENG 328 - Poetry Writing Workshop Minimum Credits: 3
- ENG 348 - Intermediate Poetry Writing Workshop Minimum Credits: 3
- ENG 358 - Advanced Poetry Writing Workshop Minimum Credits: 3
- ENG 421 - New Media: Writing and Publishing Minimum Credits: 3

Screenwriting Concentration

- ENG 323 - Intro to Screenwriting Workshop Minimum Credits: 3
- ENG 347 - Intermediate Screenwriting Workshop Minimum Credits: 3
- ENG 357 - Advanced Screenwriting Workshop Minimum Credits: 3
- ENG 421 - New Media: Writing and Publishing Minimum Credits: 3

Free Electives: 33 Credits

Total Credits: 120

Creative Writing Minor

Executive Director: Dr. Ruth Lahti

Associate Dean: Dr. Sharon Califano

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

Criminal Justice Minor

Executive Director: Jennifer Batchelor

Associate Dean: Michelle Alvarez

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 Criminal Justice by successfully completing the following courses:

Criminal Justice Curriculum - Minor

Required Courses

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- CJ 104 - Ethics and the Criminal Justice Leader Minimum Credits: 3
- CJ/JUS - three (3) Criminal Justice or Justice Studies courses Minimum Credits: 9

Total Credits: 15

Criminal Justice, A.S.

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Alvarez

The Associate of Science in Criminal Justice program will provide an introductory and career-focused overview of the criminal justice system. The curriculum will serve to compliment effective academic content with an emphasis on preparation for employment candidacy or matriculation into the B.S. in Criminal Justice program.

Criminal Justice Curriculum - Associate in Science

Core Requirements: 24 Credits

- SNHU 107 - Success Strategies for Online Learning Minimum Credits: 3
  Note: Transfer students may either complete SNHU-107 or use a free elective to fulfill this requirement.
- ENG 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II Minimum Credits: 3
- MAT - one (1) Mathematics foundation course from MAT 130, MAT 135 , MAT 140, MAT 210, MAT 230 or MAT 240 Minimum Credits: 3
- Gen Ed - one (1) General Education exploration course classified as EFAH Minimum Credits: 3
- Gen Ed - one (1) General Education exploration course classified as ESBS Minimum Credits: 3
- Gen Ed - two (2) General Education exploration course classified as ESTM Minimum Credits: 6

Major Courses: 27 Credits

- CJ 104 - Ethics and the Criminal Justice Leader Minimum Credits: 3
- CJ 202 - Writing for the Criminal Justice Profession Minimum Credits: 3
- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- CJ 300 - Research Methods for Criminal Justice Minimum Credits: 3
- JUS 261 - Judicial Administration Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3
- JUS 331 - Juvenile Justice System Minimum Credits: 3
- JUS 375 - Criminal Law Minimum Credits: 3

Select one (1) course 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

Free Electives: 9 Credits

Total Credits: 60

Criminal Justice, B.S. (with concentration options)

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Alvarez

The Bachelor of Science in Criminal Justice program will provide an extensive, outcomes-based and career-focused overview of the Criminal Justice system. The curriculum will serve to compliment effective academic content with an

emphasis on preparation for employment candidacy or advancement in the Criminal Justice profession. The program will seek to educate traditional students as well as promote criminal justice workforce development by targeting persons currently working in the field.

The Bachelor of Science in Criminal Justice program will provide students opportunities to understand foundational reasons for the profession's expansion and where s/he may best qualify for employment within it. The program bridges the gap between current theory and sanctioned practice in order to maintain credibility, facilitate proper career planning, and prepare graduates to immediately contribute to the field. The program will enforce and encourage adherence to rigorous academic standards and develop professionally objective skill sets. Students will be prepared to make ethical, methodical, evidence-based decisions that will serve their prospective professional organizations and communities well.

Criminal Justice Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

SAS Required Courses: 9 Credits

- POL 210 - American Politics Minimum Credits: 3
- PSY 108 - Introduction to Psychology Minimum Credits: 3
- SOC 112 - Introduction to Sociology Minimum Credits: 3

Major Courses: 30 Credits

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- CJ 202 - Writing for the Criminal Justice Profession Minimum Credits: 3
- CJ 104 - Ethics and the Criminal Justice Leader Minimum Credits: 3
- CJ 300 - Research Methods for Criminal Justice Minimum Credits: 3
- JUS 261 - Judicial Administration Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3
- JUS 331 - Juvenile Justice System Minimum Credits: 3
- JUS 375 - Criminal Law Minimum Credits: 3
- JUS 455 - Legal Traditions Minimum Credits: 3
- CJ 480 - Capstone in Criminal Justice Minimum Credits: 3

Criminal Justice Electives or Concentration (select one): 12 Credits

Select four (4) courses from the following:

- CJ 303 - Psychopaths, Sociopaths and Serial Killers Minimum Credits: 3
- CJ 330 - Leadership/Management in Criminal Justice Organizations Minimum Credits: 3
- CJ 331 - Effective Patrol and Community Policing Minimum Credits: 3
- CJ 332 - Crisis Intervention for Police Minimum Credits: 3
- CJ 400 - Crime Analysis and Effective Police Service Minimum Credits: 3
- CJ 401 - Emergency and Disaster Management Minimum Credits: 3
- CJ 430 - Terrorist Techniques Minimum Credits: 3
- CJ 467 - Threat Assessment Fundamentals Minimum Credits: 3

- CJ 468 - Intelligence, Surveillance, and Reconnaissance Minimum Credits: 3
- CJ 469 - Counterterrorism Techniques Minimum Credits: 3
- JUS 103 - Correctional Systems Minimum Credits: 3
- JUS 201 - Criminal Investigation Minimum Credits: 3
- JUS 215 - The Victim and the Justice System Minimum Credits: 3
- JUS 224 - Legal and Justice Research Methods Minimum Credits: 3
- JUS 309 - White Collar Crime Minimum Credits: 3
- JUS 325 - Law, Justice and Family Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 496 - Administrative Law 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 324 - Sociology of Crime and Violence Minimum Credits: 3

Corrections Concentration

- CJ 320 - Corrections in the United States Minimum Credits: 3
- CJ 321 - Offender Rehabilitation Minimum Credits: 3
- CJ 322 - Community-Based Corrections Minimum Credits: 3
- CJ 323 - Correctional Administration Minimum Credits: 3

Criminology Concentration

- CJ 303 - Psychopaths, Sociopaths and Serial Killers Minimum Credits: 3
- PSY 215 - Abnormal Psychology Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3

Homeland Security and Counterterrorism Concentration

- CJ 430 - Terrorist Techniques Minimum Credits: 3
- CJ 467 - Threat Assessment Fundamentals Minimum Credits: 3
- CJ 468 - Intelligence, Surveillance, and Reconnaissance Minimum Credits: 3
- CJ 469 - Counterterrorism Techniques Minimum Credits: 3

Human Services Concentration

- HSE 101 - Introduction to Human Services Minimum Credits: 3
- HSE 220 - Communication Skills for Human Service Professionals Minimum Credits: 3
- HSE 310 - Family and Community Systems Minimum Credits: 3
- HSE 325 - Ethics and Laws in Child Welfare Minimum Credits: 3

Legal Studies and Advocacy Concentration

- JUS 215 - The Victim and the Justice System Minimum Credits: 3
- JUS 325 - Law, Justice and Family Minimum Credits: 3

- JUS 496 - Administrative Law Minimum Credits: 3
- PSY 205 - Forensic Psychology Minimum Credits: 3

Police Administration and Operations Concentration

- CJ 330 - Leadership/Management in Criminal Justice Organizations Minimum Credits: 3
- CJ 331 - Effective Patrol and Community Policing Minimum Credits: 3
- CJ 332 - Crisis Intervention for Police Minimum Credits: 3
- CJ 400 - Crime Analysis and Effective Police Service Minimum Credits: 3

Free Electives: 24 Credits

Total Credits: 120

Criminal Justice, M.S. (with concentration options)

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Alvarez

The Master of Science in Criminal Justice program is designed for students seeking to enter or advance a career in criminal justice professions. Students will learn to apply the latest research, leadership strategies, and criminological theory for effective and strategic decision-making. With a focus on employing professional and appropriate leadership strategies for resource planning, consensus building, and long-term planning, this program provides students with valuable skills they need to address contemporary issues and challenges in the field of criminal justice and public safety.

The Master of Science in Criminal Justice program is ideal for students who want to meet the challenges inherent in the United States justice system. Graduates of this program will be prepared for a wide range of careers in diverse fields, such as security, corrections, state and local government, and law enforcement.

Criminal Justice Curriculum - Master of Science

Required Courses: 24 Credits

- CJ 500 - Critical Issues in the Criminal Justice System Minimum Credits: 3
- CJ 510 - Ethical Leadership in Criminal Justice Minimum Credits: 3
- CJ 520 - Criminology and Public Policy Minimum Credits: 3
- CJ 550 - Assessing Organizational Performance Minimum Credits: 3
- CJ 560 - Courts and Judicial Process Minimum Credits: 3
- CJ 675 - Data-Driven Decision-Making in Criminal Justice Minimum Credits: 3
- WCM 610 - Intro Org Conflict Management Minimum Credits: 3
- CJ 790 - Criminal Justice Capstone Minimum Credits: 3

Criminal Justice Electives or Concentration (select one): 12 Credits

Select four (4) courses from the following:

- CED 631 - Housing Policy and Development Minimum Credits: 3
- CED 652 - Community Building and Organizing Minimum Credits: 3
- COM 500 - Communication, Media & Society Minimum Credits: 3
- COM 510 - The Vantage Point: Knowledge & New Media Minimum Credits: 3
- COM 530 - Law & Ethics: A Line in the Sand Minimum Credits: 3
- COM 600 - Communication for Leadership Minimum Credits: 3
- JUS 606 - Planning/Tactics: Homeland and WMD Minimum Credits: 3
- JUS 607 - Terrorism and Strategic Response Minimum Credits: 3
- JUS 620 - Emergency Management Minimum Credits: 3
- JUS 621 - Contemporary Issues in Homeland Security Minimum Credits: 3
- MBA 610 - Business Law Minimum Credits: 3
- OL 676 - Women in Leadership Minimum Credits: 3
- PSY 545 - Forensic Psychology Minimum Credits: 3
- PSY 614 - Psychology of Leadership Minimum Credits: 3
- PSY 624 - Intersection of Law and Psychology Minimum Credits: 3
- QSO 500 - Business Research Minimum Credits: 3

Advanced Counterterrorism and Homeland Security Concentration

- CJ 530 - Global Terrorism Minimum Credits: 3
- CJ 681 - Terrorist Techniques and Counterterrorism Minimum Credits: 3
- CJ 682 - Threat Assessment Minimum Credits: 3
- CJ 683 - Intelligence Collection and Analysis Minimum Credits: 3

Public Safety Administration Concentration

- PAD 630 - Foundations of Public Administration Minimum Credits: 3
- PAD 631 - Strategic Management in Public Service Minimum Credits: 3
- OL 600 - Strategic Human Resource Management Minimum Credits: 3
- CJ 650 - Public Safety Administration Minimum Credits: 3

Total Credits: 36

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 through the College of Online and Continuing Education. Students are credentialed through Southern New Hampshire University and the College of Online and Continuing Education 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 COCE (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 COCE.

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 122

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 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II 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

Curriculum and Instruction, M.Ed. (with concentration option)

Executive Director: Dr. Jennifer Batchelor

The program in curriculum and instruction is designed for the certified teacher who seeks an in-depth study of teaching and learning. The program does not lead to initial early childhood, elementary or secondary certification.

This 33-semester hour program consists of a core of eight courses plus an individually designed sequence of three courses chosen by the student or one of four concentration options. The flexible program allows for a plan of study designed to meet each student's interests and professional needs.

Curriculum Administrator
Certified teachers seeking leadership roles in the area of curriculum (curriculum coordinators, department chairs, lead teachers, etc.) have to work directly with their State's Department of Education to determine eligibility for administrator endorsement.

Curriculum and Instruction Curriculum - Master of Education

Core Courses: 24 Credits

- EDU 520 - The Educator Researcher Minimum Credits: 3

- EDU 533C - Learning through Technology Minimum Credits: 3 *OR* EDU 533NC - Learning through Technology 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 775 - Practicum in Curriculum and Instruction Minimum Credits: 1 *(take for 3 credits)*

Concentration (select one) or the Individualized Sequence of Study: 9 Credits

Dyslexia Studies and LBLD Concentration

- SPED 610 - Executive Function and Study Skills Minimum Credits: 3
- SPED 630 - Expressive Language-Skills and Writing Minimum Credits: 3
- SPED 635 - Reading Interventions for Students with LBLD Minimum Credits: 3

Educational Leadership Concentration

- 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

Reading Specialist Concentration

- RDG 503C - Emerging and Early Literacy Development K-4 Minimum Credits: 3 *OR* RDG 503NC - Emerging and Early Literacy Development K-4 Minimum Credits: 3
- RDG 504C - Content Area Literacy Grades 4-8 Minimum Credits: 3 *OR* RDG 504NC - Content Area Literacy Grades 4-8 Minimum Credits: 3
- RDG 582 - Assessing and Instructing Students with Literacy Difficulty Minimum Credits: 3

Special Education Concentration

- SPED - Complete 9 graduate credit hours of courses with the prefix SPED (Special Education)

Technology Integration Specialist Concentration

- EDU 640C - Integrating Digital Technology I K-12 Minimum Credits: 3 *OR* EDU 640NC - Integrating Digital Technology I K-12 Minimum Credits: 3
- EDU 641C - Integrating Digital Technology II K-12 Minimum Credits: 3 *OR* EDU 641NC - Integrating Digital Technology II K-12 Minimum Credits: 3
- EDU 642C - Integration Specialist Toolbox Minimum Credits: 3 *OR* EDU 642NC - Integration Specialist Toolbox Minimum Credits: 3

Individualized Sequence of Study

The student's individualized sequence of study consists of three courses chosen from education graduate electives (DEV, EDU, RDG, & SPED)

- ELE - three (3) graduate electives Minimum Credits: 9
- Exit Evaluation ePortfolio

Total Credits: 33

Cyber Security, M.S. (with concentration option)

Executive Director: Dr. Gwendolyn Britton

Associate Dean: Mark LePage

With the rise in cybercrime in the US, the need for professionals to protect against ever increasing cyber security risks, stay current with rapid technology changes, and understand changing compliance requirements has become essential across organizations. Graduates of the Master of Science in Cyber Security program will gain competence in managing the design, oversight and assessment of information security for an enterprise with a focus on the human element of information security. The degree program will focus on five key areas of competence: information security governance, information security risk and compliance, information security program creation and management, information security incidence response and business continuity, and leadership/collaboration and communication.

The Master of Science in Cyber Security program is designed for students who want to meet the challenges posed by security threats, learn to protect the confidentiality, availability, and integrity of data, and develop risk management and mitigation strategies. Graduates of this program will be prepared for a wide range of careers in the security field as managers, analysts, developers, or administrators of varying aspects of information security and assurance.

Cyber Security Curriculum - Master of Science

Foundation Course

- IT 505 - Core Technologies Minimum Credits: 3

Required Courses: 27 Credits

- IT 640 - Telecommunications and Networking Minimum Credits: 3
- IT 549 - Foundation in Information Assurance Minimum Credits: 3
- IT 552 - Human Factors in Security Minimum Credits: 3
- IT 643 - Network Assessment and Defense Minimum Credits: 3
- IT 659 - Cyberlaw and Ethics Minimum Credits: 3
- ISE 510 - Security Risk Analysis and Planning Minimum Credits: 3
- ISE 620 - Incident Detection and Response Minimum Credits: 3
- ISE 640 - Investigation and Digital Forensics Minimum Credits: 3
- ISE 690 - Cyber Security Capstone Minimum Credits: 3

Elective Courses or Concentration (select one): 9 Credits

Select nine (9) credits from the following subjects:

- DAT - any graduate level Data Analytics course (except DAT 500)
- ISE - any graduate level Information Security course

- IT - any graduate level Information Technology course (except IT 500 and IT 505)

IT Management Concentration

- IT 510 - Advanced Information Technology Minimum Credits: 3
- IT 550 - Management of Information Technology Minimum Credits: 3
- IT 657 - Enterprise Resource Planning Minimum Credits: 3

Total Credits: 36

Data Analytics, B.S.

Executive Director: Dr. Gwendolyn Britton

Across multiple industries, organizations are innovating customer-relations practices, consumer and public outreach, design of products and services, and decision-making practices by harnessing massive amounts of internal and external data. Businesses are becoming smarter, more efficient, and savvier at predicting future opportunities and risks through data analytics, and the need for talented professionals to shepherd data analytics initiatives forward is ever-increasing. With the increase in availability and access to public and private data, organizations face a number of challenges:

1. What data should an organization use?
2. Where should an organization look for data opportunities?
3. How does an organization leverage that data appropriately?
4. What technologies can streamline analytics processes and provide immediate access to results?
5. What are the most efficient and ethical ways to secure data and protect users, consumers, and organizations?
6. How can an organization use the insight from analytics to transform business and operations?

The Bachelor of Science program in Data Analytics provides students with the technical abilities, business expertise, and practical, applied skills to help organizations in a variety of industries leverage data analytics to innovate practices, products, and processes. Students are exposed to the entire lifecycle of data analytics initiatives from consulting stakeholders on data opportunities to delivering accurate, persuasive presentations of recommendations. Emphasis is placed on practical, contextual strategies by exploring various cases relevant to many industries, such as health care, marketing, operational management, information technology, financial management, and government. Students also develop an ethical perspective on crucial privacy and security issues related to data collection, storage, and analysis.

Data Analytics Curriculum - Bachelor of Science

General Education Program: 45 Credits

Note: Students must take MAT 240 and IT 210 as a General Education requirement

The General Education Program

Data Analytics Core: 12 Credits

- MAT 225 - Calculus I: Single-Variable Calculus Minimum Credits: 3
- MAT 300 - Applied Statistics II: Regression Analysis Minimum Credits: 3
- IT 145 - Foundation in Application Development Minimum Credits: 3

Select one (1) course from the following:

- DAD 215 - Introduction to SAS Minimum Credits: 3
- DAD 220 - Introduction to SQL Minimum Credits: 3

- DAD 334 - Oracle SQL Fundamentals Minimum Credits: 3

Major Courses: 30 Credits

- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3
- IT 204 - Intro to Data and Information Management Minimum Credits: 3
- DAT 210 - Foundations of Data Analytics Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- DAT 220 - Fundamentals of Data Mining Minimum Credits: 3
- DAT 310 - Data Analytics I Minimum Credits: 3
- IT 328 - Project Management in Information Technology Minimum Credits: 3
- DAT 320 - Data Analytics II Minimum Credits: 3
- DAT 410 - Decision Support Presentation Minimum Credits: 3
- DAT 490 - Capstone in Data Analytics Minimum Credits: 3

Elective Courses: 9 Credits

- DAD, IT, DAT, or QSO - three (3) Database Administration, Information Technology, Data Analytics, or Quantitative Studies/Operations Management courses at the 200-level or higher
  or
- BUS 206 - Business Law I Minimum Credits: 3
- COM 227 - Public Relations Minimum Credits: 3
- COM 310 - Social Media Minimum Credits: 3

Free Electives: 24 Credits

Total Credits: 120

Data Analytics, M.S.

Executive Director: Dr. Gwendolyn Britton

Today's businesses, government, health care organizations, manufacturing operations, and information technology security organizations (among many others) are wrestling with how to effectively leverage "big data" for competitiveness, risk-assessment, mission-critical decision-making, and organizational effectiveness. Data has become increasingly ubiquitous, particularly in unstructured formats and through disparate sources, requiring organizations to become more advanced in the collection, storage, analysis, security, and reporting of data. With increasing demand within organizations to make big decisions with big data, so too does the need for professionals with specialized skills and education in data analytics to fill the talent gap that exists today.

The M.S. in Data Analytics focuses on the strategic and advanced uses of data analytics across a broad range of industries and occupations. Students in the program are engaged in advanced technologies for data mining, visualization, modeling, and optimization while understanding the requirements and needs of the organizational environment through business research and in-depth analysis. The ethical uses of data and ensuring appropriate security measures for data collection and storage are a key feature of the program and students will engage in advanced techniques for protecting the integrity and privacy of data, organizations, and consumers. The graduate degree program prepares students to position themselves as a strategic asset to any organization by making data immediately beneficial to strategic decision-making for any organization.

Data Analytics Curriculum - Master of Science

Foundation Courses (as needed):

This coursework may be exempt based on undergraduate coursework.

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3
- DAT 500 - Data and Information Management Minimum Credits: 3

Major Courses: 36 Credits

- DAT 510 - Foundations of Data Minimum Credits: 3
- DAT 515 - Enterprise Data Management Minimum Credits: 3
- DAT 520 - Decision Methods and Modeling Minimum Credits: 3
- DAT 530 - Presentation and Visualization of Data Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3
- DAT 610 - Optimization and Risk Assessment Minimum Credits: 3
- DAT 640 - Predictive Analytics Minimum Credits: 3
- DAT 650 - Advanced Data Analytics Minimum Credits: 3
- DAT 690 - Capstone in Data Analytics Minimum Credits: 3
- DAD, IT, QSO - three (3) graduate-level Database Administration, Information Technology, or Quantitative Studies/Operations Management courses, except IT-500 or IT-505 Minimum Credits: 9

Total Credits: 36

Digital Photography, A.A.

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

The AA in Digital Photography at Southern New Hampshire University provides students the technical skills of digital camera operation, lighting, and post-production image editing while also developing a strong business acumen. Students of the AA Digital Photography Program will be current practitioners within the commercial industry seeking a degree and/or those who seek to establish the necessary foundation for a career as a commercial photographer. The AA Digital Photography Program equips students with knowledge of the latest technology as they focus their study on developing or furthering the necessary skills for a career in commercial photography. Coursework within the AA Digital Photography Program scaffolds projects with a focus on students building the necessary skill set to produce work typical of industry standards while also establishing a creative voice, brand identity, and ethical practice. The goal of the AA in Digital Photography is to promote professional development and to prepare students for a career in commercial photography.

Digital Photography Curriculum - Associate in Arts

General Education Requirements: 21 Credits

- SNHU 107 - Success Strategies for Online Learning Minimum Credits: 3

Transfer students may either complete SNHU-107 or use a free elective to fulfill this requirement.

- ENG 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II Minimum Credits: 3
- MAT 125 - Quantitative Reasoning & Problem Solving Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3

Major Courses: 24 Credits

- GRA 101 - Basic Design and Color Theory Minimum Credits: 3
- FAS 226 - Digital Photography Minimum Credits: 3
- GRA 220 - Introduction to Digital Imaging Minimum Credits: 3
- COM 128 - Language and Practice of Media Arts Minimum Credits: 3
- FAS 235 - Photographic Practice in the Digital Age Minimum Credits: 3
- FAS 240 - The Business of Photography Minimum Credits: 3
- FAS 255 - Lighting for Photography Minimum Credits: 3
- FAS 375 - Photographic Aesthetic Concepts Minimum Credits: 3

Free Electives: 15 Credits

Total Credits: 60

Digital Photography, B.A.

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

The BA in Digital Photography provides students with a strong foundation in the technical skills of digital camera operation, lighting, and post-production image editing while developing students' visual literacy, artistic talents, and foundation in the humanities. Graduates will be equipped with knowledge of the latest technology as they explore various genres of the photographic medium for possible career options after graduation. Because the degree is grounded in the Liberal Arts, students will be well versed with skills in written and oral communication, critical thinking and creative problem solving, and the ethical, dispositional, and collaborative abilities to succeed in the professional realm. Students enrolled in this program will develop a professional portfolio for career advancement and personal fulfillment. This program is especially designed for students who have artistic talent and/or professional interests in the field and also seek creative, meaningful, and practical employment upon graduation.

Digital Photography Curriculum - Bachelor of Arts

General Education Program: 45 Credits

Note: Students must take FAS 202 as a General Education requirement

The General Education Program

SAS Required Courses: 9 Credits

- GRA 101 - Basic Design and Color Theory Minimum Credits: 3
- FAS 326 - History of Photography Minimum Credits: 3

Select one (1) course from the following:

- FAS 110 - Introductory Drawing Minimum Credits: 3
- FAS 260 - History of Architecture Minimum Credits: 3
- FAS 270 - Introduction to Film History Minimum Credits: 3
- FAS 320 - History of Design Minimum Credits: 3

Major Courses: 33 Credits

- FAS 226 - Digital Photography Minimum Credits: 3
- COM 128 - Language and Practice of Media Arts Minimum Credits: 3
- GRA 220 - Introduction to Digital Imaging Minimum Credits: 3
- FAS 235 - Photographic Practice in the Digital Age Minimum Credits: 3
- FAS 240 - The Business of Photography Minimum Credits: 3
- COM 310 - Social Media Minimum Credits: 3
- FAS 255 - Lighting for Photography Minimum Credits: 3
- FAS 360 - Innovations in Digital Imaging Minimum Credits: 3
- FAS 375 - Photographic Aesthetic Concepts Minimum Credits: 3
- FAS 400 - Digital Narratives and Documentary Minimum Credits: 3
- FAS 485 - Digital Photography Portfolio Minimum Credits: 3

Free Electives: 33 Credits

Total Credits: 120

Dyslexia Studies and LBLD Graduate Certificate

Executive Director: Dr. Jennifer Batchelor

Teachers, administrators, parents and other caregivers have become increasingly aware of how students with language-based learning disabilities (LBLD) can be well served by deliberate instructional planning and engagement. The Graduate Certificate for Dyslexia and Other Language Based Learning Disabilities allows for myriad stakeholders to learn more about six guiding principles and how these can be leveraged to help school-aged students with language-based learning disabilities achieve academic and social success. Graduate certificate seekers are required to complete five courses that focus on how students with LBLD process information, express knowledge, respond well to appropriate instructional models and exemplars, and must learn to self-advocate for their own learning. This graduate certificate does not lead to initial teacher licensure or administrator endorsement.

Dyslexia Studies and LBLD Curriculum - Graduate Certificate

Required Courses: 15 Credits

- SPED 610 - Executive Function and Study Skills Minimum Credits: 3
- SPED 630 - Expressive Language-Skills and Writing Minimum Credits: 3
- SPED 635 - Reading Interventions for Students with LBLD Minimum Credits: 3
- SPED 640 - Language-Based Learning Environments Minimum Credits: 3

- SPED 650 - Social-Emotional Competencies and Students with LBLD Minimum Credits: 3

Total Credits: 15

Early Childhood Education – Pre K-3 Certification, M.Ed.

Executive Director: Dr. Jennifer Batchelor

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

Early Childhood Education - Pre K-3 Certification Curriculum - Master of Education

Required Courses

- DEV 560 - Family and Culture Minimum Credits: 3
- DEV 565 - Play Minimum Credits: 3
- EDU 503C - Methods of Teaching Elementary Math Minimum Credits: 3 *OR* EDU 503NC - Methods of Teaching Elementary Math Minimum Credits: 3
- EDU 521C - Exploring the Principles of Education Minimum Credits: 3 * *OR* EDU 521NC - Exploring the Principles of Education Minimum Credits: 3
- EDU 533C - Learning through Technology Minimum Credits: 3 * *OR* EDU 533NC - Learning through Technology Minimum Credits: 3
- EDU 535C - Early Childhood Health and Science Minimum Credits: 3 *OR* EDU 535NC - Early Childhood Health and Science Minimum Credits: 3
- EDU 537 - Social Studies/Arts 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 *OR* RDG 503NC - Emerging and Early Literacy Development K-4 Minimum Credits: 3
- RDG 531C - Literature for Children Pre-K-8 Minimum Credits: 3 *OR* RDG 531NC - Literature for Children Pre-K-8 Minimum Credits: 3
- SPED 501C - Students with Exceptionalities Minimum Credits: 3 *OR* SPED 501NC - Students with Exceptionalities Minimum Credits: 3
- EDU 770 - Certification Internship Minimum Credits: 3
- Exit Evaluation: Completion of ePortfolio under the discretion of the seminar instructor

Note(s):

** Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

Total Credits: 39-42 (dependent on student teaching)

Economics Minor

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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

Education Technology Integration Specialist, M.Ed.

Executive Director: Dr. Jennifer Batchelor

The Master of Education for Technology Integration Specialist may be an initial certification or be pursued by students who already hold an initial certification in another area. This program is for students who wish to become certified to become an integration specialist in grades K-12 with a special focus on integrating digital and emerging technologies into the curriculum.

Education Technology Integration Specialist Curriculum - Master of Education

Required Courses

- EDU 521C - Exploring the Principles of Education Minimum Credits: 3 *OR* EDU 521NC - Exploring the Principles of Education Minimum Credits: 3

- EDU 533C - Learning through Technology Minimum Credits: 3 *OR* EDU 533NC - Learning through Technology Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3
- EDU 547 - Curriculum Development Minimum Credits: 3
- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 640C - Integrating Digital Technology I K-12 Minimum Credits: 3 *OR* EDU 640NC - Integrating Digital Technology I K-12 Minimum Credits: 3
- EDU 641C - Integrating Digital Technology II K-12 Minimum Credits: 3 *OR* EDU 641NC - Integrating Digital Technology II K-12 Minimum Credits: 3
- EDU 642C - Integration Specialist Toolbox Minimum Credits: 3 *OR* EDU 642NC - Integration Specialist Toolbox Minimum Credits: 3
- EDU 685C - Global Educational Technology Minimum Credits: 3 *OR* EDU 685NC - Global Educational Technology Minimum Credits: 3
- EDU 770 - Certification Internship Minimum Credits: 3
- SPED 501C - Students with Exceptionalities Minimum Credits: 3 *OR* SPED 501NC - Students with Exceptionalities Minimum Credits: 3
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

Note(s):

** Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

Total Credits: 36-39

Education, B.A.

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Daniel Tanguay

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

- Student proposed and approved by the faculty

Free Electives: 18 Credits

Total Credits: 120

Educational Studies, M.Ed.

Executive Director: Dr. Jennifer Batchelor

The M.Ed. in Educational Studies is appropriate for non-certified teachers working under the NH State Certification, Alternative IV and students that want a degree in education but do not want to acquire New Hampshire Teacher Certification.

Educational Studies Curriculum – Master of Education

Required Courses

- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 521C - Exploring the Principles of Education Minimum Credits: 3 *OR* EDU 521NC - Exploring the Principles of Education Minimum Credits: 3
- EDU 533C - Learning through Technology Minimum Credits: 3 *OR* EDU 533NC - Learning through Technology Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3
- SPED 501C - Students with Exceptionalities Minimum Credits: 3 *OR* SPED 501NC - Students with Exceptionalities Minimum Credits: 3
- ELE - Select six (6) graduate electives with advisor, including one in each of the following areas: curriculum, reading and assessment
- Exit Evaluation - ePortfolio

Total Credits: 33

Elementary Education – K-8 Certification, M.Ed.

Executive Director: Dr. Barbara Orr

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

Elementary Education – K-8 Certification Curriculum - Master of Education

Required Courses

- EDU 503C - Methods of Teaching Elementary Math Minimum Credits: 3 *OR* EDU 503NC - Methods of Teaching Elementary Math Minimum Credits: 3
- EDU 521C - Exploring the Principles of Education Minimum Credits: 3 * *OR* EDU 521NC - Exploring the Principles of Education Minimum Credits: 3
- EDU 533C - Learning through Technology Minimum Credits: 3 * OR EDU 533NC - Learning through Technology Minimum Credits: 3
- EDU 535C - Early Childhood Health and Science Minimum Credits: 3 *OR* EDU 535NC - Early Childhood Health and Science Minimum Credits: 3
- EDU 537 - Social Studies/Arts 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
- EDU 770 - Certification Internship Minimum Credits: 3

Complete the following:

- RDG 503C - Emerging and Early Literacy Development K-4 Minimum Credits: 3 *OR* RDG 503NC - Emerging and Early Literacy Development K-4 Minimum Credits: 3
- RDG 504C - Content Area Literacy Grades 4-8 Minimum Credits: 3 *OR* RDG 504NC - Content Area Literacy Grades 4-8 Minimum Credits: 3
- RDG 531C - Literature for Children Pre-K-8 Minimum Credits: 3 *OR* RDG 531NC - Literature for Children Pre-K-8 Minimum Credits: 3
- SPED 501C - Students with Exceptionalities Minimum Credits: 3 * *OR* SPED 501NC - Students with Exceptionalities Minimum Credits: 3
- Exit Evaluation - Completion of ePortfolio under the direction of the seminar instructor

Note(s):

** Required for Teacher Certification Program (TCP) acceptance.*

Field Experiences are embedded in courses.

Total Credits: 36-39

English and Creative Writing, M.A. (with concentration option)

Executive Director: Dr. Ruth Lahti

Associate Dean: Dr. Sharon Califano

The Master of Arts in English and Creative Writing fuses literary study with creative storytelling, guiding students through the art of the writing craft in four possible genres – fiction, nonfiction, screenwriting, and poetry – or a comprehensive capstone experience. Students have the opportunity to investigate and develop creative works that can contribute to their professional advancement. With additional study in teaching methodologies and language, as well as electives ranging from genre fiction to editing, students gain skillsets that contribute to a wide range of possible careers, including professional writing, editing, literary research, and higher education. This M.A. degree from Southern New Hampshire University also prepares graduates for further studies in a terminal degree track, such as a Ph.D. or an M.F.A.

English and Creative Writing Curriculum - Master of Arts

Major Courses: 27 Credits

- ENG 510 - Studying the Craft Minimum Credits: 3
- ENG 520 - Story and Concept Minimum Credits: 3
- ENG 550 - Graduate Studies in English Language Minimum Credits: 3
- LIT 500 - Graduate Studies in Literary Theory Minimum Credits: 3

Select one (1) course from the following:

- ENG 670 - Seminar in Writing Instruction Minimum Credits: 3
- ENG 675 - Online Teaching Experience Minimum Credits: 3

- LIT - two (2) graduate-level Literature courses Minimum Credits: 6

Select two (2) courses from the following:
NOTE: Students cannot use the same fundamental course here and in the concentration/non-concentration option below.

- ENG 523 - Screenwriting Fundamentals Minimum Credits: 3
- ENG 528 - Poetry Fundamentals Minimum Credits: 3
- ENG 529 - Fiction Fundamentals Minimum Credits: 3
- ENG 530 - Non-Fiction Fundamentals Minimum Credits: 3
- ENG 531 - Fiction and Film Minimum Credits: 3
- ENG 532 - Studies in Place & Setting Minimum Credits: 3
- ENG 533 - Genres: Fantasy, Sci-Fi, and Other Popular Fiction Minimum Credits: 3
- ENG 540 - Contemporary Writers and Publishing Minimum Credits: 3
- ENG 542 - The Editor Minimum Credits: 3

Concentration (select one) or the non-concentration option: 9 Credits

Fiction

- ENG 529 - Fiction Fundamentals Minimum Credits: 3
- ENG 549 - Fiction Thesis Writing Minimum Credits: 3
- ENG 559 - Fiction Thesis Completion Minimum Credits: 3

Non-Fiction

- ENG 530 - Non-Fiction Fundamentals Minimum Credits: 3
- ENG 541 - Non-Fiction Thesis Writing Minimum Credits: 3
- ENG 551 - Non-Fiction Thesis Completion Minimum Credits: 3

Poetry

- ENG 528 - Poetry Fundamentals Minimum Credits: 3
- ENG 548 - Poetry Thesis Writing Minimum Credits: 3
- ENG 558 - Poetry Thesis Completion Minimum Credits: 3

Screenwriting

- ENG 523 - Screenwriting Fundamentals Minimum Credits: 3

- ENG 547 - Screenwriting Thesis Writing Minimum Credits: 3
- ENG 557 - Screenwriting Thesis Completion Minimum Credits: 3

Non-concentration option

Select two (2) courses from the following:

- ENG 523 - Screenwriting Fundamentals Minimum Credits: 3
- ENG 528 - Poetry Fundamentals Minimum Credits: 3
- ENG 529 - Fiction Fundamentals Minimum Credits: 3
- ENG 530 - Non-Fiction Fundamentals Minimum Credits: 3

Capstone Requirement

Students who choose the non-concentration option must also take the English and Creative Writing Capstone:

- ENG 690 - English and Creative Writing Capstone Minimum Credits: 3

Total Credits: 36

English Language and Literature Minor

Executive Director: Dr. Ruth Lahti

Associate Dean: Dr. Sharon Califano

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):

Students must take two LIT electives, one of which 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.

Executive Director: Dr. Ruth Lahti

Associate Dean: Dr. Sharon Califano

There is immense power in the written word. Texts have served as the foundation of nations. They've inspired revolts, sparked movements, and established unlikely unions. How, exactly, did seminal works inspire monumental acts? With an emphasis on critical thinking, analysis, and audience-appropriate writing, SNHU's BA in English Language and Literature degree gives students what they need to help them investigate and harness the power of the written word. Students also gain essential communication and research skills that are prized by employers. Possible careers include professional writing, editing, publishing, marketing, law, communication, politics, and more.

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 Minimum Credits: 3
- HIS - one (1) History course at the 200 level Minimum Credits: 3

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 or 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

Free Electives: 33 Credits

Total Credits: 120

English, M.A.

Executive Director: Dr. Ruth Lahti

Associate Dean: Dr. Sharon Califano

Literature stands the test of time. Seminal works created centuries ago have morphed and shifted, their meaning and themes altered to new audiences, but they have carried on with power and influence. Why have certain texts emerged to popular reception, whether positive or negative? Why have certain texts evolved over time? What themes continue to be explored across cultures and periods? How will we cement our place in the future through our development and study of literature? These are just some of the guiding questions in Southern New Hampshire University's MA English degree. With a multitude of courses in American, British, Global, and Ethnic literature, among others, students can tailor the program to fit their specialized interests. Through critical analysis and professional writing, students investigate texts and topics with the goal of adding to the current body of critical work. Upon completion of the MA English degree, students might pursue a doctoral degree in literature, teach at the community college or secondary levels, earn a professional degree in law or business, or work in publishing or public relations.

English Curriculum – Master of Arts

Required Courses: 21 Credits

- ENG 550 - Graduate Studies in English Language Minimum Credits: 3
- ENG 555 - Composition Theory & Teaching of Writing Minimum Credits: 3
- LIT 500 - Graduate Studies in Literary Theory Minimum Credits: 3
- LIT 502 - Topics in American Literature Minimum Credits: 3 *
- LIT 503 - Topics in British Literature Minimum Credits: 3 *
- LIT 652 - Graduate Seminar in Global Literature Minimum Credits: 3

Select one (1) course from the following:

- LIT 650 - Graduate Seminar in American Literature Minimum Credits: 3
- LIT 651 - Graduate Seminar in British Literature Minimum Credits: 3

Note(s):

** If waived, replace with LIT electives*

Literature Electives: 15 Credits

Select one (1) one course from each section:

American Literature

- LIT 512 - Graduate Studies in Early American Literature Minimum Credits: 3
- LIT 513 - Graduate Studies in the American Renaissance Minimum Credits: 3
- LIT 514 - Graduate Studies in American Realism and Naturalism Minimum Credits: 3
- LIT 515 - Graduate Studies in 20th Century American Literature Minimum Credits: 3
- LIT 555 - American Modernism Minimum Credits: 3

British Literature before 1800

- LIT 506 - Graduate Studies in Medieval Literature Minimum Credits: 3
- LIT 507 - Graduate Studies in Renaissance and Restoration Literature Minimum Credits: 3
- LIT 508 - Graduate Studies in 18th Century British Literature Minimum Credits: 3
- LIT 519 - Graduate Studies in Shakespeare Minimum Credits: 3

British Literature after 1800

- LIT 509 - Graduate Studies in Romantic Literature Minimum Credits: 3
- LIT 510 - Graduate Studies in Victorian Literature Minimum Credits: 3
- LIT 511 - Graduate Studies in Modern British Literature Minimum Credits: 3

Alternative Perspective/New-Traditions

- LIT 528 - Graduate Studies in Multi-Ethnic Literature Minimum Credits: 3
- LIT 530 - Graduate Studies in Gender and Text Minimum Credits: 3
- LIT 545 - Graduate Studies Postcolonial Encounters Minimum Credits: 3
- LIT 550 - Graduate Studies in the Black Literary Tradition Minimum Credits: 3

Required Capstone

- LIT 690 - MA in English Capstone Minimum Credits: 3

Total Credits: 36

Environmental Science, B.S. (with concentration option)

Executive Director: Dr. Gwendolyn Britton

Associate Dean: Jill Nugent

The ever increasing role of science in our lives demands a scientifically literate citizenry to choose the best path into the future. According to the United States National Center for Education Statistics, "scientific literacy is the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity." A scientifically literate citizen is able to evaluate independently the source, methodology and quality of scientific information and arrive at valid conclusions. Consequently, the Science Department has developed a number of interdisciplinary science courses specifically designed to provide science literacy for the non-science majors.

Perhaps the greatest challenge in the future will focus on the environment. Environmental science is the interdisciplinary field that integrates the physical and biological sciences into the study of the environment and applies a systems approach to the solution of environmental issues. Many of the non-science faculty at SNHU share this interest in the environment and contribute a diversity of perspectives and dimensions to the major. Students with degrees in environmental science have a variety of opportunities to apply their education to the growing demand for an understanding and expertise in sustainability required by the corporate and nonprofit worlds alike. A minor in environmental studies is also offered for the non-science students who would like to add another dimension to their education.

Environmental Science Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Note: Students must take MAT 240 as part of the General Education Requirement.

SAS Required Courses: 9 Credits

- PHL 363 - Environmental Ethics Minimum Credits: 3

Select two (2) courses from the following:

- 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

Major Courses: 25 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 101 - Fundamentals of Chemistry Minimum Credits: 3
- CHM 101L - Fundamentals of Chemistry Lab Minimum Credits: 1
- ENV 101 - Environmental Science Minimum Credits: 3
- ENV 250 - Environmental Research Methods Minimum Credits: 3
- ENV 344 - Environmental Science Colloquium I Minimum Credits: 1
- ENV 444 - Environmental Science Colloquium II Minimum Credits: 1
- PHY 101 - Principles of Physics Minimum Credits: 3
- PHY 105 - Geology Minimum Credits: 3

Concentration (select one) - 12 Credits

Geospatial Technologies Concentration

- SCI 225 - Spatial Awareness Minimum Credits: 3
- IT 242 - Intro to Geographic Information Systems Minimum Credits: 3
- IT 338 - Geospatial Programming Minimum Credits: 3
- GEO 345 - Remote Sensing and Imagery Analysis Minimum Credits: 3

Natural Resources and Conservation Concentration

Select four (4) courses from the following:

- 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

Free Electives: 30 Credits

Total Credits: 121

Fashion Merchandising and Management, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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.

Fashion Merchandising and Management Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Business Core: 24 Credits

The Business 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
- FMM 209 - Sourcing, Supply Systems and Distribution Minimum Credits: 3
- MKT 345 - Consumer Behavior 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 228 - Technology in Fashion and Retailing Minimum Credits: 3
- MKT 442 - Retail Management Minimum Credits: 3
- FMM 209 - Sourcing, Supply Systems and Distribution Minimum Credits: 3

Free Electives: 15 Credits

Total Credits: 120

Fashion Merchandising Minor

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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: 21 Credits

- SNHU 107 - Success Strategies for Online Learning Minimum Credits: 3
  Transfer students may either complete SNHU-107 or use a free elective to fulfill this requirement.

- ENG 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II 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: 3 Credits

Total Credits: 60

Finance Graduate Certificate

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Alexandru Manus

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

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

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

Finance Curriculum - Graduate Certificate

Foundation Courses

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3
- MBA 502 - Economics for Business Minimum Credits: 3
- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3

Required Courses: 21 Credits

- ACC 550 - Cost Accounting Minimum Credits: 3
- FIN 550 - Corporate Finance Minimum Credits: 3
- FIN 610 - Short-Term Financial Management Minimum Credits: 3
- FIN 630 - Capital Budgeting & Financing Minimum Credits: 3
- FIN 640 - Investment Analysis & Portfolio Management Minimum Credits: 3
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- FIN - one (1) Finance course at the 500, 600, or 700 level Minimum Credits: 3

Total Credits: 21

Finance Minor

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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: 18 Credits

- 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 - one (1) Finance course at the 300/400 level **OR** ECO 306 - Money and Banking Minimum Credits: 3
- FIN - one (1) Finance course at the 300/400 level Minimum Credits: 3

Total Credits: 18

Finance, B.S. (with concentration option)

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

The Bachelor of Science (B.S.) in Finance is designed for motivated professionals who have an interest in the management of money and wish to pursue a career in finance. The curriculum builds upon the Southern New Hampshire University's general education and business core foundation of knowledge, which emphasizes communication, critical, creative, and entrepreneurial thinking, collaboration and teamwork, personal and social responsibility, problem solving and decision-making, and global orientation.

The B.S. Finance prepares students for entry- to mid-level finance positions by providing solid foundational knowledge of the global economic environment, financial statement analysis, financial investments and markets, quantitative analysis, and topics related to wealth management. Equally important, an appreciation of ethics and the regulatory environment is emphasized.

Finance Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Business Core: 30 Credits

The Business Core

** FIN 325 will replace QSO 300 for this major **

Major Courses: 21 Credits

- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 336 - Multinational Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- FIN 335 - Financial Markets Minimum Credits: 3
- FIN 341 - Financial Regulations and Ethics Minimum Credits: 3
- FIN 450 - Wealth Management Minimum Credits: 3
- FIN 470 - Undergraduate Finance Capstone Minimum Credits: 3

Major Electives or Concentration Option

Major Electives (9 credits)

- FIN/ECO - nine (9) credits in Finance or Economics with a minimum of 6 credits at the 300/400 level

Financial Planning Concentration (15 credits)

The Financial Planning concentration provides a learning environment for students to explore and experience what a financial planner does in practice. Financial Planning curriculum focuses on the application of knowledge in order to prepare students for entry or advancement in a financial planning career. The curriculum builds upon the Bachelor of Science in Finance program foundation that is focused on foundational knowledge of the global economic environment, financial statement analysis, financial investments and markets, quantitative analysis, topics related to wealth management, ethics and the regulatory environment. Additionally, the curriculum is designed with the industry standards in mind.

The Financial Planning concentration is well suited for individuals interested in pursuing a career as a personal financial advisor. Students will consider professional conduct and regulation, general principles and regulation, education planning, risk management and insurance planning, investment planning, tax planning, retirement savings and income planning, and estate planning, in order to develop and recommend financial plans for a variety of client situations.

- ACC 330 - Federal Taxation I Minimum Credits: 3
- FIN 350 - Advanced Personal Financial Planning Minimum Credits: 3
- FIN 355 - Risk Management and Insurance Planning Minimum Credits: 3
- FIN 460 - Estate Planning and Taxation Minimum Credits: 3
- FIN 485 - Financial Plan Development Minimum Credits: 3

Free Electives: 15 Credits (or 9 if completing a concentration)

Total Credits: 120

Finance, M.S. (with concentration option)

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Mark Hobson

The M.S. Finance program is designed for professionals seeking the tools, knowledge, and analytical skills needed for effective business analysis, decision-making, and management in a wide variety of organizations, including non-financial corporations, banks, insurance companies, investment firms, and government units. The courses will cover the most important aspects of the core of finance including investments, capital budgeting, portfolio management, minimizing risk and maximizing return, and shareholder value.

Today's business environment requires professionals to rapidly adapt to change, strategically assess resource constraints, and provide solutions to complex problems related to customers or clients, staff, structure, operations, and shareholders. Therefore, a demand exists for financial managers, analysts, and consultants who possess the skills and abilities necessary to effectively make well-informed and strategic decisions to better position their company within the market.

The M.S. Finance curriculum and outcomes are aligned with the Chartered Financial Analysis Institute's (CFA) competencies and curriculum standards. While the degree does not directly lead to certification, graduates will be prepared to sit for a certification in financial analysis. In addition, graduates will be positioned to enter management-level positions in finance and related business professions to include, but not limited to financial analyst, investment consultant, U.S. interest rate strategy associate, product analyst, or risk analyst.

Finance Curriculum - Master of Science

Foundation Courses

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3
- MBA 502 - Economics for Business Minimum Credits: 3
- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3

Required Courses: 27 Credits

- ACC 550 - Cost Accounting Minimum Credits: 3
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- ECO 500 - Managerial Economics Minimum Credits: 3
- FIN 550 - Corporate Finance Minimum Credits: 3
- FIN 685 - Risk Management Minimum Credits: 3
- FIN 691 - Financial Modeling Minimum Credits: 3
- FIN 620 - Money and Capital Markets Minimum Credits: 3
- INT 620 - Multinational Corporate Finance Minimum Credits: 3
- FIN 700 - Graduate Finance Capstone Minimum Credits: 3

Concentration (select one): 9 Credits

General Concentration

- FIN 610 - Short-Term Financial Management Minimum Credits: 3
- FIN 640 - Investment Analysis & Portfolio Management Minimum Credits: 3
- FIN 670 - Option Analysis & Financial Derivatives Minimum Credits: 3

Corporate Finance Concentration

- FIN 610 - Short-Term Financial Management Minimum Credits: 3
- FIN 660 - Creating Value: Merger/Acquisition Minimum Credits: 3
- FIN 665 - Long-Term Financing & Capital Structure Theory Minimum Credits: 3

Investments Concentration

- FIN 640 - Investment Analysis & Portfolio Management Minimum Credits: 3
- FIN 645 - Analytical Tools in Portfolio Management Minimum Credits: 3
- FIN 655 - International Investments/Portfolio Management Minimum Credits: 3

Total Credits: 36

Forensic Accounting and Fraud Examination Graduate Certificate

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Alexandru Manus

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

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

Forensic Accounting and Fraud Examination Curriculum - Graduate Certificate

Required Courses

- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3
- ACC 691 - Detection/Prevention of Fraudulent Financial Statements Minimum Credits: 3
- ACC 692 - Interview Techniques/Legal Aspects of Fraud Minimum Credits: 3
- ACC 693 - Investigating with Computers Minimum Credits: 3

Total Credits: 12

Game Art and Development, B.A.

Executive Director: Anthony Siciliano
Associate Dean: Lori Stein

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 growth in the worldwide game industry will result in an increased demand for 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 Courses: 45 Credits

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: 36 Credits

- FAS 310 - Illustration Minimum Credits: 3
- 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
- GRA 492 - Game Art & Development Capstone Minimum Credits: 3

Free Electives: 30 Credits

Total Credits: 120

Game Programming and Development, B.S.

Executive Director: Dr. Gwendolyn Britton
Associate Dean: Angela Foss

Southern New Hampshire University's Bachelor of Arts in Game Programming and Development degree prepares graduates with the knowledge and skills necessary for the challenging and rewarding field of game programming. Students go beyond traditional software development to gain the technical expertise necessary for realizing and enabling the creative vision of game designers and artists.

The curriculum is grounded in game design theory, programming, and the various phases of the game development process. Emphasis is placed on the mastery of a variety of computer programming languages, scripting, artificial intelligence, game engine development and deployment, visual design, and the use of industry-standard software applications. Students gain experience in developing games across various platforms, including PC, console, web, and mobile devices. Graduates of the program are well-positioned for careers in game development, be it as part of small indie companies or larger video game development corporations.

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 MAT-225 and PSY-108 as part of the General Education Program.

Major Courses: 57 Credits

- IT 200 - Fundamentals of Information Technology Minimum Credits: 3
- IT 145 - Foundation in Application Development Minimum Credits: 3
- GAM 207 - Information Technology and Digital Games Minimum Credits: 3
- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- GRA 220 - Introduction to Digital Imaging Minimum Credits: 3
- GRA 202 - 3-D Modeling and Animation Minimum Credits: 3
- GRA 211 - Interactive Animation Minimum Credits: 3
- MAT 350 - Applied Linear Algebra Minimum Credits: 3
- IT 230 - Software Development with C#.NET Minimum Credits: 3

- IT 312 - Software Development w/C++.NET Minimum Credits: 3
- GAM 303 - Design of Virtual Game Environments Minimum Credits: 3
- GAM 305 - Digital Game Development Minimum Credits: 3
- GRA 310 - Digital Graphic Design for the Web Minimum Credits: 3
- GAM 312 - Scripting for Games Minimum Credits: 3
- GAM 415 - Graphics Game Engine Minimum Credits: 3
- IT 328 - Project Management in Information Technology Minimum Credits: 3
- IT 450 - Artificial Intelligence Minimum Credits: 3
- GAM 465 - Digital Multimedia Development Minimum Credits: 3
- GAM 495 - Game Programming Capstone Minimum Credits: 3

Free Electives: 18 Credits

Total Credits: 120

General Studies, B.A.

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

The purpose of the B.A. General Studies is to serve those students who want a broad general education without an in-depth study in one discipline area. This program provides students a broad education that permits them the freedom to take coursework in multiple academic disciplines but, at the same time, allows them to earn a concentration in one area of study. The degree consists of four separate sections. The first section of 45 credits is the university general education core. The core provides the broad general education that the university believes should be the foundation for all SNHU students. The second component of the degree consists of a degree planning course. The third section of the general studies degree is the 12 credit concentration. The final section of the general studies degree consists of 60 credits of free electives for students. These free electives serve multiple purposes. First, they enable the student to explore different discipline areas; an exploration that may lead to their changing their general studies degree to a specific discipline major or it may lead them to continue their general studies program with a specific concentration. Free electives also allow students who have chosen a concentration to complete any prerequisites that may be required for courses in that program.

Students must take/transfer twelve credits of 300-400 level coursework in the BA General Studies program.

General Studies Curriculum - Bachelor of Arts

General Education Program: 45 Credits

The General Education Program

Major Course: 3 Credits

- IND 201 - Self-Designed Degree Program Planning Minimum Credits: 3

Concentration (select one): 12 Credits

Concentration Courses: *The following list includes the concentrations permitted within the BA General Studies degree. Students in the General Studies degree program, in consultation with their IND-201 instructor, will select a*

concentration from the following list and take/transfer in courses within their indicated concentration. **Students may take no more than two 100-level courses in any concentration.**

Accounting

Accounting

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC - one (1) Accounting course at the 300/400 level Minimum Credits: 3

Accounting / Finance

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- FIN 320 - Principles of Finance Minimum Credits: 3
- FIN - one (1) Finance course Minimum Credits: 3

Forensic Accounting and Fraud Examination

- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- 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

Business Administration

Business Administration

- 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

Business Information Systems

Business Information Systems

- IT - two (2) Information Technology courses Minimum Credits: 6
- MAT - two (2) Mathematics courses Minimum Credits: 6

Business Studies

Business Studies

Select four (4) courses from the following subjects with no more than two courses from each subject area:

- ACC - Accounting
- BUS - Business
- ECO - Economics
- FIN - Finance
- OL - Organizational Leadership
- QSO - Quantitative Studies

Business Studies / Sport Management

- OL - two (2) Organizational Leadership courses Minimum Credits: 6
- SPT - two (2) Sport Management courses Minimum Credits: 6

Small Business Management

- 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

Communication

Communication

- COM 212 - Public Speaking Minimum Credits: 3

Select three (3) courses from the following:

- COM 126 - Introduction to Mass Communication 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 310 - Social Media Minimum Credits: 3
- COM 320 - Exploring World Cultures/Mass Media Minimum Credits: 3
- COM 430 - Organizational Communications Minimum Credits: 3
- COM 490 - Communication Internship Minimum Credits: 0

New Media

- COM 126 - Introduction to Mass Communication Minimum Credits: 3
- COM 310 - Social Media Minimum Credits: 3

Select two (2) courses from the following:

- COM 315 - Communication in the Digital Age Minimum Credits: 3
- COM 329 - New Media Technologies Minimum Credits: 3
- COM 445 - Writing for New Media Minimum Credits: 3
- MKT 355 - Social Media Marketing Strategy Minimum Credits: 3

Professional Writing

- COM 325 - Editing for Media and Publication Minimum Credits: 3
- COM 340 - Writing for Public Relations Minimum Credits: 3
- COM 341 - Technical Writing Minimum Credits: 3
- COM 445 - Writing for New Media Minimum Credits: 3

Public Relations

Select four (4) courses from the following:

- COM 227 - Public Relations Minimum Credits: 3
- COM 336 - Electronic Public Relations Minimum Credits: 3
- COM 340 - Writing for Public Relations Minimum Credits: 3
- COM 448 - Media Ethics and Law Minimum Credits: 3
- COM 452 - Public Relations Campaign Planning Seminar (Capstone) Minimum Credits: 3

Computer Information Technology

Computer Informational Technology

- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3

Creative Writing and English

Creative Writing and English

- ENG 226 - Introduction to Creative Writing Minimum Credits: 3

Select three (3) courses from the following:

- ENG 323 - Intro to Screenwriting 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 350 - The English Language Minimum Credits: 3

Creative Writing and English / Fiction

- ENG 226 - Introduction to Creative Writing Minimum Credits: 3
- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 349 - Intermediate Fiction Writing Workshop Minimum Credits: 3
- ENG 359 - Advanced Fiction Writing Workshop Minimum Credits: 3

Creative Writing and English / Nonfiction

- ENG 226 - Introduction to Creative Writing Minimum Credits: 3
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3
- ENG 341 - Intermediate Nonfiction Writing Workshop Minimum Credits: 3
- ENG 351 - Advanced Nonfiction Writing Workshop Minimum Credits: 3

Creative Writing and English / Poetry

- ENG 226 - Introduction to Creative Writing Minimum Credits: 3
- ENG 328 - Poetry Writing Workshop Minimum Credits: 3
- ENG 348 - Intermediate Poetry Writing Workshop Minimum Credits: 3
- ENG 358 - Advanced Poetry Writing Workshop Minimum Credits: 3

Creative Writing and English / Screenwriting

- ENG 226 - Introduction to Creative Writing Minimum Credits: 3
- ENG 323 - Intro to Screenwriting Workshop Minimum Credits: 3
- ENG 347 - Intermediate Screenwriting Workshop Minimum Credits: 3
- ENG 357 - Advanced Screenwriting Workshop Minimum Credits: 3

Criminal Justice

Counter Terrorism

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- CJ 430 - Terrorist Techniques Minimum Credits: 3

Select two (2) courses from the following:

- CJ 467 - Threat Assessment Fundamentals Minimum Credits: 3
- CJ 468 - Intelligence, Surveillance, and Reconnaissance Minimum Credits: 3
- CJ 469 - Counterterrorism Techniques Minimum Credits: 3

Criminal Justice

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3

Select three (3) courses from the following:

- CJ 430 - Terrorist Techniques Minimum Credits: 3
- CJ 467 - Threat Assessment Fundamentals Minimum Credits: 3
- CJ 468 - Intelligence, Surveillance, and Reconnaissance Minimum Credits: 3

- CJ 469 - Counterterrorism Techniques Minimum Credits: 3
- CJ 104 - Ethics and the Criminal Justice Leader Minimum Credits: 3
- CJ 202 - Writing for the Criminal Justice Profession Minimum Credits: 3
- CJ 303 - Psychopaths, Sociopaths and Serial Killers Minimum Credits: 3
- CJ 330 - Leadership/Management in Criminal Justice Organizations Minimum Credits: 3
- CJ 331 - Effective Patrol and Community Policing Minimum Credits: 3
- CJ 332 - Crisis Intervention for Police Minimum Credits: 3
- CJ 400 - Crime Analysis and Effective Police Service Minimum Credits: 3
- CJ 401 - Emergency and Disaster Management Minimum Credits: 3

Criminology

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- PSY 215 - Abnormal Psychology Minimum Credits: 3

Select two (2) courses from the following:

- CJ 303 - Psychopaths, Sociopaths and Serial Killers Minimum Credits: 3
- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3

Police Administration & Operations

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- CJ 330 - Leadership/Management in Criminal Justice Organizations Minimum Credits: 3
- CJ 331 - Effective Patrol and Community Policing Minimum Credits: 3

Select one (1) course from the following:

- CJ 202 - Writing for the Criminal Justice Profession Minimum Credits: 3
- CJ 332 - Crisis Intervention for Police Minimum Credits: 3
- CJ 401 - Emergency and Disaster Management Minimum Credits: 3

English Language and Literature

English Language and Literature

*** ENG-101; ENG 120; ENG 122; ENG 123; ENG 200 are not applicable ***

- ENG - one (1) English course Minimum Credits: 3
- LIT - three (3) Literature courses Minimum Credits: 9

Environmental Science

Environmental Science

- ENV 101 - Environmental Science Minimum Credits: 3

Select three (3) courses from the following:

- ENV 250 - Environmental Research Methods Minimum Credits: 3
- ENV 305 - Global Climate Change Minimum Credits: 3
- ENV 319 - US Environmental Law and Politics 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
- BIO 315 - Ecological Principles and Field Methods Minimum Credits: 3
- BIO 330 - Conservation Biology Minimum Credits: 3

Fashion Merchandising

Fashion Merchandising

- 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
- MKT - one (1) Marketing course at the 300/400 level Minimum Credits: 3

Finance

Finance

- FIN 320 - Principles of Finance Minimum Credits: 3
- FIN 325 - Financial Statements and Reporting Analysis Minimum Credits: 3
- FIN 335 - Financial Markets Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3

History

History

Select four (4) courses from the following:

- HIS 113 - United States History I: 1607-1865 Minimum Credits: 3
- 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 220 - Modern European History: 1890-Present Minimum Credits: 3
- HIS 245 - United States History since 1945 Minimum Credits: 3
- HIS 314 - European Conquest of New World Minimum Credits: 3
- HIS 321 - The Ancient World of Greece and Rome Minimum Credits: 3
- HIS 340 - Making History Minimum Credits: 3
- HIS 460 - History Research Seminar (Capstone) Minimum Credits: 3

History / American History

Select four (4) courses from the following:

- HIS 113 - United States History I: 1607-1865 Minimum Credits: 3
- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- HIS 245 - United States History since 1945 Minimum Credits: 3
- HIS 330 - Civil War and Reconstruction Minimum Credits: 3
- HIS 332 - Colonial New England Minimum Credits: 3
- HIS 338 - Young America Minimum Credits: 3
- HIS 340 - Making History Minimum Credits: 3
- HIS 460 - History Research Seminar (Capstone) Minimum Credits: 3

History / European History

Select four (4) courses from the following:

- HIS 117 - World Civilizations, Prehistory to 1500 Minimum Credits: 3
- HIS 118 - World Civilizations, 1500 to Present Minimum Credits: 3
- HIS 220 - Modern European History: 1890-Present Minimum Credits: 3
- HIS 240 - World War I Minimum Credits: 3
- HIS 241 - World War II Minimum Credits: 3
- HIS 314 - European Conquest of New World Minimum Credits: 3
- HIS 321 - The Ancient World of Greece and Rome Minimum Credits: 3
- HIS 340 - Making History Minimum Credits: 3
- HIS 374 - The Renaissance and the Reformation Minimum Credits: 3
- HIS 460 - History Research Seminar (Capstone) Minimum Credits: 3

History / Middle Eastern History

- HIS 371 - History of the Middle East I Minimum Credits: 3
- HIS 372 - History of the Middle East II Minimum Credits: 3
- HIS 373 - Arab-Israeli Conflict Minimum Credits: 3
- HIS - one (1) History course Minimum Credits: 3

History / Military History

- HIS - one (1) History course Minimum Credits: 3

Select three (3) courses from the following:

- HIS 223 - Modern War & Society Minimum Credits: 3
- HIS 240 - World War I Minimum Credits: 3
- HIS 241 - World War II Minimum Credits: 3
- HIS 245 - United States History since 1945 Minimum Credits: 3
- HIS 330 - Civil War and Reconstruction Minimum Credits: 3

Human Resource Management

Human Resource Management

- OL - one (1) Organizational Leadership course Minimum Credits: 3

Select three (3) courses from the following:

- 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 442 - Human Resource Strategy and Development Minimum Credits: 3

Human Services

Human Services

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- HSE 101 - Introduction to Human Services Minimum Credits: 3

Select two (2) courses from the following:

- HSE 220 - Communication Skills for Human Service Professionals Minimum Credits: 3
- HSE 320 - Human Services Organizational Systems Minimum Credits: 3
- HSE 330 - Public Policy and Advocacy Minimum Credits: 3
- HSE 340 - Law and Ethics in Human Services Minimum Credits: 3
- HSE 410 - Case Management Minimum Credits: 3
- PSY 230 - Psychology of Individual Differences and Special Needs Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- SOC 317 - Sociology of the Family Minimum Credits: 3

International Business

International Business

Select four (4) courses from the following:

- INT 113 - Introduction to International Business Minimum Credits: 3
- INT 221 - Global Financial System Minimum Credits: 3
- INT 309 - Legal Environment of International Business Minimum Credits: 3
- INT 315 - International Management Minimum Credits: 3
- INT 316 - Cultural & Political Environment of International Business Minimum Credits: 3

Marketing

Marketing

- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT - one (1) Marketing course Minimum Credits: 3
- MKT - two (2) Marketing courses at the 300/400 level Minimum Credits: 6

Social Media Marketing

- MKT 355 - Social Media Marketing Strategy Minimum Credits: 3
- MKT 455 - Social Media Marketing Campaigns Minimum Credits: 3
- MKT - one (1) Marketing course

Select one (1) course from the following:

- COM 310 - Social Media Minimum Credits: 3
- MKT 229 - Principles of Integrated Marketing Communications Minimum Credits: 3

Mathematics

Mathematics

*** MAT-050 is not applicable ***

- MAT - four (4) Mathematics courses Minimum Credits: 12

*** The mathematics courses taken as general education courses do not count toward this concentration ***

Operations Management

Operations Management

- QSO 300 - Operations Management Minimum Credits: 3
- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 325 - Continuous Improvement Tools and Techniques Minimum Credits: 3
- QSO 330 - Supply Chain Management Minimum Credits: 3

Political Science

Campaign Leadership

- POL 210 - American Politics Minimum Credits: 3
- POL 371 - Political Parties and Interest Groups Minimum Credits: 3
- POL 372 - Campaign Finance and Fundraising Minimum Credits: 3
- POL 374 - Campaign Organizing and Mobilization Minimum Credits: 3

Political Science

- POL 210 - American Politics Minimum Credits: 3
- POL 370 - Analysis and Research in Political Science Minimum Credits: 3

Select two (2) courses from the following:

- POL 211 - International Relations Minimum Credits: 3
- POL 309 - American State and Local Government Minimum Credits: 3

- POL 327 - US Government and Contemporary Issues Minimum Credits: 3
- POL 328 - The Legal System in America Minimum Credits: 3
- POL 360 - Introduction to Comparative Politics Minimum Credits: 3
- POL 364 - Globalization and World Politics Minimum Credits: 3
- POL 371 - Political Parties and Interest Groups Minimum Credits: 3
- POL 372 - Campaign Finance and Fundraising Minimum Credits: 3
- POL 374 - Campaign Organizing and Mobilization Minimum Credits: 3

Psychology

Addictions

- PSY 200 - Foundations of Addictions Minimum Credits: 3
- PSY 406 - Contemporary Issues in Addictions Minimum Credits: 3

Select two (2) courses from the following:

- PSY 225 - Health Psychology Minimum Credits: 3
- PSY 300 - Biopsychology Minimum Credits: 3
- PSY 315 - Counseling Process and Techniques Minimum Credits: 3
- PSY 335 - Assessment and Testing Minimum Credits: 3

Applied Psychology

- PSY 407 - Contemporary Issues in Applied Psychology Minimum Credits: 3

Select three (3) courses from the following:

- PSY 201 - Educational Psychology Minimum Credits: 3
- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 225 - Health Psychology Minimum Credits: 3
- PSY 226 - Sport Psychology Minimum Credits: 3
- PSY 258 - Industrial Organizational Psychology Minimum Credits: 3
- PSY 300 - Biopsychology Minimum Credits: 3
- PSY 307 - Sensation and Perception Minimum Credits: 3
- PSY 442 - Community Psychology Minimum Credits: 3

Child and Adolescent Development

- PSY 211 - Lifespan Development Minimum Credits: 3

Select three (3) courses from the following:

- 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

Industrial Organizational Psychology

- PSY 258 - Industrial Organizational Psychology Minimum Credits: 3

Select three (3) courses from the following:

- PSY 224 - Research II: Scientific Investigations Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 305 - Cognitive Psychology Minimum Credits: 3
- PSY 335 - Assessment and Testing Minimum Credits: 3

Psychology

- PSY - two (2) Psychology courses Minimum Credits: 6
- PSY - two (2) Psychology courses at the 300/400 level Minimum Credits: 6

Social Psychology

- PSY 257 - Social Psychology Minimum Credits: 3

Select three (3) courses from the following:

- PSY 323 - Psychology of Gender Minimum Credits: 3
- PSY 324 - Cross-Cultural Psychology Minimum Credits: 3
- PSY 326 - Social Cognition and Perception Minimum Credits: 3
- PSY 327 - Social Influence Minimum Credits: 3
- PSY 331 - Human Sexuality Minimum Credits: 3
- PSY 405 - Contemporary Issues in Social Psychology Minimum Credits: 3

Public Administration

Public Administration

** No more than two courses from POL or SOC **

Select four (4) courses from the following:

- PAD - Public Administration course
- CED - Community Economic Development course
- POL - Political Science course
- SOC - Sociology course

Retailing

Retailing

- MKT 222 - Principles of Retailing Minimum Credits: 3
- MKT 322 - International Retailing Minimum Credits: 3

Select two (2) courses from the following:

- OL - Organizational Leadership course

- QSO - Quantitative Studies course
- FMM - Fashion Merchandising Management course

Sociology

Sociology

- SOC - two (2) Sociology courses Minimum Credits: 6
- SOC - two (2) Sociology courses at the 300/400 level Minimum Credits: 6

Sport Management

Sport Management

- SPT 111 - Introduction to Sport Management Minimum Credits: 3
- SPT 201 - Governance/Management of Sport Organizations Minimum Credits: 3

Select two (2) courses from the following:

- SPT 208 - Sport Marketing Minimum Credits: 3
- SPT 307 - Sport Law Minimum Credits: 3
- SPT 319 - Sport Sales and Promotions Minimum Credits: 3
- SPT 320 - Media/Public Relations in Sport Minimum Credits: 3

Free Electives: 60 Credits

Total Credits: 120

Geosciences, B.S. (with concentration options)

Executive Director: Dr. Gwendolyn Britton

Associate Dean: Jill Nugent

The geosciences are interdisciplinary sciences that integrate geography, geology, earth systems science, physics, chemistry, and spatial awareness into the course of study. According to the American Geosciences Institute (2014), "The major applications of the geosciences are: exploration and responsible development of natural resources (oil, gas, coal, minerals, construction aggregate, water, and soils), preservation of the natural environment, restoration from environmental damage, mitigation of geohazards such as earthquakes and landslides, and exploratory research." The program emphasizes the use of geoscience data for their uses in problem solving and establishing policies that support effective resource management, public health and safety, and environmental protection.

Geosciences Curriculum - Bachelor of Science

General Education Program: 45 Credits

Note: Students must take MAT 240, GEO 200, and SCI 218 as a General Education requirement

The General Education Program

Geosciences Required Courses: 39 Credits

- PHY 103 - Earth System Science Minimum Credits: 3
- PHY 205 - Principles of Geology Minimum Credits: 3
- PHY 205L - Principles of Geology Lab Minimum Credits: 1
- PHY 101 - Principles of Physics Minimum Credits: 3
- PHY 101L - Principles of Physics Lab Minimum Credits: 1
- CHM 101 - Fundamentals of Chemistry Minimum Credits: 3
- CHM 101L - Fundamentals of Chemistry Lab Minimum Credits: 1
- SCI 310 - Geostatistics and Data Analysis Minimum Credits: 3
- SCI 225 - Spatial Awareness Minimum Credits: 3
- SCI 320 - Geosciences Methodologies Minimum Credits: 3
- SCI 350 - Leadership and Ethics in the Geosciences Minimum Credits: 3
- GEO 330 - Geohazards Minimum Credits: 3
- SCI 425 - Geoscientific Research Methods Minimum Credits: 3
- SCI 489 - Geosciences Capstone Minimum Credits: 3
- SCI 207 - Atmospheric Science Minimum Credits: 3

Geosciences Electives or Concentration (select one): 12 Credits

Geosciences Electives

Select twelve (12) credits from the following:

- GEO 345 - Remote Sensing and Imagery Analysis Minimum Credits: 3
- GEO 450 - Spatial Analysis Minimum Credits: 3
- IT 242 - Intro to Geographic Information Systems Minimum Credits: 3
- IT 338 - Geospatial Programming Minimum Credits: 3
- PAD 330 - Public Administration Minimum Credits: 3
- PAD 331 - Public Administrative Ethics and Theory Minimum Credits: 3
- PAD 332 - Municipal Government Operations Minimum Credits: 3
- PAD 340 - Public Fiscal Management Minimum Credits: 3
- PAD 341 - Disaster Recovery and Response Minimum Credits: 3
- PHE 101 - Fundamentals of Public Health Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3

  or any courses from:

  • BIO
  • CHM
  • ENV
  • GEO
  • PHY
  • SCI

Geospatial Technologies Concentration

- IT 242 - Intro to Geographic Information Systems Minimum Credits: 3

- IT 338 - Geospatial Programming Minimum Credits: 3
- GEO 345 - Remote Sensing and Imagery Analysis Minimum Credits: 3
- GEO 450 - Spatial Analysis Minimum Credits: 3

Natural Resources and Conservation Concentration

- ENV 305 - Global Climate Change Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3
- SCI 220 - Energy and Society Minimum Credits: 3
- SCI 333 - Waste: Sources, Reduction, & Remediation Minimum Credits: 3

Free Electives: 24 Credits

Total Credits: 120

Graphic Design and Media Arts, B.A. (with concentration option)

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

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

NOTE: FAS 226 - Digital Photography must be taken as part of the General Education requirements

SAS Required Courses: 9 Credits

- COM 212 - Public Speaking Minimum Credits: 3
- HIS - one (1) History course at the 300 level or higher Minimum Credits: 3
- FAS - one (1) Humanities course at the 300 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

- GRA 101 - Basic Design and Color Theory Minimum Credits: 3
- GRA 220 - Introduction to Digital Imaging Minimum Credits: 3
- GRA 310 - Digital Graphic Design for the Web 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
- GRA 491 - Graphic Design Portfolio 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

Concentration (select one, including 7 Electives) or 11 Electives: 33 Credits

3-D Modeling and Animation Concentration

The game design industry represents one of the most creative and lucrative fields in the entertainment industry. Students in the Graphic Design Program concentrating in 3D Modeling and Animation acquire the practical skills necessary to compete in this highly competitive field. Working with emerging technology and industry standard software students blend theory and practice assembling cutting edge skills including 3D modeling, anatomy illustration, digital painting, texturing, and rigging. Course curriculum exposes students to the industry's standard workflow pipeline and culminates in a comprehensive portfolio showcasing professional design work.

- 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
- Electives: 21 Credits

Web Design Concentration

The B.A, in Graphic Design with a concentration in Web Design will provide students with artistic and design capabilities, user interface expertise, and hands-on technical proficiency to design and develop world class web page prototypes for real world use. Students will focus not only on the tools for developing web pages for a multitude of platforms and devices, but also on the strategies for publishing, self-promotion, and for continually improving one's skills in an ever changing marketplace. This concentration will balance design and artistic interests with practical applications for career opportunities.

- GRA 332 - Digital Publishing Minimum Credits: 3
- GRA 431 - Interactive Animation for the Web Minimum Credits: 3
- GRA 451 - Advanced Multiplatform Design Minimum Credits: 3
- GRA 470 - User Interface and Experience Minimum Credits: 3
- Electives: 21 Credits

Free Electives: 33 Credits

Total Credits: 120

Graphic Design Minor

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

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

Health Information Management, B.S.

Executive Director: Dr. Jan Wyatt

Associate Dean: Lynn Ward

Heath Information (HI) professionals possess the knowledge, attitudes, and skills to facilitate effective integration of technology in healthcare organizations. Healthcare organizations rely on health information systems to support legal, fiscal, human, and regulatory processes.

The Professional Practice portion of the program is designed to prepare students for Health Information Management (HIM) careers by providing students with hands-on experience. Students will choose either a traditional on-site internship with a preceptor or a hybrid internship which includes working with a preceptor on an off-site project and participating in an online simulation. HIM professionals are highly trained individuals who know how to analyze data which will help improve patient care and control costs (AHIMA, n.d.). HIM professionals work in a variety of settings and job titles serving as analysts, trainers, HIM managers, connecting clinical, operational, and administrative functions. By using skilled HIM professionals, organizations are assured of having the right information on hand and maintains the highest standards of data integrity, confidentiality, and security (CAHIIM, n.d.).

Health Information Management Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Note: Students must take BIO 210 and IHP 340 as part of the General Education requirement

Major Courses: 54 Credits

- HIM 200 - Introduction to Health Information Technology Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 204 - Intro to Data and Information Management Minimum Credits: 3
- OL 211 - Human Resource Management Minimum Credits: 3
- HIM 220 - Healthcare Data Management Minimum Credits: 3
- DAT 210 - Foundations of Data Analytics Minimum Credits: 3
- HIM 215 - Coding & Classification Systems Minimum Credits: 3
- IHP 310 - Pathophysiology and Pharmacology Concepts Minimum Credits: 3
- HCM 340 - Healthcare Delivery Systems Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- HCM 345 - Healthcare Reimbursement Minimum Credits: 3
- HIM 350 - Communication and Technologies Minimum Credits: 3
- HIM 360 - Coding and Classifications Systems II Minimum Credits: 3
- HIM 422 - Ethical and Legal Considerations in Health Information Management Minimum Credits: 3
- IHP 430 - Healthcare Quality Management Minimum Credits: 3
- IHP 450 - Healthcare Management and Finance Minimum Credits: 3
- HIM 480 - Health Information Management Capstone Minimum Credits: 3
  Professional Practice:
- HIM 445 - Professional Practical Experience Minimum Credits: 3

Free Electives: 21 Credits

Total Credits: 120

Health Information Management, M.S.

Executive Director: Dr. Jan Wyatt

Associate Dean: Lynn Ward

The Master of Science in Health Information Management (HIM) program is designed for professionals in HIM or related fields, or for those who hold an undergraduate degree in HIM or Health Information Technology (HIT). This program works to build upon essential skills sought in today's HIM workplace, including leadership, critical thinking, communications, and problem solving. The curriculum utilizes an approach that focuses on information governance, data protection, health informatics, revenue management, compliance, healthcare law, ethics, and analytics.

Health Information Management Curriculum - Master of Science

Major Courses: 27 Credits

- HIM 510 - HIM Applications and Systems Minimum Credits: 3
- HIM 520 - Leading as a HIM Professional Minimum Credits: 3
- HIM 530 - Information Protection & Security in HIM Minimum Credits: 3
- HIM 540 - Health Information Governance Minimum Credits: 3
- HIM 550 - Data Management and Data Quality Minimum Credits: 3

- HIM 560 - HIM Informatics & Technology Infrastructure Minimum Credits: 3
- HIM 600 - Managing Coding Professionals Minimum Credits: 3
- HIM 660 - HIM Strategic Planning & Financial Management Minimum Credits: 3
- HIM 675 - Research Methods and Evaluation Minimum Credits: 3

Elective Courses: 6 Credits

- Select 6 credits from subjects HCM, HIM, IHP, or PHE

Capstone Course: 3 Credits

- HIM 690 - Health Information Management Capstone Minimum Credits: 3

Total Credits: 36

Health Sciences, B.S.

Executive Director: Dr. Jan Wyatt

Associate Dean: Willem Brooke-deBock

The Bachelor of Science in Health Sciences is a transfer-friendly degree completion program targeting Associate degree holders in the Allied Health Sciences discipline. The program's design facilitates the transfer of prior clinical coursework typically found in degrees such as an Associate of Applied Science. The program is open only to graduates and degree holders of an Associate degree in the Allied Health field.

The Allied Health Sciences encompasses a variety of occupations including diagnostic technicians and technologists, emergency medical technicians, medical assistants, dental hygienists, laboratory technicians and nuclear medicine technologists. The program builds on prior coursework and provides current practitioners with the competencies to qualify for supervisory and managerial roles in their respective fields.

The Bachelor of Science in Health Sciences is designed for motivated professionals who have earned an allied-health related associate's degree and have a desire to advance in their careers. The degree program is structured to maximize the student's transfer of credit while at the same time ensuring the student benefits from a broad general curriculum as well as specific healthcare-related courses designed to develop a managerial perspective. The program recognizes that individuals admitted into the program possess an academic focus in their technical/clinical area. Students will find that the B.S. in Health Sciences accepts as transferable credit, acceptable college level courses in both general education / liberal arts as well as the applied sciences within their clinical focus area. This is of particular benefit to those graduating with an Associate of Applied Science. The Bachelor of Science in Health Sciences builds upon this prior learning to prepare the graduate to assume supervisory or managerial roles in healthcare.

Health Sciences Curriculum - Bachelor of Science

Transfer Requirements: 21 Credits

Transfer from an Associate Degree in an Allied Health discipline: 21 Credits

Transfer credits will be applied to the following prefixes: HCM, HIM, IHP, NUR, and PHE.

General Education Program: 45 Credits

The General Education Program

Note: Students must take BIO 210 as part of the General Education requirement

Health Sciences Major Courses: 21 Credits

- HCM 320 - Healthcare Economics Minimum Credits: 3
- HCM 340 - Healthcare Delivery Systems Minimum Credits: 3
- HCM 345 - Healthcare Reimbursement Minimum Credits: 3
- HCM 400 - Healthcare Finance Minimum Credits: 3
- IHP 420 - Ethical and Legal Considerations of Healthcare Minimum Credits: 3
- IHP 430 - Healthcare Quality Management Minimum Credits: 3
- HCM 491 - Health Sciences Capstone Minimum Credits: 3

Free Electives: 33 Credits

Total Credits: 120

Healthcare Administration, B.S. (with concentration option)

Executive Director: Dr. Jan Wyatt

Associate Dean: Willem Brooke-deBock

Healthcare is the largest industry in the United States and the second largest employer, with more than 11 million jobs (AUPHA). Healthcare managers, administrators and executives are responsible for planning, directing, and coordination health services for the populations they serve at the micro, meso and macro levels. Healthcare administration professionals provide leadership in hospitals, physician group practices, skilled nursing facilities, home health and other community agencies. Healthcare Administration (HCA) professionals possess the knowledge, attitudes, and skills to successfully lead healthcare organizations while working closely with clinicians to ensure the highest quality of care is provided in a fiscally responsible manner.

The B.S. Healthcare Administration program has been developed in alignment with Association of University Programs in Health Administration (AUPHA). Content areas selected for the B.S. Healthcare Administration program represent the core body of knowledge identified by AUPHA as being essential for the Healthcare Administrator. Competencies are the skills, knowledge and abilities that healthcare administrators need to master and transcend organizational settings (Healthcare Leadership Alliance, 2010). Upon completion of the B.S. Healthcare Administration program, graduates will demonstrate the four competencies identified by AUHPA as critical to their success including the following: communication (written and oral); computational skills (mathematics and quantification); critical thinking (ability to analyze problems); and societal and cultural context (historical, philosophical, social, cultural, economic, political, and scientific foundations).

The Healthcare Leadership Alliance (HLA) created the HLA Competency Directory which provides an interactive tool to ensure current and future healthcare leaders have the training and expertise needed to manage the nation's healthcare organizations. The HLA is comprised of the following professional organizations: American College of Healthcare Executives (ACHE); American College of Physician Executives (ACPE); American Organization of Nurse Executives (AONE); Healthcare Financial Management Association (HFMA); Healthcare Information and Management Systems Society (HIMSS); and the Medical Group Management Association (MGMA). The AUPHA competencies are in alignment with the competencies identified as critical by the Healthcare Leadership Alliance. Through meeting Program Outcomes, graduates from the B.S. Healthcare Administration program will demonstrate these competencies.

Healthcare Administration Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Note: Students must take IT 210, BIO 210, and IHP 340 as part of the General Education requirement

Healthcare Administration Major Courses: 45 Credits

- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 211 - Human Resource Management Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- HCM 320 - Healthcare Economics Minimum Credits: 3
- HCM 325 - Healthcare Marketing Minimum Credits: 3
- IHP 330 - Principles of Epidemiology Minimum Credits: 3
- HCM 340 - Healthcare Delivery Systems Minimum Credits: 3
- HCM 345 - Healthcare Reimbursement Minimum Credits: 3
- HCM 400 - Healthcare Finance Minimum Credits: 3
- IHP 410 - Population Health and Cultural Competence Minimum Credits: 3
- HCM 415 - Healthcare Strategic Management and Policy Minimum Credits: 3
- IHP 420 - Ethical and Legal Considerations of Healthcare Minimum Credits: 3
- IHP 430 - Healthcare Quality Management Minimum Credits: 3
- HCM 440 - Healthcare Research and Evaluation Methodologies Minimum Credits: 3
- HCM 490 - Healthcare Administration Capstone Minimum Credits: 3

Electives or Concentration Option: 9 Credits

- CHE, HCM, HIM, IHP, OL, PHE, QSO - nine (9) credit hours from Community Health Education, Healthcare Management, Health Information Management, Integrated Health Profession, Organizational Leadership, Public Health, or Quantitative Studies and Operations Management courses with a minimum of six (6) credits at the 300/400 level Minimum Credits: 9

Health Information Management Concentration

- HIM 220 - Healthcare Data Management Minimum Credits: 3
- HIM 350 - Communication and Technologies Minimum Credits: 3
- HIM 425 - Healthcare IT Infrastructure and Network Management Minimum Credits: 3

Patient Safety and Quality Concentration

- IHP 315 - Patient Safety Systems and Strategies Minimum Credits: 3
- IHP 355 - Healthcare Regulatory Compliance and Accreditation Minimum Credits: 3
- IHP 435 - Performance Improvement Measurement and Methodologies Minimum Credits: 3

Free Electives: 21 Credits

Total Credits: 120

Healthcare Administration, M.S.

Executive Director: Dr. Jan Wyatt

Associate Dean: Dr. Toni Clayton

Healthcare is the largest industry in the United States and the second largest employer, with more than 11 million jobs (AUPHA). Healthcare Administration (HCA) professionals educated at the graduate level have a strong foundation in healthcare finance and economics, law, policy, performance and process improvement, leadership, informatics and strategic planning. The Healthcare Administrator provides leadership and strategic vision for the organization in collaboration with clinicians and internal and external stakeholders to ensure equitable healthcare quality and access to care.

The M.S. Healthcare Administration program has been developed in alignment with Association of University Programs in Health Administration (AUPHA) and the Commission on Accreditation of Healthcare Management Education (CAMHE). Content areas selected for the M.S. Healthcare Administration program represent the core body of knowledge identified by AUPHA and CAMHE as being essential for the Healthcare Administrator. Competencies are the skills, knowledge and abilities that healthcare administrators need to master and transcend organizational settings (Healthcare Leadership Alliance, 2010). Upon completion of the M.S. Healthcare Administration program, graduates will demonstrate the four competencies identified by AUPHA as critical to their success including the following: communication (written and oral); computational skills (mathematics and quantification); critical thinking (ability to analyze problems); and societal and cultural context (historical, philosophical, social, cultural, economic, political, and scientific foundations).

The Healthcare Leadership Alliance (HLA) created the HLA Competency Directory which provides an interactive tool to ensure current and future healthcare leaders have the training and expertise needed to manage the nation's healthcare organizations. The HLA is comprised of the following professional organizations: American College of Healthcare Executives (ACHE); American College of Physician Executives (ACPE); American Organization of Nurse Executives (AONE); Healthcare Financial Management Association (HFMA); Healthcare Information and Management Systems Society (HIMSS); and the Medical Group Management Association (MGMA). The AUPHA competencies are in alignment with the competencies identified as critical by the Healthcare Leadership Alliance. Through meeting Program Outcomes, graduates from the M.S. Healthcare Administration program will demonstrate these competencies.

Healthcare Administration Curriculum - Master of Science

Foundation Courses

- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- IHP 515 - Population-Based Epidemiology Minimum Credits: 3

Major Courses

- HIM 500 - Healthcare Informatics Minimum Credits: 3
- IHP 510 - Marketing, Communications Strategies and Outreach Minimum Credits: 3
- IHP 525 - Biostatistics Minimum Credits: 3
- IHP 501 - Global Health and Diversity Minimum Credits: 3
- IHP 620 - Economic Principles of Healthcare Minimum Credits: 3
- OL 665 - Leading/Managing Not-For-Profit Orgs Minimum Credits: 3
- IHP 630 - Healthcare Finance and Reimbursement Minimum Credits: 3
- OL 600 - Strategic Human Resource Management Minimum Credits: 3

- IHP 610 - Health Policy and Law Minimum Credits: 3
- IHP 604 - Healthcare Quality and Improvement Minimum Credits: 3
- IHP 670 - Program Design, Planning and Evaluation Minimum Credits: 3
- HCM 700 - Healthcare Administration Capstone Minimum Credits: 3

Total Credits: 36

Higher Education Administration, M.S.

Executive Director: Dr. Jennifer Batchelor

The field of higher education administration continues to evolve as it tries to keep pace with revolutionary changes in learning, technology, student demographics, and myriad regulations in our increasingly inclusive 21st century world. Effective administrators embrace this complexity and are now, more than ever, required to make empirical data-based decisions to create fiscally sound programs that capably address students' academic and non-academic needs. Furthermore, effective administrators must collaboratively craft accountability and evidence-based continuous improvement plans that will further the success of these programs and the university mission.

The Master of Science in Higher Education Administration degree program equips graduates with the analytical skills necessary for leading within an institution of higher education in the 21st Century. After post-secondary education foundations are established, heavy emphasis is placed on the use of empirical research, data-centric decision-making and analytical problem-solving across various higher education contexts. Students will analyze and work with a variety of datasets to derive/infer the effectiveness of initiatives, draw data-based conclusions, and apply findings to solve real world problems.

Higher Education Administration Curriculum - Master of Science

Major Courses: 27 Credits

- HEA 510 - Philosophy and History of Higher Education Minimum Credits: 3
- HEA 520 - Contemporary Issues in Higher Education Minimum Credits: 3
- HEA 530 - Data-Driven Decision-Making in Higher Education Minimum Credits: 3
- HEA 540 - Program Evaluation Minimum Credits: 3
- HEA 550 - Higher Education Law and Regulation Minimum Credits: 3
- HEA 610 - Enrollment Management and Marketing Minimum Credits: 3
- HEA 620 - Budget and Financial Management in Higher Education Minimum Credits: 3
- HEA 630 - Leading Change in Higher Education Minimum Credits: 3
- HEA 690 - Capstone in Higher Education Minimum Credits: 3

Program Electives: 9 Credits

Select three (3) courses from the following, two of which must be HEA courses:

- HEA 560 - Educational Policy Making Minimum Credits: 3
- HEA 640 - Critical Issues in Student Affairs Minimum Credits: 3
- HEA 660 - Community College Administration Minimum Credits: 3
- COM 600 - Communication for Leadership Minimum Credits: 3
- OL 500 - Human Behavior in Organizations Minimum Credits: 3

Total Credits: 36

History Minor

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

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) 100-level History courses Minimum Credits: 6
- HIS - three (3) 200-400 level History courses Minimum Credits: 9

Total Credits: 15

History, B.A. (with concentration option)

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

The History Major at Southern New Hampshire University is designed to be both comprehensive and flexible when compared to undergraduate programs throughout the country. Students receive a broad foundation in United States history and Western Civilization, primarily through primary sources, and then may, in consultation with their advisor, design their own course of study incorporating coursework from throughout the university. Students may choose a general course based in United States, European, or world studies, or may organize their degree around a specific theme such as religion, African-American, political, social, intellectual, or economic topics to name a few. All history majors complete required courses in historical methods and a senior colloquium where they write a senior thesis. In addition, the student may pursue a secondary interest in more depth since the major allows for 21 credits in electives.

The flexibility of the history major prepares students to enter a wide variety of fields upon graduation. SNHU students have gone on to graduate school in many areas in addition to history. They are active in the Department of State, politics, museum work, research, law, journalism, and of course, business. Some choose to teach. The history major prepares you for whatever life may throw your way because it teaches you to think critically, research thoroughly, and synthesize varied and disparate materials and ideas all the while communicating effectively. These skills translate to every walk of life.

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 113 - United States History I: 1607-1865 Minimum Credits: 3
- HIS 114 - United States History II: 1865-Present Minimum Credits: 3 *(fulfills a requirement of the general education program and thus is not counted as a credit in the major)*
- HIS 117 - World Civilizations, Prehistory to 1500 Minimum Credits: 3
- HIS 118 - World Civilizations, 1500 to Present Minimum Credits: 3
- HIS 340 - Making History Minimum Credits: 3
- HIS 460 - History Research Seminar (Capstone) Minimum Credits: 3
- HIS - five (5) History courses at the 200 level or above Minimum Credits: 15

Concentration (select one) OR three additional elective courses: 9 Credits

American History Concentration

Students pursuing a BA in History with a Concentration in American History focus study on a comprehensive history of the United States of America. Building upon a foundational survey of Western Civilization, courses are arranged chronologically or thematically, with a focus on the colonial and national eras of American history. Students also complete courses in historical methods and a senior colloquium culminating in a senior thesis.

Select three (3) courses from the following:

- HIS 245 - United States History since 1945 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 332 - Colonial New England Minimum Credits: 3
- HIS 338 - Young America Minimum Credits: 3
- HIS 357 - American Slavery Minimum Credits: 3

European History Concentration

Students pursuing a BA in History with a Concentration in European History focus study on the history of Europe and western Asia from antiquity to the present, with an emphasis on the twentieth century. Building upon a foundational survey of Western Civilization, courses are arranged chronologically and thematically but vary in scope. Students also complete courses in historical methods and a senior colloquium culminating in a senior thesis.

Select three (3) courses from the following:

- HIS 220 - Modern European History: 1890-Present Minimum Credits: 3
- HIS 235 - Modern Russia Minimum Credits: 3
- HIS 240 - World War I Minimum Credits: 3
- HIS 241 - World War II Minimum Credits: 3
- HIS 314 - European Conquest of New World Minimum Credits: 3
- HIS 321 - The Ancient World of Greece and Rome Minimum Credits: 3
- HIS 374 - The Renaissance and the Reformation Minimum Credits: 3

Middle Eastern Studies Concentration

The BA History degree with a Concentration in Middle Eastern History focuses on the history of the Middle East from the rise of Islam through the present, with an emphasis on the Arab-Israeli conflict of the twentieth and twenty-first centuries. Courses in this concentration are chronological but vary in scope. Students also complete courses in historical methods and a senior colloquium culminating in a senior thesis.

- HIS 371 - History of the Middle East I Minimum Credits: 3
- HIS 372 - History of the Middle East II Minimum Credits: 3
- HIS 373 - Arab-Israeli Conflict Minimum Credits: 3

Military History Concentration

The BA History degree with a Concentration in Military History focuses on the history of military strategy and tactics and their effects on civilian populations. Students pursuing the Concentration in Military History build upon a core curriculum in Western Civilization supplementing it with courses emphasizing twentieth century military history. Students also complete courses in historical methods and a senior colloquium culminating in a senior thesis.

Select three (3) courses from the following:

- HIS 223 - Modern War & Society Minimum Credits: 3
- HIS 240 - World War I Minimum Credits: 3
- HIS 241 - World War II Minimum Credits: 3
- HIS 245 - United States History since 1945 Minimum Credits: 3
- HIS 330 - Civil War and Reconstruction Minimum Credits: 3

Free Electives: 24 or 33 Credits

Free elective credits are dependent upon if a concentration is selected

Total Credits: 120

History, M.A. (with concentration option)

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

People often say that "history repeats itself," implying that there is a tangible benefit in accessing, absorbing, and understanding history. While many would deny that old adage, the implication is still true—history is not only relevant, but crucial for comprehending the present, articulating and justifying viewpoints, and preserving cultural identities.

The practical need for historians is ever-present, including traditional historians, government employees, library curators, preservationists, secondary and post-secondary teachers, and educational publishers.

The Master of Arts in History degree extends students' expertise in the discipline by effectively preparing them to apply their skills in a variety of professions and contexts. Students deepen their knowledge of the process of "making" history, through analyzing primary and secondary sources, evaluating historiography, applying research methods, defining and researching a specific area of history, and effectively defending and articulating theses. Students have the option of exploring history through traditional coursework, focused on research and writing, or by investigating subjects pertinent to public history, such as understanding the latest technology for preserving and digitizing history. Emphasis is also placed on strategies to keep the student on the cutting-edge of the field, such as using quantitative reasoning in historical analysis and information systems to promote the dissemination of meaningful interpretation of the past.

This program will provide students the skills they need to function both ethically and practically in the real world and place themselves within the context of their field, whether in academia, the private business world, or the public realm. The abilities here will make the student a better researcher, writer, and critical thinker.

History Curriculum - Master of Arts

Major Courses: 18 Credits

- HIS 501 - Historiography Minimum Credits: 3
- HIS 502 - Historical Methods Minimum Credits: 3
- HIS 510 - Comparative History and Research Minimum Credits: 3
- HIS 520 - Historical Lenses and Scholarship Minimum Credits: 3
- HIS 790 - Research Seminar for Historians (Capstone) Minimum Credits: 3
- HIS 791 - Capstone for Research Historians Minimum Credits: 3
  **HIS 792 replaces HIS 791 if completing the Public History concentration

Concentration (select one) OR History Electives: 15 Credits

American History Concentration

Students pursuing the MA History with Concentration in American History degree enhance their understanding of American History while mastering the skills of a Research Historian. Through a core curriculum focused on establishing responsible research techniques, critical-thinking, and writing skills students develop the expertise to contribute meaningful original scholarship in their desired field of concentration. Students focus their research through a variety of thematic-based courses followed by the Research Seminar for Historians and Research Capstone culminating in a project of original research.

Select five (5) courses from the following:

- HIS 600 - Early American Encounters Minimum Credits: 3
- HIS 601 - New American Nation Minimum Credits: 3
- HIS 602 - Era of the Civil War Minimum Credits: 3
- HIS 603 - The Gilded Age and Progressive Era Minimum Credits: 3
- HIS 604 - America and the World Wars Minimum Credits: 3
- HIS 605 - Cold War and the American Empire Minimum Credits: 3

Military History Concentration

Students pursuing the MA History with Concentration in Military History degree enhance their understanding of Military History while mastering the skills of a Research Historian. Through a core curriculum focused on establishing responsible research techniques, critical-thinking, and writing skills students develop the expertise to contribute meaningful original scholarship in their desired field of concentration. Students focus their research through a variety of thematic-based courses followed by the Research Seminar for Historians and Research Capstone culminating in a project of original research.

- HIS 620 - History of Military Thought Minimum Credits: 3

Select four (4) courses from the following:

- HIS 602 - Era of the Civil War Minimum Credits: 3
- HIS 604 - America and the World Wars Minimum Credits: 3
- HIS 605 - Cold War and the American Empire Minimum Credits: 3
- HIS 630 - The Russian Revolutions Minimum Credits: 3
- HIS 640 - Chinese Imperialism Minimum Credits: 3

Public History Concentration

The MA History with Concentration in Public History degree offers graduate students the practical skills necessary to practice history outside the walls of the classroom, in the public domain. After completing the Master's in History core curriculum, Public History students take five Public History courses and complete a capstone experience that results in a Public History project. Students complete the Public History Concentration prepared to lead museum and historical society work, community history projects, preservation programs, and local and federal research projects.

- HIS 660 - Introduction to Public History Minimum Credits: 3
- HIS 661 - Public History Strategic Management Minimum Credits: 3
- HIS 662 - Digitization of History Minimum Credits: 3
- HIS 792 - Capstone for Public Historians Minimum Credits: 3
  ** HIS 792 replaces HIS 791 in the major for this concentration

Select two (2) courses from the following:

- HIS 663 - Documentary Editing Minimum Credits: 3
- HIS 664 - Archival Management Minimum Credits: 3
- HIS 665 - Museum Collection Management Minimum Credits: 3

History Electives

Select five (5) History courses from the following:

- HIS 600 - Early American Encounters Minimum Credits: 3
- HIS 601 - New American Nation Minimum Credits: 3
- HIS 602 - Era of the Civil War Minimum Credits: 3
- HIS 603 - The Gilded Age and Progressive Era Minimum Credits: 3
- HIS 604 - America and the World Wars Minimum Credits: 3
- HIS 605 - Cold War and the American Empire Minimum Credits: 3
- HIS 620 - History of Military Thought Minimum Credits: 3
- HIS 630 - The Russian Revolutions Minimum Credits: 3
- HIS 640 - Chinese Imperialism Minimum Credits: 3
- HIS 660 - Introduction to Public History Minimum Credits: 3
- HIS 661 - Public History Strategic Management Minimum Credits: 3

- HIS 662 - Digitization of History Minimum Credits: 3
- HIS 663 - Documentary Editing Minimum Credits: 3
- HIS 664 - Archival Management Minimum Credits: 3
- HIS 665 - Museum Collection Management Minimum Credits: 3

Total Credits: 33

Human Resource Management Certificate

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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.

Human Resource Management Graduate Certificate

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Alexandru Manus

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

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

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

Human Resource Management Curriculum - Graduate Certificate

Foundation Courses: 9 Credits

- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- OL 600 - Strategic Human Resource Management Minimum Credits: 3
- OL 663 - Leading Change Minimum Credits: 3

Required Courses: 6 Credits

Select two (2) courses from the following:

- OL 610 - Employee and Labor Relations Minimum Credits: 3
- OL 620 - Total Rewards Minimum Credits: 3
- OL 665 - Leading/Managing Not-For-Profit Orgs Minimum Credits: 3
- OL 675 - Leadership and Ethics Minimum Credits: 3

Total Credits: 15

Human Resource Management, M.S.

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Mark Hobson

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

The Master of Science in Human Resource Management degree offers students an opportunity to develop advanced human resource management skills in critical areas that prepare them to be an effective business partner. The program takes an integrated approach to developing relevant HR expertise by focusing on communication and negotiation skills, critical legal and ethical principles, strategic HR program development, and the global and cultural context of HR today. These skills are all developed in applied settings where graduates will acquire the appropriate business skills that support HR functions while they gain expertise in human resources theory and management.

The Master of Science curriculum and outcomes of the graduate program were developed in accordance with the guidelines set forth by the Society of Human Resource Management (SHRM) competencies and master's degree curriculum standards. Graduates of this program will be well equipped to enter management-level positions in human resources and related business professions.

Human Resource Management Curriculum - Master of Science

Foundation Courses (as needed)

This coursework may be exempt based on undergraduate coursework.

- OL 501 - Business Foundations Minimum Credits: 3

Major Courses

- OL 600 - Strategic Human Resource Management Minimum Credits: 3
- OL 620 - Total Rewards Minimum Credits: 3
- OL 645 - Law, Ethics, and Politics in HR Minimum Credits: 3
- OL 655 - Talent Development and Workforce Planning Minimum Credits: 3
- OL 663 - Leading Change Minimum Credits: 3
- OL 667 - Human Resource Information Systems Minimum Credits: 3
- OL 668 - Human Resources in Global Contexts Minimum Credits: 3
- OL 751 - Human Resource Management Capstone Minimum Credits: 3
- MKT 690 - Corporate Communications Minimum Credits: 3
- QSO 500 - Business Research Minimum Credits: 3
- WCM 510 - Negotiation/Advocacy in the Workplace Minimum Credits: 3
- WCM 620 - Managing Difficult Conversations at Work Minimum Credits: 3

Total Credits: 36

Human Services, B.A. (with concentration options)

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Alvarez

The focus of human services is to help people living in a variety of circumstances negotiate the complexities of American society and the systems that have been established to provide assistance. This help can range from direct, one-on-one services to the direction and management of large programs and organizations. These professional services are delivered within a complex web of laws and regulations, augmented with a fully developed set of professional ethics. In addition, recent changes in funding have increased the need for effective needs assessments, planning, monitoring, and evaluation in an atmosphere of evidence-based practice and outcome measurement. According to the US Department of Labor (2014), the demand for workers in Human Services is projected to double over the next decade largely due to the aging of the U.S. population.

The Bachelor's in Human Services degree program prepares the graduate to assess the needs of clients and populations and to plan and implement programs and services that will assist in promoting improvement in personal and social functioning. Students will acquire the knowledge and skills to provide direct client services in sincere and compassionate relationships. In addition to direct services, students will learn the structures and underlying forces that characterize organizations and communities and the role that diversity plays in the functioning of larger groups. Basic knowledge of organizational management principles are provided as well as concepts relating to program advocacy and support development. The techniques and formal tools of conducting needs assessments and outcomes measurement and evaluation are presented to introduce students to the effective monitoring of interventions and programs.

Human Services Curriculum - Bachelor of Arts

General Education Program: 45 Credits

The General Education Program

Note: Students must take MAT 240, SOC 112, and PSY 108 as a General Education requirement

SAS Required Courses: 9 Credits

- PSY 211 - Lifespan Development Minimum Credits: 3
- PSY 215 - Abnormal Psychology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3

Major Courses: 24 Credits

- HSE 101 - Introduction to Human Services Minimum Credits: 3
- HSE 220 - Communication Skills for Human Service Professionals Minimum Credits: 3
- HSE 320 - Human Services Organizational Systems Minimum Credits: 3
- HSE 330 - Public Policy and Advocacy Minimum Credits: 3
- HSE 340 - Law and Ethics in Human Services Minimum Credits: 3
- HSE 410 - Case Management Minimum Credits: 3
- HSE 480 - Human Services Capstone Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3

Human Services Electives or the Concentration: 12-15 Credits

Select four (4) courses from the following:

- HSE 210 - Healthcare Systems Minimum Credits: 3
- HSE 215 - Child Growth and Cognitive Development Minimum Credits: 3
- HSE 310 - Family and Community Systems Minimum Credits: 3
- HSE 315 - Role and Impact of Trauma on Children and Families Minimum Credits: 3
- HSE 325 - Ethics and Laws in Child Welfare Minimum Credits: 3
- HSE 335 - Prevention and Crisis Intervention Minimum Credits: 3
- PHE 101 - Fundamentals of Public Health Minimum Credits: 3
- PSY 230 - Psychology of Individual Differences and Special Needs Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 291 - Experiential Learning Minimum Credits: 3
- PSY 315 - Counseling Process and Techniques Minimum Credits: 3
- PSY 442 - Community Psychology Minimum Credits: 3
- SOC 291 - Experiential Learning Minimum Credits: 3
- SOC 317 - Sociology of the Family Minimum Credits: 3
- SOC 490 - Community Sociology Internship Minimum Credits: 3

Child and Family Services Concentration

Understanding the nature of individual and family interactions and how public policy and social issues influence individual development and family functioning are integral to the development of effective intervention programs for children and families. The concentration in Child and Family Services is designed for those students with an interest in working in child welfare, schools, juvenile corrections, family court, family support agencies, domestic violence agencies and other child and family organizations. The concentration's focus on child develop, the influence of stress and trauma, public policy, and the courts prepares students to develop evidence-based intervention strategies that improve the health and wellbeing of families and their communities.

- HSE 215 - Child Growth and Cognitive Development Minimum Credits: 3
- HSE 310 - Family and Community Systems Minimum Credits: 3
- HSE 315 - Role and Impact of Trauma on Children and Families Minimum Credits: 3
- HSE 325 - Ethics and Laws in Child Welfare Minimum Credits: 3

Gerontology Concentration

The concentration in Gerontology addresses the specific changes that occur as part of the aging process including psychosocial, economic, cultural, and health issues. According to the United States Census Bureau, in 2010, 13 percent of the total population (approximately 40 million people) were 65 and older. It is estimated that by 2050, nearly 20 percent of the population in the U.S. will be over the age of 65. This rapid increase in the number of older adults has numerous implications for the nation such as increased demands on services and programs. Graduates will be prepared to provide services to individuals, families, groups, and communities. Employment may be sought in community-based organizations, health-care and public health programs, senior centers, assisted living, hospitals, home health care, nursing homes and other agencies that serve aging adults.

- CHE 320 - Perspectives in Aging Minimum Credits: 3
- CHE 325 - Aging and Wellness Minimum Credits: 3
- CHE 327 - The Epidemiology of Aging Minimum Credits: 3
- CHE 329 - Aging, Politics, and Policy Minimum Credits: 3

Substance Abuse Concentration

The concentration in Substance Abuse provides students with a strong foundation in the 12 Core Functions of a drug and alcohol counselor developed by the International Certification & Reciprocity Consortium (IC&RC), theories of addiction, assessment, diagnosis, and treatment of individuals diagnosed with substance use disorder, and legal and ethical issues associated with addiction. Graduates will be prepared to provide entry-level services to individuals, groups and families in residential addiction treatment facilities, outpatient addiction programs, drug courts, and the Department of Corrections.

- PSY 200 - Foundations of Addictions Minimum Credits: 3
- HSE 350 - Substance Use: From Screening to Consultation Minimum Credits: 3
- HSE 351 - Substance Use: From Prevention to Treatment Minimum Credits: 3
- HSE 352 - Substance Use Counseling Theory and Practice Minimum Credits: 3
- HSE 353 - Pharmacological Factors in Substance Use Treatment Minimum Credits: 3

Free Electives: 27-30 Credits

Total Credits: 120

Information Technologies, A.S.

Executive Director: Dr. Gwendolyn Britton

Associate Dean: Mark LePage

Students in this two-year Associate Degree program will learn the fundamentals of information technology. The courses required in the associate program align to the requirements of the bachelor's degree program in Information Technologies, should students wish to pursue a Bachelor of Science degree later.

Information Technologies Curriculum - Associate in Science

Core Requirements: 24 Credits

- SNHU 107 - Success Strategies for Online Learning Minimum Credits: 3
  Transfer students may either complete SNHU-107 or use a free elective to fulfill this requirement.
- ENG 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- EFAH - one (1) Fine Arts and Humanities exploration course Minimum Credits: 3
- ESBS - one (1) Social and Behavioral Science exploration course Minimum Credits: 3
- ESTM - two (2) Science, Technology and Mathematics exploration courses Minimum Credits: 6

Major Core Courses: 27 Credits

- MAT 140 - Precalculus Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- IT 145 - Foundation in Application Development Minimum Credits: 3
- IT 200 - Fundamentals of Information Technology Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3

- IT 204 - Intro to Data and Information Management Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- IT 270 - Web Site Design Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3

Free Electives: 9 Credits

Total Credits: 60

Information Technologies, B.A.

Executive Director: Dr. Gwendolyn Britton

Associate Dean: Mark LePage

Technology has become an indispensable part of an organization's operation and there is more need than ever to rethink current digital strategies to leverage data, collaborate in an increasingly virtual marketplace, and put the cloud to work. The Bachelor of Arts program in Information Technologies provides students with the technical abilities and practical skills to help any organization leverage new technologies to innovate practices, products, and processes. Aligned to the Accreditation Board for Engineering and Technology (ABET), this degree program provides a framework that is capable of developing students as leaders in innovation and emerging technologies, while providing a high-quality education that meets the standards of today's professional environment. Students will be exposed to the fundamental information technologies, systems, data manipulation methods, and computational thinking strategies necessary to support organizational decision-making strategies and recommend effective system design and maintenance solutions.

Information Technologies Curriculum - Bachelor of Arts

General Education Program: 45 Credits

The General Education Program

Note: Students must take MAT 240 and PSY 108 as a General Education requirement

SAS Required Courses: 9 Credits

- COM 126 - Introduction to Mass Communication Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3

Select one (1) course from the following:

- SCI 218 - Natural Resources Minimum Credits: 3
- SCI 220 - Energy and Society Minimum Credits: 3

Major Courses: 48 Credits

- IT 145 - Foundation in Application Development Minimum Credits: 3
- IT 200 - Fundamentals of Information Technology Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- IT 270 - Web Site Design Minimum Credits: 3

- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 328 - Project Management in Information Technology Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 331 - Human Factors in Information Technology Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- IT 380 - Cybersecurity and Information Assurance Minimum Credits: 3
- IT 385 - Information Technology Communications Minimum Credits: 3
- IT 412 - Cyberlaw and Ethics Minimum Credits: 3
- IT 415 - Advanced Information Systems Design (Capstone) Minimum Credits: 3
- IT 420 - Advanced Information Systems Implementation (Capstone) Minimum Credits: 3
- IT 489 - Information Technology Portfolio Planning Minimum Credits: 3

Free Electives: 18 Credits

Total Credits: 120

Information Technologies, B.S. (with concentration options)

Executive Director: Dr. Gwendolyn Britton

Associate Dean: Mark LePage

Technology has become an indispensable part of an organization's operation and there is more need than ever to rethink current digital strategies to leverage data, collaborate in an increasingly virtual marketplace, and put the cloud to work. The Bachelor of Science program in Information Technologies provides students with the technical abilities, business expertise, and practical skills to help any organization leverage new technologies to innovate practices, products, and processes. Aligned to the Accreditation Board for Engineering and Technology (ABET), this degree program provides a framework that is capable of developing students as leaders in innovation and emerging technologies, while providing a high-quality education that meets the standards of today's professional environment. Students will be exposed to the fundamental information technologies, systems, data manipulation methods, and computational thinking strategies necessary to support organizational decision-making strategies and recommend effective system design and maintenance solutions.

Information Technologies Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Note: Students must take MAT 240 and ECO 201 as a General Education requirement

Major Courses: 57 Credits

- MAT 140 - Precalculus Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3
- IT 145 - Foundation in Application Development Minimum Credits: 3
- IT 200 - Fundamentals of Information Technology Minimum Credits: 3

- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- IT 270 - Web Site Design Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 328 - Project Management in Information Technology Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 331 - Human Factors in Information Technology Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- IT 380 - Cybersecurity and Information Assurance Minimum Credits: 3
- IT 385 - Information Technology Communications Minimum Credits: 3
- IT 412 - Cyberlaw and Ethics Minimum Credits: 3
- IT 415 - Advanced Information Systems Design (Capstone) Minimum Credits: 3
- IT 420 - Advanced Information Systems Implementation (Capstone) Minimum Credits: 3
- IT 489 - Information Technology Portfolio Planning Minimum Credits: 3

Information Technologies Concentration (select one) or Electives: 12 Credits

Cybersecurity Concentration

- IT 241 - Human Factors in Cybersecurity Minimum Credits: 3
- IT 251 - Intro to UNIX/LINUX Operating System Minimum Credits: 3
- IT 320 - Network Security Minimum Credits: 3
- IT 335 - Security Principles Minimum Credits: 3

Data Analytics Concentration

- DAT 210 - Foundations of Data Analytics Minimum Credits: 3
- DAT 310 - Data Analytics I Minimum Credits: 3
- DAT 320 - Data Analytics II Minimum Credits: 3

Select one (1) course from the following:

- DAD 215 - Introduction to SAS Minimum Credits: 3
- DAD 220 - Introduction to SQL Minimum Credits: 3

Database Administration Concentration

- IT 251 - Intro to UNIX/LINUX Operating System Minimum Credits: 3
- DAD 334 - Oracle SQL Fundamentals Minimum Credits: 3
- DAD 350 - Oracle Database Administration I Minimum Credits: 3
- DAD 405 - Oracle Database Administration II Minimum Credits: 3

Database Management Concentration

- DAT 210 - Foundations of Data Analytics Minimum Credits: 3
- DAT 220 - Fundamentals of Data Mining Minimum Credits: 3
- DAD 220 - Introduction to SQL Minimum Credits: 3

- IT 349 - Database Administration Minimum Credits: 3

Game Design and Development Concentration

- GRA 211 - Interactive Animation Minimum Credits: 3
- GAM 207 - Information Technology and Digital Games Minimum Credits: 3
- GAM 303 - Design of Virtual Game Environments Minimum Credits: 3
- GAM 305 - Digital Game Development Minimum Credits: 3

Geographic Information Systems Concentration

- DAT 210 - Foundations of Data Analytics Minimum Credits: 3
- DAD 220 - Introduction to SQL Minimum Credits: 3
- IT 242 - Intro to Geographic Information Systems Minimum Credits: 3
- IT 338 - Geospatial Programming Minimum Credits: 3

IT Management Concentration

- IT 261 - IT Service Management Minimum Credits: 3
- IT 252 - Information Technology Teams and Group Dynamics Minimum Credits: 3
- IT 332 - Infrastructure Management Minimum Credits: 3
- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3

Network and Telecommunications Concentration

- IT 251 - Intro to UNIX/LINUX Operating System Minimum Credits: 3
- IT 261 - IT Service Management Minimum Credits: 3
- IT 320 - Network Security Minimum Credits: 3
- IT 345 - Network Planning and Maintenance Minimum Credits: 3

Robotics and Artificial Intelligence Concentration

- IT 209 - Introduction to Robotics Minimum Credits: 3
- IT 312 - Software Development w/C++.NET Minimum Credits: 3
- IT 450 - Artificial Intelligence Minimum Credits: 3
- IT 460 - Machine Learning Minimum Credits: 3

Software Development Concentration

- IT 230 - Software Development with C#.NET Minimum Credits: 3
- IT 312 - Software Development w/C++.NET Minimum Credits: 3
- IT 390 - Mobile Apps Design and Development Minimum Credits: 3
- IT 431 - Software Development in Distributed Systems Minimum Credits: 3

Web Design and Development Concentration

- IT 355 - Web and Mobile User Experience Minimum Credits: 3

- IT 390 - Mobile Apps Design and Development Minimum Credits: 3
- IT 431 - Software Development in Distributed Systems Minimum Credits: 3
- IT 467 - Digital Commerce and eBusiness Minimum Credits: 3

Electives

Select four (4) courses from the following:

- DAD - any Data Administration course
- DAT - any Data Analytics course
- GAM - any Game Design and Development course
- IT - any Information Technology course (except IT 100)
- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3

Free Electives: 6 Credits

Total Credits: 120

Information Technology Graduate Certificate

Executive Director: Dr. Gwendolyn Britton

Associate Dean: Mark LePage

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

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

Information Technology Curriculum - Graduate Certificate

Track Selection (select one): 15 Credits

Management Track

Courses required for the management track certificate-only option:

- IT 500 - Information Technology Minimum Credits: 3
- IT 503 - Digital Commerce and eBusiness Minimum Credits: 3
- IT 550 - Management of Information Technology Minimum Credits: 3
- IT 641 - Telecommunications for Business Minimum Credits: 3
- IT 647 - Web Site Construction and Management Minimum Credits: 3

Technical Track

Courses required for the technical track certificate-only option:

- IT 510 - Advanced Information Technology Minimum Credits: 3
- IT 610 - Object-Oriented Systems Analysis Minimum Credits: 3
- IT 625 - Information Technology Project and Team Management Minimum Credits: 3
- IT 641 - Telecommunications for Business Minimum Credits: 3
- IT 650 - Principles of Database Design Minimum Credits: 3

Total Credits: 15

Note(s):

Notebook computer required.

Information Technology Minor

Executive Director: Dr. Gwendolyn Britton

Associate Dean: Mark LePage

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 Information Technology by successfully completing the following courses:

Information Technology Curriculum - Minor

Prerequisite Course: 3 Credits

- MAT 230 - Discrete Mathematics Minimum Credits: 3

Information Technology Courses: 6 Credits

- IT 135 - Interactive Scripting in Virtual Environment Minimum Credits: 3
  or
- IT 145 - Foundation in Application Development Minimum Credits: 3

- IT 210 - Business Systems Analysis and Design Minimum Credits: 3

Information Technology Electives: 6 Credits

- IT - two (2) Information Technology courses as recommended by an advisor, except IT 100, IT 210, IT 135, or IT 145

Total Credits: 15

Information Technology, M.S. (with concentration option)

Executive Director: Dr. Gwendolyn Britton

Associate Dean: Mark LePage

Businesses today are looking for employees with capabilities beyond traditional programming and IT expertise. Professionals who can bridge the communication gap between IT and business segments are valuable but hard to find, and the demand for this new breed of IT professional is growing. The Master of Science in Information Technology program is designed for students who wish to pursue careers in the analysis, design, creation and management of information technology systems through the application of contemporary technologies. The program emphasizes practical skills based on fundamental core technologies along with their technical and ethical foundations. Students will analyze business needs and determine information systems requirements for those needs by applying an iterative, case-driven process.

Information Technology Curriculum - Master of Science

Foundation Course (as needed)

- IT 505 - Core Technologies Minimum Credits: 3

Information Technology Core Courses: 27 Credits

- IT 510 - Advanced Information Technology Minimum Credits: 3
- IT 511 - Object Oriented Application Development Minimum Credits: 3
- IT 515 - Innovations in Information Technology Minimum Credits: 3
- IT 520 - Technical Communication Minimum Credits: 3
- IT 600 - Operating Systems Minimum Credits: 3
- IT 625 - Information Technology Project and Team Management Minimum Credits: 3
- IT 640 - Telecommunications and Networking Minimum Credits: 3
- IT 650 - Principles of Database Design Minimum Credits: 3
- IT 700 - Capstone in Information Technology Minimum Credits: 3

Note(s):

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

Information Technology Electives or Concentration (select one): 9 Credits

Select nine (9) credits from the following subjects:

- IT - any graduate level Information Technology course (except *IT 500 and IT 505)*
- DAT - any graduate level Data Analytics course *(except DAT 500)*
- ISE - any graduate level Information Security course

Concentrations

Data Analytics Concentration

- DAT 510 - Foundations of Data Minimum Credits: 3
- DAT 520 - Decision Methods and Modeling Minimum Credits: 3
- DAT 530 - Presentation and Visualization of Data Minimum Credits: 3

Database Design Concentration

- IT 655 - Database Application Development Minimum Credits: 3
- IT 665 - Client/Server Systems Minimum Credits: 3
- IT 675 - Data Warehouse Concepts and Design Minimum Credits: 3

Game Design and Development Concentration

- IT 518 - Game Design and Development Minimum Credits: 3
- IT 620 - Object-Oriented Systems Design Minimum Credits: 3
- IT 660 - Artificial Intelligence Minimum Credits: 3

Healthcare Informatics Concentration

- HIM 500 - Healthcare Informatics Minimum Credits: 3
- IHP 600 - Social & Organizational Issues in Healthcare Minimum Credits: 3
- IT 550 - Management of Information Technology Minimum Credits: 3

Information Security Concentration

- IT 549 - Foundation in Information Assurance Minimum Credits: 3
- IT 552 - Human Factors in Security Minimum Credits: 3
- IT 643 - Network Assessment and Defense Minimum Credits: 3

IT Management Concentration

- IT 550 - Management of Information Technology Minimum Credits: 3
- IT 657 - Enterprise Resource Planning Minimum Credits: 3
- IT 659 - Cyberlaw and Ethics Minimum Credits: 3

Software Application Development Concentration

- IT 632 - Software Design and Modeling Minimum Credits: 3
- IT 633 - Mobile Application Development Minimum Credits: 3
- IT 634 - Distributed Application Development Minimum Credits: 3

Web Design Concentration

- IT 647 - Web Site Construction and Management Minimum Credits: 3
- IT 648 - Website Optimization Minimum Credits: 3
- IT 649 - Interface Design for Websites Minimum Credits: 3

Total Credits: 36

International Business Administration, I.M.B.A. (with concentration options)

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Alexandru Manus

With an International M.B.A. from SNHU, you're preparing yourself to compete in the increasingly global 21st century. Since we allow you to tailor your International M.B.A. program around your interests, you're able to acquire the specific knowledge base and skill sets you'll need to achieve your career goals. Regardless of what you ultimately plan to do, when you graduate with an International M.B.A. from SNHU, you'll leave with:

Greater Cultural Awareness: By learning about foreign cultures, customs and practices, you'll expand your worldview and be better equipped to compete in the global marketplace.

Thorough Understanding of International Business: You'll discover how to take a holistic view of business by factoring in external influences on decision making such as politics, international law, economic policies and cultural beliefs.

Knowledge of a Specific Discipline: Whether you're interested in finance, marketing, accounting or another discipline, because you're able to customize your International M.B.A. program around your interests, you'll gain a fundamental understanding that subject matter — which you can then build on through further studies or career experiences.

Effective Research Strategies: As is the case with all SNHU M.B.A. programs, you'll learn how to effectively gather and analyze data and information from a variety of new media resources.

Interpersonal Communication Skills: Through written and oral presentations, you'll sharpen your ability to connect with people from different cultures and with different perspectives.

You will have an in-depth understanding of:

- the impact of international economic, social, and political relationships on corporations
- risk and funding strategies in international monetary relationships
- key issues in identifying developing relationships within international markets
- international trade, commercial policies, and how to improve international competitiveness
- effective negotiation skills for working with people from different cultures and societies
- how to formulate an international business strategy

International Business Administration Curriculum - International Master of Business Administration

Foundation Courses (as needed)

This coursework may be exempt based on undergraduate coursework.

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3
- MBA 502 - Economics for Business Minimum Credits: 3
- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3
- MBA 610 - Business Law Minimum Credits: 3
- OL 500 - Human Behavior in Organizations Minimum Credits: 3

Required Courses: 30 Credits

- ACC 500 - Managerial Accounting Minimum Credits: 3
- FIN 500 - Financial Management Minimum Credits: 3
- QSO 635 - International Supply Chain Management Minimum Credits: 3
- INT 601 - Global Entrepreneurship 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

Business Electives or Concentration (select one): 9-12 Credits

- BUS - three (3) Business courses from subjects INT, ACC, CED, ECO, FIN, IT, MBA, MKT, OL, TAX, MBE, SPT, HOS, QSO, WCM, SEC, CSR or MGT from levels 500, 600, 700 or 800 (except MGT 700)

Accounting Concentration

- ACC 610 - Financial Reporting I Minimum Credits: 3
- ACC 620 - Financial Reporting II Minimum Credits: 3
- TAX 660 - Tax Factors in Business Decisions Minimum Credits: 3

Athletic Administration Concentration

Note: This concentration is a 42-credit program

- SPT 510 - Sport and Society Minimum Credits: 3
- SPT 512 - Principles in Athletic Administration Minimum Credits: 3
- SPT 608 - Sport Marketing and Media Minimum Credits: 3
- SPT 612 - Advanced Topics/Athletic Administration Minimum Credits: 3

Corporate Social Responsibility Concentration

- CSR 510 - Strategic Corporate Social Responsibility Minimum Credits: 3
- CSR 610 - Business Ethics and Culture Minimum Credits: 3
- CSR 620 - Corporate Governance and Accountability Minimum Credits: 3

Economics Concentration

- ECO 510 - Mathematics and Statistics for Economics Minimum Credits: 3
- ECO 520 - Microeconomics Theory and Analysis Minimum Credits: 3
- ECO 530 - Macroeconomics Theory and Analysis Minimum Credits: 3

Entrepreneurship Concentration

- OL 630 - Entrepreneurship and Small Business Management Minimum Credits: 3
- OL 635 - Consulting Minimum Credits: 3
- OL 640 - Franchising Minimum Credits: 3

Finance Concentration

- FIN 610 - Short-Term Financial Management Minimum Credits: 3
- FIN 630 - Capital Budgeting & Financing Minimum Credits: 3
- FIN 640 - Investment Analysis & Portfolio Management Minimum Credits: 3

Forensic Accounting Concentration

Note: For this concentration ACC 500 is a foundation course. Students must take ACC 646 as a required core course.

- ACC 691 - Detection/Prevention of Fraudulent Financial Statements Minimum Credits: 3
- ACC 692 - Interview Techniques/Legal Aspects of Fraud Minimum Credits: 3
- ACC 693 - Investigating with Computers Minimum Credits: 3

Healthcare Informatics Concentration

- HIM 500 - Healthcare Informatics Minimum Credits: 3
- IHP 600 - Social & Organizational Issues in Healthcare Minimum Credits: 3
- IT 550 - Management of Information Technology Minimum Credits: 3

Healthcare Management Concentration

- HIM 500 - Healthcare Informatics Minimum Credits: 3
- IHP 600 - Social & Organizational Issues in Healthcare Minimum Credits: 3
- HRM 630 - Topics in Health Administration Minimum Credits: 3

Human Resources Concentration

- OL 600 - Strategic Human Resource Management Minimum Credits: 3
- OL 620 - Total Rewards Minimum Credits: 3
- OL 663 - Leading Change Minimum Credits: 3

Information Technology Management Concentration

- IT 510 - Advanced Information Technology Minimum Credits: 3
- IT 550 - Management of Information Technology Minimum Credits: 3
- IT 657 - Enterprise Resource Planning Minimum Credits: 3

Internet Marketing Concentration

- MKT 625 - Strategic Internet Marketing Minimum Credits: 3
- MKT 635 - Websites and SEM/SEO Minimum Credits: 3
- MKT 645 - Online Marketing Channels Minimum Credits: 3

Justice Studies Concentration

Select three (3) courses from the following:

- JUS 600 - Police in the American Experience Minimum Credits: 3
- JUS 601 - Correctional Policy and Practice Minimum Credits: 3
- JUS 602 - Courts and Judicial Process Minimum Credits: 3
- JUS 603 - Law, Ethics, and Justice System Minimum Credits: 3
- JUS 604 - Legal and Justice Research Minimum Credits: 3
- JUS 608 - Employment Law Minimum Credits: 3

Leadership Concentration

- COM 600 - Communication for Leadership Minimum Credits: 3
- OL 663 - Leading Change Minimum Credits: 3
- PSY 614 - Psychology of Leadership Minimum Credits: 3

Marketing Concentration

Select three (3) courses from the following:

- MKT 610 - Promotions Management Minimum Credits: 3
- MKT 615 - Relationship Selling Strategies Minimum Credits: 3
- MKT 620 - Consumer Behavior Minimum Credits: 3
- MKT 675 - Ethical and Legal Issues in Marketing Minimum Credits: 3
- MKT 678 - Brand Management Minimum Credits: 3
- MKT 690 - Corporate Communications Minimum Credits: 3

Operations and Supply Chain Management Concentration

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3

Select two (2) courses from the following:

- QSO 600 - Operations Management Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 690 - Topics in Operations Management Minimum Credits: 3

Project Management Concentration

- QSO 640 - Project Management Minimum Credits: 3
- QSO 680 - Seminar in Project Management Minimum Credits: 3

Select one (1) course from the following:

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 645 - Project Management for PMP Certification Minimum Credits: 3

Quantitative Analysis Concentration

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 520 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 530 - Applied Statistics for Managers Minimum Credits: 3

Six Sigma Quality Concentration

- QSO 530 - Applied Statistics for Managers Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3

Social Medial Marketing Concentration

- MKT 555 - Social Media Minimum Credits: 3
- MKT 655 - Social Media Marketing Strategy Minimum Credits: 3
- MKT 666 - Social Media Marketing Campaigns Minimum Credits: 3

Sport Management Concentration

Note: This concentration is a 42-credit program.

- SPT 510 - Sport and Society Minimum Credits: 3
- SPT 565 - Internationalization of Sport Business Minimum Credits: 3
- SPT 600 - Management of Sport Organizations Minimum Credits: 3
- SPT 608 - Sport Marketing and Media Minimum Credits: 3

Sustainability and Environmental Compliance Concentration

- SEC 510 - Environmental Issues Minimum Credits: 3
- SEC 610 - Energy and Society Minimum Credits: 3
- SEC 620 - Environment Compliance/Sustainability Minimum Credits: 3

Workplace Conflict Management Concentration

- WCM 510 - Negotiation/Advocacy in the Workplace Minimum Credits: 3
- WCM 610 - Intro Org Conflict Management Minimum Credits: 3
- WCM 620 - Managing Difficult Conversations at Work Minimum Credits: 3

Total Credits: 39-42

International Business Graduate Certificate

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Alexandru Manus

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

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

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

This is a 5 course (15 credits) certificate.

International Business Curriculum - Graduate Certificate

Required Courses

- INT 610 - Multinational Corporate Environment Minimum Credits: 3
- INT 700 - Multinational Business Strategy (Capstone) Minimum Credits: 3
- INT - three (3) International Business courses Minimum Credits: 9

Total Credits: 15

International Business Minor

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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 encouraged to pursue "functional minor areas" to obtain depth in a business function that will complement their international business training and enhance their post-graduation placement opportunities. Students can choose minor areas in Finance, Marketing, Organizational Leadership, Operations Management, Hospitality and Sport Management.

International Business Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Business Core: 30 Credits

The Business Core

Major Courses: 30 Credits

- 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
- INT - Two (2) International Business courses Minimum Credits: 6

Select three (3) courses from the following:

- ACC 312 - International Managerial Accounting Minimum Credits: 3
- ECO 322 - International Economics Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- LAR, LFR, LMN, or LSP Language Electives *

NOTE(s):
** Students may select up to two (2) language electives to satisfy course requirements*

Free Electives: 15 Credits

Total Credits: 120

International Sport Management Graduate Certificate

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Jennifer Batchelor

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

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

International Sport Management Curriculum - Graduate Certificate

Required Courses

- INT 640 - Multinational Market Strategies Minimum Credits: 3
- SPT 525 - Sport Licensing and Strategic Alliances Minimum Credits: 3
- SPT 565 - Internationalization of Sport Business Minimum Credits: 3
- SPT 608 - Sport Marketing and Media Minimum Credits: 3
- SPT 700 - Sport Management Capstone Minimum Credits: 3

Select one (1) course from the following:

- INT 600 - Multinational Corporate Management Minimum Credits: 3
- INT 610 - Multinational Corporate Environment Minimum Credits: 3

Total Credits: 18

Leadership of Non-Profit Organizations Graduate Certificate

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Alexandru Manus

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

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

Leadership of Non-Profit Organizations Curriculum - Graduate Certificate

Required Courses

- MKT 500 - Marketing Strategies Minimum Credits: 3
- MKT 660 - Marketing Strategies for Not-For-Profit Organizations Minimum Credits: 3
- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- OL 663 - Leading Change Minimum Credits: 3
- OL 665 - Leading/Managing Not-For-Profit Orgs Minimum Credits: 3
- OL 670 - Organizational Leadership Minimum Credits: 3

Total Credits: 18

Liberal Arts, A.A.

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

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

Major Courses: 45 Credits

- SNHU 107 - Success Strategies for Online Learning Minimum Credits: 3
  Transfer students may either complete SNHU-107 or use a free elective to fulfill this requirement.

- ENG 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- 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:

- MAT 125 - Quantitative Reasoning & Problem Solving 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

Complete the following:

- EFAH - two (2) courses from Fine Arts and Humanities Minimum Credits: 6
- ESBS - two (2) courses from Social and Behavioral Sciences Minimum Credits: 6
- ESTM - two (2) courses from Science, Technology, and Mathematics Minimum Credits: 6
- EGED - two (2) courses from General Education Electives Minimum Credits: 6

Free Electives: 15 Credits

Total Credits: 60

Management II, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

The Bachelor of Science in Management program is designed for motivated professionals who have earned a business-related associate degree and have a desire to advance in their careers. The B.S. in Management builds upon the general education foundation and business knowledge gained from a business-related associate degree through the concentrated study of management theory and practice.

Students will study topics related to core business functions and business sustainability, referred to as the triple bottom line (TBL), which addresses the interconnectedness of the economy, environment, and society (Crane & Matten, 2010). In order to prepare managers to respond to the opportunities and challenges in business and society today, the B.S. in Management closely examines such topics as economics, finance, leadership, marketing, organizational behavior, project management, and systems analysis and design. Additionally, the B.S. in Management establishes the connection between business and society by exploring business sustainability topics including the social environment of business, environmental issues, and sustainable communities. Upon graduation, students will understand their roles as citizens in a globally engaged and diverse democracy and how they or their organizations' actions impact the greater society.

This program includes articulation agreements with approved institutions as a contingency for admissions.

Management II Curriculum - Bachelor of Science

Prior courses accepted through an articulation agreement with approved institutions.

General Education Program: 45 Credits

The General Education Program

Major Courses: 60 Credits

- BUS 206 - Business Law I Minimum Credits: 3
- ECO 301 - Managerial Economics Minimum Credits: 3
- FIN 320 - Principles of Finance Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3

- MKT 433 - Multinational Marketing Minimum Credits: 3
- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 326 - Social Environment of Business Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- PHL 316 - Business Ethics Minimum Credits: 3
- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3
- MGT 320 - Business Sustainability Minimum Credits: 3
- MGT 480 - Sustainability Business Strategy Capstone Minimum Credits: 3

Select three (3) courses from the following disciplines:

- ACC - Accounting elective
- BUS - Business elective
- COM - Communication elective
- ECO - Economics elective
- ENV - Environmental Studies elective
- FIN - Finance elective
- IDS - Interdisciplinary Studies elective
- INT - International Business elective
- OL - Organizational Leadership elective
- MKT - Marketing elective
- POL - Political Science elective
- PSY - Psychology elective
- QSO - Quantitative Studies elective
- SCI - Science elective
- SOC - Sociology elective

Free Electives: 15 Credits

Total Credits: 120

Management Information Systems, B.S. (with concentration options)

The Bachelor of Science in Management Information Systems program has an emphasis on business intelligence and equips students with system, analytical, and critical thinking skills that are necessary to help manage information systems and support the goals and operations of an organization. The curriculum builds upon Southern New Hampshire University's business core foundation of knowledge, which emphasizes communication, critical, creative, and entrepreneurial thinking, collaboration and teamwork, personal and social responsibility, problem solving and decision-making, and global orientation.

The program establishes a strong foundation of business and management knowledge through understanding business strategy, industry structures, and functional knowledge. The comprehensive program prepares students to provide effective information services and support.

Management Information Systems Curriculum- Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Note: Students must take MAT 240, ECO 201 and ECO 202

Business Core: 27 Credits

- OL 125 - Human Relations in Administration Minimum Credits: 3
- INT 113 - Introduction to International Business Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- MIS 215 - Client Systems and Support Minimum Credits: 3
- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- QSO 300 - Operations Management Minimum Credits: 3
- IT 412 - Cyberlaw and Ethics Minimum Credits: 3
- BUS 250 - Legal Implications of Vendor Partnership Minimum Credits: 3

Major Courses: 27 Credits

- DAD 220 - Introduction to SQL Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 204 - Intro to Data and Information Management Minimum Credits: 3
- IT 261 - IT Service Management Minimum Credits: 3
- MIS 300 - Enterprise Information Systems/Database Minimum Credits: 3
- MIS 320 - Electronic Business Minimum Credits: 3
- MIS 350 - Business Intelligence and Reporting Minimum Credits: 3
- MIS 490 - Management Information Systems Capstone Minimum Credits: 3

Select one (1) course from the following:

- QSO 340 - Project Management Minimum Credits: 3
- QSO 345 - Project Management/CAPM Certification Minimum Credits: 3

Management Information Systems Electives or Concentration: 12 Credits

- BUS/DAD/DAT/IT/OL/QSO - twelve (12) credits from the following subjects: Business, Database Administration, Data Analytics, Information Technology, Organizational Leadership or Quantitative Studies and Operations Management Minimum Credits: 12

Note: 9 credits must be from the 300/400 level

IT Management Concentration

IT managers play a key role in ensuring the ongoing operations of an organization's IT environment. The concentration in IT Management focuses on the managerial aspects related to IT service management, infrastructure management, management science, and information technology teams within an enterprise environment.

- IT 252 - Information Technology Teams and Group Dynamics Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- IT 332 - Infrastructure Management Minimum Credits: 3
- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3

Project Management Concentration

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

- QSO 349 - Project Contracting and Procurement Minimum Credits: 3
- QSO 355 - Resource Estimating and Scheduling Minimum Credits: 3
- QSO 420 - Integrated Cost and Schedule Control Minimum Credits: 3
- QSO 435 - Adaptive Project Management Minimum Credits: 3

Electives: 9 Credits

Total Credits: 120

Management, M.S. (with concentration option)

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Mark Hobson

Today's managers are tasked with a multitude of strategic and tactical responsibilities that require them to be agile, adaptive, and accountable to the organization. Managers are stewards of the organization and the business' brand and are responsible for developing talent accordingly while maximizing production and output in ethical, effective, and supportive ways. Additionally, organizations face massive changes in structure, products, and goals in the midst of an ever-changing political, diverse, decentralized and global landscape. It is crucial that graduate education prepares individuals interested in assuming or advancing in current management positions to tackle these challenges with data driven decision making, strong ethics, courage, agility, and practical application of proven management theory.

The Master of Science in Management degree offers a wide range of students the opportunity to develop advanced management skills in a variety of areas and contexts. Students deepen their understanding in critical areas such as effective business communication, data-driven decision making, developing and supporting talent, project management, supporting and fostering stewardship of an organization's culture and brand, leadership, and strategic planning.

In this way, the M.S. in Management positions graduates as those who can support an organization's mission, values, and goals by getting the most out of their teams, resources, and processes. Graduates from this program will be well-prepared to manage through an unpredictable, changing landscape of business in whatever industry they choose.

Management Curriculum - Master of Science

Foundation Courses (as needed)

- OL 501 - Business Foundations Minimum Credits: 3

Required Courses: 24 Credits

- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- OL 600 - Strategic Human Resource Management Minimum Credits: 3
- QSO 500 - Business Research Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3
- MKT 690 - Corporate Communications Minimum Credits: 3
- MGT 510 - Cultivating Organizational Culture Minimum Credits: 3
- MGT 600 - Resource Planning and Decision Making Minimum Credits: 3
- MGT 701 - Critical Issues in Management Capstone Minimum Credits: 3

Additional Courses (select 4) or a Concentration: 12 Credits

- CSR 610 - Business Ethics and Culture Minimum Credits: 3
- MKT 668 - Services Marketing Minimum Credits: 3
- WCM 510 - Negotiation/Advocacy in the Workplace Minimum Credits: 3
- WCM 610 - Intro Org Conflict Management Minimum Credits: 3
- WCM 620 - Managing Difficult Conversations at Work Minimum Credits: 3
- OL - any Organization Leadership at the 600 level or higher

Construction Management Concentration

- MGT 605 - Construction Budgeting, Estimating & Bidding Minimum Credits: 3
- MGT 610 - Construction Materials & Methods Minimum Credits: 3
- MGT 615 - Construction Law & Contracts Minimum Credits: 3
- MGT 630 - Construction Quality Management & Productivity Minimum Credits: 3

Emergency Management Concentration

- MGT 620 - Principles of Emergency Management Minimum Credits: 3
- MGT 622 - Emergency Planning and Preparedness Minimum Credits: 3
- MGT 625 - Disaster Response and Recovery Minimum Credits: 3
- MGT 628 - Applied Emergency Management Minimum Credits: 3

Healthcare Concentration

- IHP 610 - Health Policy and Law Minimum Credits: 3
- HCM 615 - Healthcare Reimbursement Systems and Finance Minimum Credits: 3
- HCM 620 - Healthcare Information Management Minimum Credits: 3
- HCM 630 - Healthcare Quality Minimum Credits: 3

Total Credits: 36

Marketing Graduate Certificate

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Alexandru Manus

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

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

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

Marketing Curriculum - Graduate Certificate

Required Courses

- MKT 500 - Marketing Strategies Minimum Credits: 3
- MKT - four (4) Marketing courses Minimum Credits: 12

Total Credits: 15

Marketing Minor

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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: 27 Credits

- SNHU 107 - Success Strategies for Online Learning Minimum Credits: 3
  Transfer students may either complete SNHU-107 or use a free elective to fulfill this requirement.

- ENG 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II 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: 6 Credits

Total Credits: 60

Marketing, B.S. (with concentration option)

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

The marketing field encompasses activities related to: identifying needs of prospective customers, selecting a target market, designing a product, packaging, pricing, advertising, selling, distributing, and servicing products in both domestic and international markets. It is the driving force in business. Therefore, the degree to which companies are able to do it well and respond to customer needs and wants largely determines their success.

Southern New Hampshire University's Marketing Program integrates theory and application. Marketing majors also study general management, finance, organizational behavior, information technology and selected liberal arts courses, ensuring that students learn the tenets of marketing in concert with those disciplines. Marketing internships allow Marketing majors additional opportunities to link marketing theory with practice.

Marketing Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Business Core: 30 Credits

The Business Core

Major Courses: 15 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

Marketing Electives or Concentration (select one): 15 Credits

Marketing Electives - Select five (5) courses from the following:

- 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
- MKT - Any (1-5) Marketing elective(s)

Social Media Marketing Concentration

- MKT - two (2) Marketing electives Minimum Credits: 6
- 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:

- COM 310 - Social Media Minimum Credits: 3
- MKT 229 - Principles of Integrated Marketing Communications Minimum Credits: 3

Free Electives: 15 Credits

Total Credits: 120

Marketing, M.S. (with concentration option)

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Mark Hobson

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

Marketing Curriculum - Master of Science

Foundation Course:

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3

Marketing Core Requirements: 24 Credits

- INT 640 - Multinational Market Strategies Minimum Credits: 3
- MKT 500 - Marketing Strategies Minimum Credits: 3
- MKT 605 - Integrated Marketing Communications Minimum Credits: 3
- MKT 618 - Marketing Analytics Minimum Credits: 3
- MKT 620 - Consumer Behavior Minimum Credits: 3
- MKT 625 - Strategic Internet Marketing Minimum Credits: 3
- MKT 675 - Ethical and Legal Issues in Marketing Minimum Credits: 3
- MKT 700 - Marketing Capstone Minimum Credits: 3

Marketing Electives or Concentration (select one): 12 Credits

Select four (4) courses from the following:

- MKT - any Marketing courses
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 600 - Operations Management Minimum Credits: 3
- QSO 630 - Supply Chain Management Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3
- SPT 608 - Sport Marketing and Media Minimum Credits: 3

Marketing Research Analytics Concentration

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- MKT 630 - Market Research Minimum Credits: 3
- MKT 635 - Websites and SEM/SEO Minimum Credits: 3

- MKT 679 - Advanced Marketing Research and Analytics (Capstone) Minimum Credits: 3

New Media and Communications Concentration

- COM 500 - Communication, Media & Society Minimum Credits: 3
- COM 540 - Second Self: Identity & Personal Brands Minimum Credits: 3
- COM 565 - Communication with Media Technology Minimum Credits: 3
- COM 568 - New Media Campaign Design & Marketing Minimum Credits: 3

Social Media Marketing Concentration

- MKT 555 - Social Media Minimum Credits: 3
- MKT 645 - Online Marketing Channels Minimum Credits: 3
- MKT 655 - Social Media Marketing Strategy Minimum Credits: 3
- MKT 666 - Social Media Marketing Campaigns Minimum Credits: 3

Total Credits: 36

Mathematics Minor

Executive Director: Dr. Gwendolyn Britton

Associate Dean: Aaron McDonald

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 225, MAT 275, or MAT 240 may count toward the Mathematics minor.

Total Credits: 15

Mathematics, B.A. (with concentration option)

Executive Director: Dr. Gwendolyn Britton

Associate Dean: Aaron McDonald

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 the 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

3 Mathematics Courses OR the Concentration

- MAT 135 - The Heart of Mathematics Minimum Credits: 3
- MAT - any Mathematics courses at the 200/300/400 level, excluding *MAT 206, MAT 210, MAT 211, MAT 360, MAT 362, MAT 490 , MAT 495, EDU 441 and any Mathematics courses already required as part of the Mathematics major*

Applied Mathematics Concentration

- MAT 375 - Mathematical Modeling Minimum Credits: 3
- MAT 430 - Seminar in Applied Mathematics Minimum Credits: 3

Select one (1) course from the following:

- MAT 300 - Applied Statistics II: Regression Analysis Minimum Credits: 3
- MAT 410 - Operations Research Minimum Credits: 3
- MAT 420 - Dynamic Models Minimum Credits: 3

Note:

AP, IB or transfer credit for MAT 225, MAT 240, or MAT 275 may count toward the Mathematics major.

Free Electives: 33 Credits

Total Credits: 120

Nursing Education, Post-Master's Certificate

Executive Director: Dr. Jan Wyatt

Chief Nurse Administrator: Dr. Sherrie Palmieri

Associate Dean: Dr. Roseann Barrett

The Post Master's Certificate in Nursing Education is intended for registered nurses who hold a master's degree in nursing, a doctoral degree in nursing, or are matriculated in a nursing doctoral program and would like to obtain knowledge and experience in the role of the Nurse Educator. The courses in this certificate program emphasize teaching/learning principles, curriculum and instructional design, and evaluation research in academic, online, and clinical educational settings. The program is based on the competencies and practice standards defined by the American Association of Colleges of Nursing (AACN) Essentials of a Master's Education and the National League for Nursing (NLN) Core Competencies of Nurse Educators. Graduates are eligible to sit for the national Certified Nurse Educator exam offered by the National League for Nursing. This certificate involves 120 hours of a teaching practicum that focuses on integration of theory and practice with socialization into the role of the nurse educator based on the CNE core competencies for nurse educators.*

* Students who have greater than three years of current experience as a Nurse Educator may petition the Assistant Dean to submit a Nurse Educator Professional Portfolio in place of NUR 685 - Nurse Educator Capstone.

Nursing Education Curriculum - Post-Master's Certificate

Required Courses

- NUR 635 - Teaching and Learning for Nurse Educator Minimum Credits: 3
- NUR 640 - Assessment and Evaluation in Nursing Education Minimum Credits: 3
- NUR 645 - Curriculum Design in Nursing Minimum Credits: 3
- NUR 685 - Nurse Educator Capstone Minimum Credits: 3

Total Credits: 12

Nursing, M.S.N.

Executive Director: Dr. Jan Wyatt

Chief Nurse Administrator: Dr. Sherrie Palmieri

Associate Dean: Dr. Roseann Barrett

The Master of Science in Nursing, Generalist program provides the student with the opportunity to acquire key competencies necessary for advanced nursing practice. MSN students will be able to customize their degree with the selection of two electives that provide specialty knowledge in the areas of continuous improvement, quality, and safety of healthcare systems, patient-centered care, inter-professional collaboration, and evidence-based practice. The program includes a capstone experience which requires a 400 hour (280 indirect hours and 120 capstone hours).

Nursing Curriculum - Master of Science in Nursing

Required Courses: 39 Credits

- NUR 507 - Transition to Graduate Nursing Practice Minimum Credits: 3
- NUR 515 - Advanced Nursing Concepts Minimum Credits: 3
- IHP 501 - Global Health and Diversity Minimum Credits: 3
- IHP 525 - Biostatistics Minimum Credits: 3
- NUR 601 - Advanced Pathophysiology Minimum Credits: 3
- NUR 506 - Evidence-Based Practice Minimum Credits: 3
- NUR 602 - Advanced Pharmacology Across the Life Span Minimum Credits: 3

- IHP 604 - Healthcare Quality and Improvement Minimum Credits: 3
- NUR 607 - Advanced Health Assessment Minimum Credits: 3
- NUR 682 - Generalist Nursing Capstone Minimum Credits: 3

Select one (1) course from the following:

- IHP 505 - Leadership in Clinical Microsystems Minimum Credits: 3
- NUR 530 - Systems Leadership and Collaborative Practice Minimum Credits: 3

Select two (2) courses from the following:

- IHP 610 - Health Policy and Law Minimum Credits: 3
- IHP 640 - Measurement, Analysis, and Models for Performance Improvement Minimum Credits: 3
- IHP 645 - Regulatory Compliance, Accreditation and Promoting a Patient Safety Culture Minimum Credits: 3
- NUR 502 - Teaching and Learning in Nursing Minimum Credits: 3
- NUR 603 - Epidemiology Minimum Credits: 3
- NUR 650 - Care Coordination and Outcome Management Minimum Credits: 3

Total Credits: 39

Nursing, R.N. to B.S.N.

Executive Director: Dr. Jan Wyatt

Chief Nurse Administrator: Dr. Sherrie Palmieri

Associate Dean: Margaret Moriarty-Litz

The RN to BSN program prepares the registered nurse with the core knowledge, attitude, skills, and abilities to confront complex healthcare challenges in nursing. The coursework provides the nurse with the core competencies essential to practice as recommended by American Association for Colleges of Nursing (AACN). The design of the program is based upon Transformational Learning Theory which promotes critical reflection and autonomous thinking. The goal is to educate the nurse to function effectively in the workforce to improve health outcomes of individuals and communities. The Capstone project designs individual experiences to apply personal and interpersonal skills to effectively promote health outcomes in complex health systems.

Successful completion of the program provides the BSN with a foundation for graduate preparation in nursing.

Nursing, R.N. to B.S.N Curriculum - Bachelor of Science in Nursing

General Education Program: 45 Credits

- SNHU 107 or free elective Minimum Credits: 3
- ENG 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II 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 299 - Mathematical Proof and Problem Solving Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3

Complete the following:

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- PSY 211 - Lifespan Development Minimum Credits: 3
- BIO 205 - Human Anatomy and Physiology I Minimum Credits: 3
- BIO 211 - Anatomy and Physiology II Minimum Credits: 3
- BIO 212 - Microbiology Minimum Credits: 3
- IHP 340 - Statistics for Healthcare Professionals Minimum Credits: 3
- IDS 400 - Diversity Minimum Credits: 3
- EFAH - two (2) Fine Arts and Humanities courses Minimum Credits: 6
- EGED - two (2) General Education courses Minimum Credits: 6

Major Courses: 66 Credits

Students with a completed associates degree or diploma in nursing are awarded 36 credits for coursework

- NUR 300 - Scholarly Inquiry Minimum Credits: 3
- NUR 305 - Information Management and Patient Care Technologies Minimum Credits: 3
- NUR 315 - Pathophysiology for Nurses Minimum Credits: 3
- NUR 325 - Patient Assessment and Health Literacy Minimum Credits: 3

- NUR 350 - Community and Population Health Minimum Credits: 3
  or
- NUR 350AP - Community and Population Health AP Minimum Credits: 3

- NUR 400 - Systems Leadership for Continuous Quality Improvement Minimum Credits: 3
- IHP 420 - Ethical and Legal Considerations of Healthcare Minimum Credits: 3

- NUR 440 - Research & Evidence-Based Practice Minimum Credits: 3
  or
- NUR 440AP - Research & Evidence-Based Practice AP Minimum Credits: 3

- IHP 450 - Healthcare Management and Finance Minimum Credits: 3
- NUR 490 - Transformational Capstone Minimum Credits: 3
- ASN Transfer Electives: 36 Credits

Free Electives: 9 Credits

Total Credits: 120

Nursing-Clinical Nurse Leader, M.S.N.

Executive Director: Dr. Jan Wyatt

Chief Nurse Administrator: Dr. Sherrie Palmieri

Associate Dean: Dr. Roseann Barrett

The Master of Science in Nursing in Clinical Nurse Leader (CNL) provides students with the opportunity to practice the essential skills required by registered nurses in the CNL role. The CNL program is based on the competencies and practice standards defined by the American Association of Colleges of Nursing (AACN). Graduates of the program are eligible to sit for the national CNL exam offered by the Commission on Nurse Certification (CNC). The program provides theoretical and practical knowledge in the areas of advanced nursing practice, leadership, research and evidence-based practice, care coordination, and transition management. A 400 hour (100 indirect hours and 300 precepted, direct clinical hours) practicum experience is required.

Nursing Curriculum - Clinical Nurse Leader - Master of Science in Nursing

Required Courses: 39 Credits

- NUR 506 - Evidence-Based Practice Minimum Credits: 3
- NUR 507 - Transition to Graduate Nursing Practice Minimum Credits: 3
- NUR 515 - Advanced Nursing Concepts Minimum Credits: 3
- NUR 530 - Systems Leadership and Collaborative Practice Minimum Credits: 3
- NUR 601 - Advanced Pathophysiology Minimum Credits: 3
- NUR 602 - Advanced Pharmacology Across the Life Span Minimum Credits: 3
- NUR 607 - Advanced Health Assessment Minimum Credits: 3
- NUR 650 - Care Coordination and Outcome Management Minimum Credits: 3
- NUR 684 - Clinical Nurse Leader Capstone Minimum Credits: 3
- IHP 501 - Global Health and Diversity Minimum Credits: 3
- IHP 505 - Leadership in Clinical Microsystems Minimum Credits: 3
- IHP 604 - Healthcare Quality and Improvement Minimum Credits: 3
- IHP 525 - Biostatistics Minimum Credits: 3

Total Credits: 39

Nursing-Nurse Educator, M.S.N.

Executive Director: Dr. Jan Wyatt

Chief Nurse Administrator: Dr. Sherrie Palmieri

Associate Dean: Dr. Roseann Barrett

The Master of Science in Nursing Nurse Educator (NE) is based on the competencies and practice standards defined by the American Association of Colleges of Nursing (AACN) Essentials of a Master's Education and the National League for Nursing (NLN) Core Competencies of Nurse Educators. Graduates are eligible to sit for the national Certified Nurse Educator exam offered by the National League for Nursing. The NE program provides the essential skills required by registered nurses to function in the NE role in academic, online, and clinical settings - facilitating learning through curriculum design, teaching, evaluation, and advisement. NE students are **required to complete 400 hours** of a practicum experience (280 indirect hours and 120 direct, precepted, teaching hours).

Nursing Curriculum - Nurse Educator - Master of Science in Nursing

Required Courses: 39 Credits

- NUR 507 - Transition to Graduate Nursing Practice Minimum Credits: 3
- NUR 515 - Advanced Nursing Concepts Minimum Credits: 3
- IHP 501 - Global Health and Diversity Minimum Credits: 3
- IHP 525 - Biostatistics Minimum Credits: 3
- NUR 601 - Advanced Pathophysiology Minimum Credits: 3
- NUR 530 - Systems Leadership and Collaborative Practice Minimum Credits: 3
- NUR 602 - Advanced Pharmacology Across the Life Span Minimum Credits: 3
- NUR 506 - Evidence-Based Practice Minimum Credits: 3
- NUR 607 - Advanced Health Assessment Minimum Credits: 3
- NUR 635 - Teaching and Learning for Nurse Educator Minimum Credits: 3
- NUR 640 - Assessment and Evaluation in Nursing Education Minimum Credits: 3
- NUR 645 - Curriculum Design in Nursing Minimum Credits: 3
- NUR 685 - Nurse Educator Capstone Minimum Credits: 3

Total Credits: 39

Nursing-Patient Safety and Quality, M.S.N.

Executive Director: Dr. Jan Wyatt

Chief Nurse Administrator: Dr. Sherrie Palmieri

Associate Dean: Dr. Roseann Barrett

The Master of Science in Nursing in Patient Safety and Quality program is based on the Institute of Medicine's "The Future of Nursing" competencies for nurses, which include critical thinking/critical decision making, communication, ethics, professional development, nursing technology and resource management, and more. The program focuses on healthcare quality improvement, risk assessment, communication, legal issues, and strategies that contribute to building a culture of safety and assuring accountability and reliability in care processes, among others. Courses in this program explore healthcare systems and processes that contribute to risk reduction, evidence-based practice, knowledge of the healthcare environment, leadership, accountability, professionalism, and business skills. A 400 (280 indirect and 120 direct capstone practice hours) capstone practicum is required.

Nursing Curriculum - Patient Safety and Quality - Master of Science in Nursing

Required Courses: 39 Credits

- NUR 506 - Evidence-Based Practice Minimum Credits: 3
- NUR 507 - Transition to Graduate Nursing Practice Minimum Credits: 3
- NUR 515 - Advanced Nursing Concepts Minimum Credits: 3
- NUR 530 - Systems Leadership and Collaborative Practice Minimum Credits: 3
- NUR 683 - Patient Safety and Quality Capstone Minimum Credits: 3
- IHP 501 - Global Health and Diversity Minimum Credits: 3
- IHP 604 - Healthcare Quality and Improvement Minimum Credits: 3
- IHP 610 - Health Policy and Law Minimum Credits: 3
- IHP 630 - Healthcare Finance and Reimbursement Minimum Credits: 3

- IHP 640 - Measurement, Analysis, and Models for Performance Improvement Minimum Credits: 3
- IHP 645 - Regulatory Compliance, Accreditation and Promoting a Patient Safety Culture Minimum Credits: 3
- IHP 670 - Program Design, Planning and Evaluation Minimum Credits: 3
- IHP 525 - Biostatistics Minimum Credits: 3

Total Credits: 39

Operations and Project Management Accelerated Track, B.S. to M.S.

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Mark Hobson

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

Operations and Project Management Accelerated Track Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Business Core: 30 Credits

The Business 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
- OL 215 - Principles of Management Minimum Credits: 3

Project Management Accelerated Track (two graduate courses):

- QSO 530 - Applied Statistics for Managers Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3

Select two (2) courses from the following:

- QSO 345 - Project Management/CAPM Certification Minimum Credits: 3
- QSO 490 - Operations/Project Management Internship Minimum Credits: 3
- ECO 301 - Managerial Economics Minimum Credits: 3
- IT 467 - Digital Commerce and eBusiness Minimum Credits: 3
- MAT 300 - Applied Statistics II: Regression Analysis Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3

Free Electives: 15 Credits

Operations and Project Management Accelerated Track Curriculum - Master of Science

Major Courses: 30 Credits

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 600 - Operations Management Minimum Credits: 3
- QSO 680 - Seminar in Project Management Minimum Credits: 3
- QSO 690 - Topics in Operations Management Minimum Credits: 3
- QSO 700 - Operations and Project Management Capstone Minimum Credits: 3

Select three (3) courses from the following (at least one of which should be a QSO course):

- QSO 500 - Business Research Minimum Credits: 3
- QSO 520 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 610 - Management of Service Operations Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 625 - Six Sigma for Black Belt Certification Minimum Credits: 3
- QSO 630 - Supply Chain Management Minimum Credits: 3
- QSO 635 - International Supply Chain Management Minimum Credits: 3
- QSO 645 - Project Management for PMP Certification Minimum Credits: 3
- QSO 710 - Internship in Operations/Project Management Minimum Credits: 3
- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- MKT 500 - Marketing Strategies Minimum Credits: 3

- BUS - two (2) graduate-level Business courses, in addition to the above courses Minimum Credits: 6

Total Credits: 150

Operations and Project Management, M.S.

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Mark Hobson

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

Operations and Project Management Curriculum - Master of Science

Foundation Course:

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3

Required Courses: 36 Credits

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 600 - Operations Management Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3
- QSO 680 - Seminar in Project Management Minimum Credits: 3
- QSO 690 - Topics in Operations Management Minimum Credits: 3
- QSO 700 - Operations and Project Management Capstone Minimum Credits: 3

Select four (4) courses from the following, two (2) must be from subject QSO:

- MKT 500 - Marketing Strategies Minimum Credits: 3
- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- QSO 500 - Business Research Minimum Credits: 3
- QSO 520 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 530 - Applied Statistics for Managers Minimum Credits: 3
- QSO 610 - Management of Service Operations Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 625 - Six Sigma for Black Belt Certification Minimum Credits: 3
- QSO 630 - Supply Chain Management Minimum Credits: 3
- QSO 635 - International Supply Chain Management Minimum Credits: 3
- QSO 645 - Project Management for PMP Certification Minimum Credits: 3
- QSO 710 - Internship in Operations/Project Management Minimum Credits: 3

- Graduate Business Electives - select any two (2) courses Minimum Credits: 6

Note(s):

At least 24 credit hours must come from courses with a prefix of QSO

Total Credits: 36

Operations and Supply Chain Management Graduate Certificate

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Alexandru Manus

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

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

Operations Management focuses on the effective management of resources and activities that produce or deliver the goods and services in manufacturing and service organizations. Supply Chain Management is a set of strategies, concepts, and techniques for integrating suppliers, manufacturers, warehouses, transportation providers, and retailers. This Certificate Program is designed to expose students to Operations and Supply Chain Management concepts and techniques necessary for a business to provide the right product at the right time in the right quantity to meet customer requirements.

Operations and Supply Chain Management Curriculum - Graduate Certificate

Foundation Course

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3

Required Courses

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 600 - Operations Management Minimum Credits: 3
- QSO 630 - Supply Chain Management Minimum Credits: 3
- QSO 690 - Topics in Operations Management Minimum Credits: 3

Select two (2) courses from the following:

- QSO 520 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 530 - Applied Statistics for Managers Minimum Credits: 3
- QSO 610 - Management of Service Operations Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 635 - International Supply Chain Management Minimum Credits: 3
- QSO 710 - Internship in Operations/Project Management Minimum Credits: 3

Total Credits: 18

Operations and Supply Chain Management Minor

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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 electives 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

Operations Management Minor

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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 Management by successfully completing the following courses:

Operations Management Curriculum - Minor

Required Courses

- QSO 300 - Operations Management 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 345 - Project Management/CAPM Certification Minimum Credits: 3
- QSO 360 - Six Sigma Quality Management Minimum Credits: 3

Total Credits: 18

Operations Management, B.S. (with concentration options)

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

The Bachelor of Science in Operations Management is designed to provide a solid foundation of knowledge for managing operations in manufacturing as well as service organizations. The curriculum builds upon the Southern New Hampshire University general education and business core foundation of knowledge, which emphasizes communication, critical, creative, and entrepreneurial thinking, collaboration and teamwork, personal and social responsibility, problem solving and decision-making, and global orientation.

In order to prepare students to be effective operations managers, the Bachelor of Science in Operations Management will assist students in being competent in evaluating and applying continuous improvement practices for achieving sustainable operations and effective resource management. With a focus on providing students with the tools and skills necessary to use quantitative and qualitative techniques toward solving problems, students will be able to assess and apply operations management theory and best practices in a global context for the achievement of operational goals.

Operations Management Curriculum - Bachelor of Science

General Education Courses: 45 Credits

The General Education Program

Students must take MAT 240, ECO 201, and ECO 202

Business Core: 30 Credits

The Business Core

Major Courses: 21 Credits

- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 325 - Continuous Improvement Tools and Techniques Minimum Credits: 3
- QSO 328 - Sustainable Operations Minimum Credits: 3
- QSO 330 - Supply Chain Management Minimum Credits: 3
- QSO 415 - Trends in Operations Management Minimum Credits: 3
- QSO 489 - Capstone in Operations Management Minimum Credits: 3

Select one (1) course from the following:

- QSO 340 - Project Management Minimum Credits: 3
- QSO 345 - Project Management/CAPM Certification Minimum Credits: 3

OPM Electives or Concentration: 12 Credits

OPM Electives

Select four (4) courses from the following:

- IT 252 - Information Technology Teams and Group Dynamics Minimum Credits: 3
- IT 261 - IT Service Management Minimum Credits: 3
- IT 328 - Project Management in Information Technology Minimum Credits: 3
- IT 332 - Infrastructure Management Minimum Credits: 3
- PHL 316 - Business Ethics Minimum Credits: 3
- QSO 322 - Logistics Management Minimum Credits: 3

- QSO 349 - Project Contracting and Procurement Minimum Credits: 3
- QSO 355 - Resource Estimating and Scheduling Minimum Credits: 3
- QSO 420 - Integrated Cost and Schedule Control Minimum Credits: 3
- QSO 425 - Reverse Logistics Minimum Credits: 3
- QSO 435 - Adaptive Project Management Minimum Credits: 3
- QSO 450 - Transportation Management Minimum Credits: 3
- QSO 455 - Integrated Supply Chain Management Minimum Credits: 3
- SCI 218 - Natural Resources Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3
- SCI 220 - Energy and Society Minimum Credits: 3
- SCI 333 - Waste: Sources, Reduction, & Remediation Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3
- Business Elective - any 300- or 400-level business elective

Logistics and Transportation Concentration

- QSO 322 - Logistics Management Minimum Credits: 3
- QSO 425 - Reverse Logistics Minimum Credits: 3
- QSO 450 - Transportation Management Minimum Credits: 3
- QSO 455 - Integrated Supply Chain Management Minimum Credits: 3

Project Management Concentration

- QSO 349 - Project Contracting and Procurement Minimum Credits: 3
- QSO 355 - Resource Estimating and Scheduling Minimum Credits: 3
- QSO 420 - Integrated Cost and Schedule Control Minimum Credits: 3
- QSO 435 - Adaptive Project Management Minimum Credits: 3

Free Electives: 12 Credits

Total Credits: 120

Organizational Leadership Minor

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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

Organizational Leadership, M.S.

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Mark Hobson

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

Organizational Leadership Curriculum - Master of Science

Foundation Courses:

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3
- MBA 502 - Economics for Business Minimum Credits: 3

Required Courses

- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- OL 600 - Strategic Human Resource Management Minimum Credits: 3
- OL 663 - Leading Change Minimum Credits: 3
- OL 670 - Organizational Leadership Minimum Credits: 3
- OL 690 - Responsible Corporate Leadership Minimum Credits: 3
- OL 750 - Organizational Leadership Capstone Minimum Credits: 3
- OL - three (3) Organizational Leadership courses at the graduate level, except OL 501 Minimum Credits: 9
- BUS - three (3) Business courses at the graduate level Minimum Credits: 9

Total Credits: 36

Patient Safety and Quality, Post-Master's Certificate

Executive Director: Dr. Jan Wyatt

Chief Nurse Administrator: Dr. Sherrie Palmieri

Associate Dean: Dr. Roseann Barrett

The Post Master's Certificate in Patient Safety and Quality is intended for students who hold a master's degree, a doctoral degree, or are matriculated in a doctoral program in a health profession and would like to obtain knowledge and experience in the continuous improvement of the patient care process through strategies for improving patient safety and quality. This certificate program emphasizes critical thinking/critical decision making, communication, ethics, professional development, technology and resource management, and more. The program focuses on healthcare quality improvement, risk assessment, communication, legal issues, and strategies that contribute to building a culture of safety and assuring accountability and reliability in care processes, among others. Courses in this program explore healthcare systems and processes that contribute to risk reduction evidence-based practice, knowledge of the healthcare environment, leadership, accountability, professionalism and business skills.

Patient Safety and Quality Curriculum - Post-Master's Certificate

Required Courses

- IHP 604 - Healthcare Quality and Improvement Minimum Credits: 3
- IHP 640 - Measurement, Analysis, and Models for Performance Improvement Minimum Credits: 3
- IHP 645 - Regulatory Compliance, Accreditation and Promoting a Patient Safety Culture Minimum Credits: 3
- IHP 670 - Program Design, Planning and Evaluation Minimum Credits: 3

Total Credits: 12

Philosophy Minor

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

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

Political Science Accelerated Track, B.A. to M.S.

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Alvarez

The prospects for competent and professional entrants into the field of political science are boundless. In an age when political rhetoric can often take the forefront over sincere and critical debate of issues that directly involve the common

good, the study of political science and its potential for affecting positive change is necessary in the 21st century marketplace.

The MS in Political Science at the College of Online and Continuing Education at SNHU benefits from this growth opportunity by taking a pragmatic approach to the study of Political Science and effectively preparing students for professional careers in a variety of occupations. Students will focus not only on theoretical approaches but also on the tools of statistical analysis of contemporary issues while promoting self-directed learning and the exploration of questions from a multitude of perspectives.

Graduates of the MS degree program could potentially pursue careers in advocacy, public policy, government business writing, education, campaign development and strategy, political statistical analysis, and many other fields.

Political Science Accelerated Track Curriculum - Bachelor of Arts

General Education: 45 Credits

The General Education Program

*** POL 210 cannot be taken as part of General Education requirement*

SAS Required Courses: 9 Credits

- HIS 114 - United States History II: 1865-Present Minimum Credits: 3

Select two (2) courses from the following:

- COM 126 - Introduction to Mass Communication Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- PHL 210 - Introduction to Philosophy Minimum Credits: 3
- SOC 112 - Introduction to Sociology Minimum Credits: 3

Major Courses: 33 Credits

- POL 210 - American Politics Minimum Credits: 3
- POL 211 - International Relations Minimum Credits: 3
- POL 309 - American State and Local Government Minimum Credits: 3
- POL 313 - Political Theory and Applications Minimum Credits: 3
- POL 328 - The Legal System in America Minimum Credits: 3
- POL 360 - Introduction to Comparative Politics Minimum Credits: 3
- POL 364 - Globalization and World Politics Minimum Credits: 3
- POL 491 - Political Science Capstone Experience Minimum Credits: 3
- POL 500 - Research and Analysis in Political Science Minimum Credits: 3
- POL 520 - American Governmental Institutions Minimum Credits: 3
- PAD 330 - Public Administration Minimum Credits: 3

Major Electives or Concentration (select one): 12 Credits

Select four (4) courses from the following:

- COM 227 - Public Relations Minimum Credits: 3
- COM 310 - Social Media Minimum Credits: 3

- COM 320 - Exploring World Cultures/Mass Media Minimum Credits: 3
- HIS 113 - United States History I: 1607-1865 Minimum Credits: 3
- HIS 222 - War and Society, Antiquity to 1800 Minimum Credits: 3
- HIS 223 - Modern War & Society Minimum Credits: 3
- HIS 245 - United States History since 1945 Minimum Credits: 3
- JUS 224 - Legal and Justice Research Methods 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
- PAD 331 - Public Administrative Ethics and Theory Minimum Credits: 3
- PAD 332 - Municipal Government Operations Minimum Credits: 3
- PAD 340 - Public Fiscal Management Minimum Credits: 3
- PAD 341 - Disaster Recovery and Response Minimum Credits: 3
- POL 372 - Campaign Finance and Fundraising Minimum Credits: 3
- POL 374 - Campaign Organizing and Mobilization Minimum Credits: 3
- POL 371 - Political Parties and Interest Groups Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 291 - Experiential Learning Minimum Credits: 3
- SOC 490 - Community Sociology Internship Minimum Credits: 3

Concentration

- COM 227 - Public Relations Minimum Credits: 3
- POL 371 - Political Parties and Interest Groups Minimum Credits: 3
- POL 372 - Campaign Finance and Fundraising Minimum Credits: 3
- POL 374 - Campaign Organizing and Mobilization Minimum Credits: 3

Free Electives: 21 Credits

Political Science Accelerated Track Curriculum - Master of Science

Major Courses: 18 Credits

- POL 510 - The Study and Practice of Political Science Minimum Credits: 3
- POL 530 - Contemporary Political Thought Minimum Credits: 3
- POL 540 - Global Political Systems Minimum Credits: 3
- POL 550 - Political Parties, Interest Groups, and Lobbying Minimum Credits: 3
- POL 790 - Capstone in Political Science Minimum Credits: 3
- PAD 632 - Foundations of Public Policy Minimum Credits: 3

Major Electives: 12 Credits

Select four (4) courses from the following:

- COM 530 - Law & Ethics: A Line in the Sand Minimum Credits: 3
- COM 600 - Communication for Leadership Minimum Credits: 3

- PAD 631 - Strategic Management in Public Service Minimum Credits: 3
- PAD 633 - Intergovernmental Relations Minimum Credits: 3
- POL 612 - State, Local, and Urban Politics Minimum Credits: 3
- POL 614 - The Politics of Marginalization Minimum Credits: 3
- POL 632 - Campaign Management Minimum Credits: 3
- POL 634 - Campaigns, Elections, and Strategic Messaging Minimum Credits: 3

Total Credits: 150

Political Science Minor

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Alvarez

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

Political Science, B.A. (with concentration option)

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Alvarez

In addition to being known for a politically engaged populace, the state of New Hampshire is host to the first nationwide Presidential primary in the United States. From this position in the national spotlight, SNHU is afforded a unique opportunity to educate students toward careers in the growing fields and affiliations of political science, as well as promote active civic engagement in the realm of public service.

The BA in Political Science at SNHU COCE benefits from this growth opportunity by taking a pragmatic approach to the study of political science and effectively preparing students for professional careers in a variety of occupations. Students will focus on developing effective communication abilities, utilizing analytical skills toward understanding and applying the tools of statistical analysis toward real world scenarios, exploring questions from a multitude of perspectives, and acquiring an empathetic and ethical viewpoint as they hone their critical thinking skills toward future graduate study or career paths.

Graduates of the BA degree program could potentially pursue careers in advocacy, public policy, government business writing, campaign development and strategy, statistical analysis, and many other fields. The degree also positions students well toward advanced graduate studies in Political Science.

Political Science Curriculum - Bachelor of Arts

General Education Program: 45 Credits

The General Education Program

Note: Students must take MAT 240 as a General Education requirement

SAS Required Courses: 9 Credits

- HIS 114 - United States History II: 1865-Present Minimum Credits: 3

Select two (2) courses from the following:

- COM 126 - Introduction to Mass Communication Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- PHL 210 - Introduction to Philosophy Minimum Credits: 3
- SOC 112 - Introduction to Sociology Minimum Credits: 3

Major Courses: 33 Credits

- POL 210 - American Politics Minimum Credits: 3
- POL 211 - International Relations Minimum Credits: 3
- POL 309 - American State and Local Government Minimum Credits: 3
- POL 313 - Political Theory and Applications Minimum Credits: 3
- POL 327 - US Government and Contemporary Issues Minimum Credits: 3
- POL 328 - The Legal System in America Minimum Credits: 3
- POL 360 - Introduction to Comparative Politics Minimum Credits: 3
- POL 364 - Globalization and World Politics Minimum Credits: 3
- POL 370 - Analysis and Research in Political Science Minimum Credits: 3

- POL 491 - Political Science Capstone Experience Minimum Credits: 3
- PAD 330 - Public Administration Minimum Credits: 3

Major Electives or Concentration (select one): 12 Credits

Major Electives

Select four (4) courses from the following:

- COM 227 - Public Relations Minimum Credits: 3
- COM 310 - Social Media Minimum Credits: 3
- COM 320 - Exploring World Cultures/Mass Media Minimum Credits: 3
- HIS 113 - United States History I: 1607-1865 Minimum Credits: 3
- HIS 222 - War and Society, Antiquity to 1800 Minimum Credits: 3
- HIS 223 - Modern War & Society Minimum Credits: 3
- HIS 245 - United States History since 1945 Minimum Credits: 3
- JUS 224 - Legal and Justice Research Methods 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
- PAD 331 - Public Administrative Ethics and Theory Minimum Credits: 3
- PAD 332 - Municipal Government Operations Minimum Credits: 3
- PAD 340 - Public Fiscal Management Minimum Credits: 3
- PAD 341 - Disaster Recovery and Response Minimum Credits: 3
- POL 371 - Political Parties and Interest Groups Minimum Credits: 3
- POL 372 - Campaign Finance and Fundraising Minimum Credits: 3
- POL 374 - Campaign Organizing and Mobilization Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 291 - Experiential Learning Minimum Credits: 3
- SOC 490 - Community Sociology Internship Minimum Credits: 3

Campaign Leadership Concentration

- COM 227 - Public Relations Minimum Credits: 3
- POL 371 - Political Parties and Interest Groups Minimum Credits: 3
- POL 372 - Campaign Finance and Fundraising Minimum Credits: 3
- POL 374 - Campaign Organizing and Mobilization Minimum Credits: 3

Free Electives: 21 Credits

Total Credits: 120

Political Science, M.S.

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Alvarez

The prospects for competent and professional entrants into the field of political science are boundless. In an age when political rhetoric can often take the forefront over sincere and critical debate of issues that directly involve the common good, the study of political science and its potential for affecting positive change is necessary in the 21st century marketplace.

The MS in Political Science at the College of Online and Continuing Education at SNHU benefits from this growth opportunity by taking a pragmatic approach to the study of Political Science and effectively preparing students for professional careers in a variety of occupations. Students will focus not only on theoretical approaches but also on the tools of statistical analysis of contemporary issues while promoting self-directed learning and the exploration of questions from a multitude of perspectives.

Graduates of the MS degree program could potentially pursue careers in advocacy, public policy, government business writing, education, campaign development and strategy, political statistical analysis, and many other fields.

Political Science Curriculum - Master of Science

Major Courses: 24 credits

- POL 500 - Research and Analysis in Political Science Minimum Credits: 3
- POL 510 - The Study and Practice of Political Science Minimum Credits: 3
- POL 520 - American Governmental Institutions Minimum Credits: 3
- POL 530 - Contemporary Political Thought Minimum Credits: 3
- POL 540 - Global Political Systems Minimum Credits: 3
- POL 550 - Political Parties, Interest Groups, and Lobbying Minimum Credits: 3
- PAD 632 - Foundations of Public Policy Minimum Credits: 3
- POL 790 - Capstone in Political Science Minimum Credits: 3

Major Electives: 12 credits

Select four (4) courses from the following (2 must be POL courses):

- COM 530 - Law & Ethics: A Line in the Sand Minimum Credits: 3
- COM 600 - Communication for Leadership Minimum Credits: 3
- PAD 631 - Strategic Management in Public Service Minimum Credits: 3
- PAD 633 - Intergovernmental Relations Minimum Credits: 3
- POL 612 - State, Local, and Urban Politics Minimum Credits: 3
- POL 614 - The Politics of Marginalization Minimum Credits: 3
- POL 632 - Campaign Management Minimum Credits: 3
- POL 634 - Campaigns, Elections, and Strategic Messaging Minimum Credits: 3

Total Credits: 36

Professional Writing Minor

Executive Director: Anthony Siciliano

Associate Dean: Lori Stein

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

Project Management Graduate Certificate

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Alexandru Manus

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

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

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

Project Management Curriculum - Graduate Certificate

Foundation Course

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3

Required Courses: 15 Credits

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3
- QSO 680 - Seminar in Project Management Minimum Credits: 3

Select two (2) courses from the following:

- QSO 520 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 630 - Supply Chain Management Minimum Credits: 3
- QSO 645 - Project Management for PMP Certification Minimum Credits: 3
- QSO 710 - Internship in Operations/Project Management Minimum Credits: 3

Total Credits: 15

Project Management Minor

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Kimberly Blanchette

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

Psychology Minor

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Hill

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)

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Hill

The Bachelor of Arts in Psychology program prepares students for success within life in a diverse, global society; in entry-level careers in spanning a broad range of fields; and in graduate study in Psychology. Our program offers a variety of avenues to pursue within various subfields of Psychology which appeal to our broad and diverse student population. Students can pursue a general track or select from the following six concentrations: Addictions, Applied Psychology, Child and Adolescent Development, Forensic Psychology, Mental Health, and Social Psychology. Students have the opportunity to apply their learning through volunteer work (Experiential Learning Practicum), as well as an internship, both of which are value-added experiences to inform a future career path.

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 Program: 45 Credits

The General Education Program

Note: Students must take MAT 240 as a General Education Requirement

SAS Required Courses: 9 Credits

- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3

Select two (2) courses from the following:
- SOC 112 - Introduction to Sociology 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: 24 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

Content Area

- PSY 211 - Lifespan Development Minimum Credits: 3 (Required for Child and Adolescent Development Concentration)

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 (Required for Social Psychology Concentration)
- PSY 300 - Biopsychology Minimum Credits: 3 (Required for Addictions Concentration)
- 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:

Addictions

The concentration in Addictions provides students with a venue to explore theories and contemporary research in addictive behaviors, which encompass many types beyond drug and alcohol addiction. Students will be exposed to the science behind addiction as well as practical applications related to treatment and prevention.

It is important to note that this concentration does not lead to licensure or certification of any kind in the addictions or substance abuse fields. However, students will be better prepared for pursuing peer-to-peer/community-related positions as well as pursuing graduate programs and/or future licensing opportunities. Behavioral Health Technician is another career direction that could be sought after completing this concentration.

- PSY 200 - Foundations of Addictions Minimum Credits: 3
- PSY 406 - Contemporary Issues in Addictions Minimum Credits: 3

Select two (2) courses from the following:

- PSY 225 - Health Psychology 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

Applied Psychology

The concentration in Applied Psychology encourages students to apply psychological concepts and research skills to the societal institutions of health, industry, education, law, and community service. Students will investigate how different areas of psychology seek to answer pertinent research questions and apply the approaches and theories within these areas toward real-world situations. This concentration will help students identify potential specific areas of interest within psychology, which they may want to pursue further in graduate school.

- PSY 407 - Contemporary Issues in Applied Psychology Minimum Credits: 3

Select three (3) courses from the following:

- PSY 201 - Educational Psychology Minimum Credits: 3
- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 225 - Health Psychology Minimum Credits: 3
- PSY 226 - Sport Psychology Minimum Credits: 3
- PSY 258 - Industrial Organizational Psychology Minimum Credits: 3
- PSY 442 - Community Psychology Minimum Credits: 3

Child and Adolescent Development

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 315 - Counseling Process and Techniques 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

Forensic Psychology

Forensic Psychologists work at the intersection between psychology and law. The Forensic Psychology concentration challenges students to apply their research skills, psychological knowledge, and critical thinking abilities to a variety of issues facing the legal system. Students who concentrate in this area study subjects such as; how psychologists serve as expert witnesses and advisors in courts, motives and patterns of criminal behavior, definitions for insanity, treatment, rehabilitation and assessments used in corrections and in private practice, eyewitness memory, and criminal profiling.

- 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

Students selecting a concentration in Mental Health 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.

- PSY 315 - Counseling Process and Techniques Minimum Credits: 3
- PSY 335 - Assessment and Testing Minimum Credits: 3

Select one (1) course from the following:

- PSY 442 - Community Psychology Minimum Credits: 3
- PSY 443 - Psychology Internship Minimum Credits: 3

Select one (1) course from the following:

- PSY 291 - Experiential Learning Minimum Credits: 3
- Psychology Elective Minimum Credits: 3

Social Psychology

The concentration in Social Psychology extends students' expertise in a fundamental area of psychology. It immerses students in specific topics that are at the core of social psychology, including conformity, obedience, attitudes, cross-cultural issues, and influence, among others. The design of the concentration courses assumes a base knowledge from the existing Social Psychology course; each course allows students to delve deeper into the rich body of social psychology knowledge and learn how it applies to contemporary society.

This concentration will provide students the skills they need to function practically in the real world and place themselves within the context of their selected field, whether in academia, the private business world, or the public realm. The abilities here will make the student a better researcher, writer, and critical thinker.

Select four (4) courses from the following:

- PSY 323 - Psychology of Gender Minimum Credits: 3
- PSY 324 - Cross-Cultural Psychology Minimum Credits: 3
- PSY 326 - Social Cognition and Perception Minimum Credits: 3

- PSY 327 - Social Influence Minimum Credits: 3
- PSY 405 - Contemporary Issues in Social Psychology Minimum Credits: 3

Free Electives: 30 Credits

Total Credits: 120

Psychology, M.S. (with concentration option)

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Hill

The rapidly changing professional landscape of the 21st century has led to a growing demand for individuals with a formal psychology background. Industries such as business, marketing, education, health services, criminal justice, sports management, and information technology are increasingly seeking out individuals with these credentials to help improve performance, motivation, and general well-being within organizations.

The Master of Science in Psychology degree extends students' knowledge and expertise in the discipline, effectively preparing them to apply their skills in a wide variety of professions and contexts. Students deepen their understanding in critical areas such as research methods, cognitive psychology, social psychology, personality, learning theory, and ethical practice in psychology. Emphasis is placed on the practical application of psychological research to real world contexts. Students will sharpen and hone their skills as they work through ill-structured case studies relevant to psychological theories and methods.

While the Master of Science in Psychology degree does not lead to licensure or certification, students will find both the general psychology program and the concentrations well-aligned with industry standards and expectations. In addition, students will graduate with all of the knowledge and skill necessary for doctoral level coursework.

Psychology Curriculum - Master of Science

Foundation Courses (as needed)

This coursework may be exempt based on undergraduate coursework.

- PSY 500 - Foundations of Psychology Minimum Credits: 3
- SCS 501 - Foundations in Statistics Minimum Credits: 3
- SCS 502 - Foundations in Research Methods Minimum Credits: 3

Major Courses: 24 Credits

- PSY 510 - Research Methods in Psychology I Minimum Credits: 3
- PSY 520 - Research Methods in Psychology II Minimum Credits: 3
- PSY 530 - Social Psychology Minimum Credits: 3
- PSY 540 - Cognitive Processes Minimum Credits: 3
- PSY 550 - Measurement and Assessment Minimum Credits: 3
- PSY 560 - Theories of Personality Minimum Credits: 3
- PSY 570 - Ethical Practice in Psychology Minimum Credits: 3
- PSY 790 - Capstone in Psychology Minimum Credits: 3

Concentration OR non-concentration:12 Credits

Child and Developmental Psychology Concentration

- PSY 632 - Developmental Psychology Minimum Credits: 3
- PSY 634 - Cognitive Neuropsychology Minimum Credits: 3
- PSY 636 - Intervention Strategies Minimum Credits: 3
- PSY 638 - Child and Developmental Psychology Seminar Minimum Credits: 3

Forensic Psychology Concentration

- PSY 545 - Forensic Psychology Minimum Credits: 3
- PSY 622 - Assessment for Forensic Psychology Minimum Credits: 3
- PSY 624 - Intersection of Law and Psychology Minimum Credits: 3
- PSY 626 - Psychology in the Courtroom Minimum Credits: 3

Industrial and Organizational Psychology Concentration:

- PSY 612 - Motivation in the Workplace Minimum Credits: 3
- PSY 614 - Psychology of Leadership Minimum Credits: 3
- PSY 616 - Organizational Consulting Minimum Credits: 3
- PSY 618 - Seminar in Industrial & Organizational Psychology Minimum Credits: 3

Non-concentration option:

Select four (4) courses from the following (at least two of which must be 600-level courses):

- EDU 543 - Learning Theories and Instruction Minimum Credits: 3
- JUS 603 - Law, Ethics, and Justice System Minimum Credits: 3
- JUS 621 - Contemporary Issues in Homeland Security Minimum Credits: 3
- OL 675 - Leadership and Ethics Minimum Credits: 3
- OL 676 - Women in Leadership Minimum Credits: 3
- SPT 510 - Sport and Society Minimum Credits: 3
- WCM 510 - Negotiation/Advocacy in the Workplace Minimum Credits: 3
- WCM 610 - Intro Org Conflict Management Minimum Credits: 3
- WCM 620 - Managing Difficult Conversations at Work Minimum Credits: 3
- PSY - any Psychology course at the 500/600 level Minimum Credits: 3

Total Credits: 36

Public Administration Graduate Certificate

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Jennifer Batchelor

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

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

This optional 12-credit Graduate Certificate is designed for students interested in careers or continued graduate study in public administration. Students will study related topics including foundations of public administration, public policy, strategic management, and intergovernmental relations.

Public Administration Curriculum - Graduate Certificate

Required Courses

- PAD 630 - Foundations of Public Administration Minimum Credits: 3
- PAD 631 - Strategic Management in Public Service Minimum Credits: 3
- PAD 632 - Foundations of Public Policy Minimum Credits: 3
- PAD 633 - Intergovernmental Relations Minimum Credits: 3

Total Credits: 12

Public Administration, B.A.

Executive Director: Joe Cappa

Associate Dean: Dr. Sherry Kollmann

Public administration prepares students for the world of government policy, organization and management. As a civil servant, public administrators both make policy and enforce programs to help build and strengthen communities and society. Students learn critical subjects such as government structure, administrative management, fiscal budgeting, community dynamics, politics and public policy. Public administration graduates are prepared for careers in government at the city, county, state, national, and international levels, as well as employment in nonprofit and quasi-governmental organizations.

The US Department of Labor's Bureau of Labor Statistics projects public administration employment opportunities are expected to grow at about the same rate as other occupations through 2014. Growth will come from the continued need for municipal governments to provide services such as fire protection, criminal justices systems, public works, libraries, schools, public health, transportation, housing and development due to an expanding population. Opportunities for those with public administration experience are increasing in the private sector as regulation becomes more complex.

Public Administration Curriculum - Bachelor of Arts

General Education Program: 45 Credits

The General Education Program

Note: Students must choose MAT 240

SAS Required Courses: 9 Credits

- SOC 112 - Introduction to Sociology Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3

Select one (1) course from the following:

- SCI 219 - Environmental Issues Minimum Credits: 3
- SCI 220 - Energy and Society Minimum Credits: 3

Major Courses: 36 Credits

- CED 301 - Introduction to Community Economic Development Minimum Credits: 3
- CED 335 - Social Issues and Economic Policies CED Minimum Credits: 3
- PAD 330 - Public Administration Minimum Credits: 3
- PAD 331 - Public Administrative Ethics and Theory Minimum Credits: 3
- PAD 332 - Municipal Government Operations Minimum Credits: 3
- PAD 340 - Public Fiscal Management Minimum Credits: 3
- PAD 341 - Disaster Recovery and Response Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 309 - American State and Local Government Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3

Free Electives: 30 Credits

Total Credits: 120

Public Health, B.S.

Executive Director: Dr. Jan Wyatt

Associate Dean: Dr. Denise Bisaillon

The Centers for Disease Control (CDC) notes that serious public health workforce shortages exist in disciplines that perform surveillance functions and the Association of Schools and Programs of Public Health (ASPPH) estimates that 250,000 more public health workers will be needed by 2020 to meet these needs. Further complicating the workforce shortages is need for a prevention and a population health perspective in healthcare educational programs (Institute of Medicine).

The BS in Public Health program explores concepts of preventing disease, prolonging life, and improving health with a population-based focus. It provides a strong foundation in biological and social sciences with emphasis on evidence-based approaches in program assessment, planning and evaluation for the protection and improvement of the health of individuals, communities and populations. This program is aligned with the Council on Education for Public Health curriculum standards for baccalaureate programs to provide graduates with the core competencies for entry into the profession.

Public Health Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Public Health Major Courses: 36 Credits

- PHE 101 - Fundamentals of Public Health Minimum Credits: 3
- PHE 321 - Biological Concepts for Public Health Minimum Credits: 3
- PHE 327 - Research and Assessment in Public Health Minimum Credits: 3
- PHE 330 - Public Health Education and Communication Minimum Credits: 3
- PHE 340 - Social and Behavioral Health Minimum Credits: 3
- PHE 425 - Programming Planning in Public Health Minimum Credits: 3
- PHE 423 - Evaluation Methods in Public Health Minimum Credits: 3
- IHP 330 - Principles of Epidemiology Minimum Credits: 3
- HCM 340 - Healthcare Delivery Systems Minimum Credits: 3
- IHP 410 - Population Health and Cultural Competence Minimum Credits: 3
- IHP 420 - Ethical and Legal Considerations of Healthcare Minimum Credits: 3
- PHE 489 - Public Health Capstone Minimum Credits: 3

Public Health Electives: 12 Credits

- CHE, HCM, IHP, PHE - twelve (12) credits from Community Health Education, Healthcare Management, Integrated Health Profession or Public Health courses with a minimum of six (6) credits at the 300/400 level

Free Electives: 27 Credits

Total Credits: 120

Public Health, M.S.

Executive Director: Dr. Jan Wyatt

Associate Dean: Dr. Denise Bisaillon

The Master of Science in Public Health program provides the students with the knowledge and skills required for careers in public health research, teaching, and practice. Public Health is a discipline dedicated to preventing disease and promoting health. There is a strong demand for public health professionals and researchers to deal with chronic and emerging diseases, environmental health, health care policy and reform, and global health issues. This program provides students with the skills to conduct research, affect policy change and development, and implement successful public health programs. The Master of Science in Public Health is a widely recognized credential for those who are seeking leadership, teaching, and research positions in public health. The program includes a capstone experience.

Public Health Curriculum - Master of Science

Required Courses: 27 Credits

- PHE 500 - Principles of Public Health Minimum Credits: 3
- PHE 505 - Research Methods in Public Health Minimum Credits: 3
- IHP 525 - Biostatistics Minimum Credits: 3
- PHE 525 - Social and Behavioral Sciences Minimum Credits: 3
- PHE 540 - Principles of Environmental Health Minimum Credits: 3
- IHP 515 - Population-Based Epidemiology Minimum Credits: 3
- PHE 610 - Health Policy and Management Minimum Credits: 3
- PHE 630 - Program Planning and Evaluation in Public Health Minimum Credits: 3
- PHE 690 - Public Health Capstone Minimum Credits: 3

Electives: 9 Credits

- HCM, IHP, or PHE - select nine (9) credits from courses in Healthcare Management, Integrated Health Profession, or Public Health Minimum Credits: 9

Total Credits: 36

Reading and Writing Specialist, M.Ed.

Executive Director: Dr. Jennifer Batchelor

The Reading and Writing Specialist Program is for students who wish to become certified as reading and writing specialists in grades K-12. Certified classroom teachers with 2 years of classroom teaching experience can apply during their third year of teaching.

Reading and Writing Specialist Curriculum - Master of Education

Required Courses

- EDU 501 - Methods of Teaching Reading Minimum Credits: 3
- EDU 533C - Learning through Technology Minimum Credits: 3 *OR* EDU 533NC - Learning through Technology Minimum Credits: 3
- EDU 547 - Curriculum Development Minimum Credits: 3
- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 750 - Seminar in Teaching Writing Minimum Credits: 3
- EFL 501 - Language Learning and Acquisition Minimum Credits: 3
- RDG 503C - Emerging and Early Literacy Development K-4 Minimum Credits: 3 *OR* RDG 503NC - Emerging and Early Literacy Development K-4 Minimum Credits: 3
- RDG 531C - Literature for Children Pre-K-8 Minimum Credits: 3 *OR* RDG 531NC - Literature for Children Pre-K-8 Minimum Credits: 3
- RDG 582 - Assessing and Instructing Students with Literacy Difficulty Minimum Credits: 3
- RDG 701 - Reading Internship: K-4 Minimum Credits: 1
- RDG 702 - Reading Internship: 5-8 Minimum Credits: 1
- RDG 703 - Reading Internship: 9-12 Minimum Credits: 1
- SPED 525C - Critical Issues/Students with Disabilities Minimum Credits: 3 *OR* SPED 525NC - Critical Issues/Students with Disabilities Minimum Credits: 3
- SPED 601 - Content-Based Literacy Minimum Credits: 3

- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

Note(s):

Internship courses will be undertaken as the culminating experience upon completion of all coursework.

Field Experiences are embedded in courses.

Total Credits: 39

Retailing Minor

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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

Retailing, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

Retailing, a key process in the marketing of goods and services, is one of the largest employment sectors in the US and global economies. A growing, fast-changing industry, retailing spans multiple aspects of the marketing discipline and at the same time demands skills in every other business discipline as well. The SNHU B.S. in Retailing is a multidisciplinary degree program which provides students with a core of critical retailing skills and information, the flexibility of focusing on a student's specific business interests in the area through its many tracks, and practical field

experience through a required internship. It reflects the global dimensions of the industry, while concurrently supporting the specific business skills demanded of retail processionals.

Retailing Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Business Core: 24 Credits

The Business Core

Major Courses: 27 Credits

- FMM 114 - Introduction to Fashion Merchandising Minimum Credits: 3
- MKT 222 - Principles of Retailing Minimum Credits: 3
- MKT 322 - International Retailing Minimum Credits: 3
- MKT 442 - Retail Management Minimum Credits: 3
- MKT 469 - Emerging Trends in Retailing (Capstone) Minimum Credits: 3
- MKT 490 - Marketing Internship Minimum Credits: 0 (variable credit course) **(take for 3 Credits)**

Select three (3) courses from the following:

- OL 317 - Small Business Management Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- MKT 230 - Retail Sales Promotion Minimum Credits: 3
- MKT 320 - Sales Force Management Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- QSO 300 - Operations Management Minimum Credits: 3

Allied Courses: 6 Credits

- FMM 225 - Merchandise Planning Minimum Credits: 3
- QSO 330 - Supply Chain Management Minimum Credits: 3

Free Electives: 18 Credits

Total Credits: 120

Six Sigma Black Belt Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

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

Six Sigma is one of the most widely used quality management approaches in today's business world. Six Sigma skills and certifications are highly sought after by business and supply chains competing in the global economy. This concentration will prepare you to effectively implement the Define-Measure-Analyze-Improve-Control (DMAIC) approach to identify the root causes of process inefficiencies and eliminate the same. It will also help you in preparing for Six Sigma Green Belt and Black Belt certification exams.

Six Sigma Black Belt Curriculum - Graduate Certificate

Foundation Course

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3

Required Courses: 12 Credits

- QSO 530 - Applied Statistics for Managers Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 625 - Six Sigma for Black Belt Certification Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3

Total Credits: 12

Social Media Marketing Graduate Certificate

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Alexandru Manus

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

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

The rapid growth of social media usage across all industries has increased the need and opportunity for trained social media professionals. Students who complete the Graduate Certificate in Social Media will be prepared to work within marketing departments, social media departments and a variety of other positions throughout small to large organizations. This program better prepares students to develop social media marketing strategies and campaigns that include the right use of technology.

Social Media Marketing Curriculum - Graduate Certificate

Required Courses

- MKT 500 - Marketing Strategies Minimum Credits: 3
- MKT 555 - Social Media Minimum Credits: 3
- MKT 655 - Social Media Marketing Strategy Minimum Credits: 3
- MKT 666 - Social Media Marketing Campaigns Minimum Credits: 3

- MKT - one (1) Marketing course Minimum Credits: 3

Total Credits: 15

Social Media Marketing Minor

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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

Sociology Minor

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Alvarez

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. (with concentration option)

Executive Director: Dr. Jennifer Batchelor

Associate Dean: Dr. Michelle Alvarez

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 Program: 45 Credits

The General Education Program

Note: Students must take MAT 240 as a General Education requirement

SAS Required Courses: 9 Credits

- GEO 200 - World Geography Minimum Credits: 3
- PHL 230 - Religions of the World Minimum Credits: 3

- HIS 117 - World Civilizations, Prehistory to 1500 Minimum Credits: 3
  or
- HIS 118 - World Civilizations, 1500 to Present Minimum Credits: 3

Major Courses: 24 Credits

- SOC 112 - Introduction to Sociology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3
- SOC 325 - Sociological Perspectives Minimum Credits: 3
- SOC 317 - Sociology of the Family Minimum Credits: 3
- SCS 444 - Capstone Colloquium Minimum Credits: 3

Select one (1) course from the following:

- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3
- SOC 320 - Sociology of Gender Minimum Credits: 3
- SOC 330 - Sociology of Minority Relations Minimum Credits: 3

Select one (1) course from the following:

- SOC 291 - Experiential Learning Minimum Credits: 3
- SOC 490 - Community Sociology Internship Minimum Credits: 3
- One (1) Sociology elective course Minimum Credits: 3

Sociology Electives or Concentration: 12 Credits

Sociology Electives

- ESBS - 12 credit hours in Social and Behavioral Sciences (ATH, GEO, ECO, HSE, POL, PSY, SOC) with a minimum of 9 credits at the 300/400 level

Community Health Concentration

The community health concentration provides students in the sociology program an opportunity to apply sociological theories and principles to help individuals and communities change their behaviors and improve their environments. Students will explore current trends in health and health policy from a national perspective and investigate the consequences these issues have for the health status of Individuals, populations, and society.

- IHP 210 - Health Promotion Minimum Credits: 3
- PHE 330 - Public Health Education and Communication Minimum Credits: 3
- PHE 423 - Evaluation Methods in Public Health Minimum Credits: 3
- PHE 425 - Programming Planning in Public Health Minimum Credits: 3

Free Electives: 30 Credits

Total Credits: 120

Special Education 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 Special Education by successfully completing the following courses:

Special Education Curriculum - Minor

Required Courses

- SPED 260 - Children with Exceptionalities Minimum Credits: 3

Select four (4) courses from the following:

- EDU 324 - The Inclusive Classroom Minimum Credits: 3
- SPED 210 - Early Childhood Issues/Disabilities Minimum Credits: 3
- SPED 230 - Implications of Special Education Minimum Credits: 3
- SPED 314 - Consultation and Collaboration Minimum Credits: 3
- SPED 350 - Special Education Assessment Minimum Credits: 3

Total Credits: 15

Special Education, M.Ed.

Executive Director: Dr. Jennifer Batchelor

The program in Special Education prepares candidates for certification in General Special Education (K-12). Teachers with this certification are qualified to teach children with disabilities in resource room environments and to support the learning of students with disabilities in the regular education curriculum. Candidates who are not currently certified are required to enroll in student teaching for one semester under the supervision of a Special Education Teacher. Teachers who have an initial certification, are currently teaching, and are seeking general special education certification must complete an internship and an ePortfolio that demonstrates evidence of the designated competencies.

Special Education Curriculum, M.Ed.

Required Courses

- EDU 501 - Methods of Teaching Reading Minimum Credits: 3
- EDU 503C - Methods of Teaching Elementary Math Minimum Credits: 3 *OR* EDU 503NC - Methods of Teaching Elementary Math Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3 *
- EDU 770 - Certification Internship Minimum Credits: 3
- RDG 582 - Assessing and Instructing Students with Literacy Difficulty Minimum Credits: 3
- SPED 501C - Students with Exceptionalities Minimum Credits: 3 * *OR* SPED 501NC - Students with Exceptionalities Minimum Credits: 3
- SPED 520 - Assessment of Student Performance Minimum Credits: 3
- SPED 526C - Multisensory Literacy Strategies Minimum Credits: 3 *OR* SPED 526NC - Multisensory Literacy Strategies Minimum Credits: 3
- SPED 540C - Classroom and Behavior Management Minimum Credits: 3 *OR* SPED 540NC - Classroom and Behavior Management Minimum Credits: 3

- SPED 580C - Special Education Assessment Minimum Credits: 3 *OR* SPED 580NC - Special Education Assessment Minimum Credits: 3
- SPED 601 - Content-Based Literacy Minimum Credits: 3
- SPED 624C - Professional Collaboration Minimum Credits: 3 *OR* SPED 624NC - Professional Collaboration Minimum Credits: 3
- SPED 680C - IEP Development Minimum Credits: 3 *OR* SPED 680NC - IEP Development Minimum Credits: 3
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

Note(s):

** Required for Teacher Certification Program (TCP) acceptance*

Field Experiences are embedded in courses.

Total Credits: 39

Sport Management Minor

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

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

Prerequisite Courses

Students completing a Sport Management minor must earn a minimum of a "C" grade in all required courses for the minor.

- ENG 121 - College Composition II Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3

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.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

The growth of sports as a major industry has increased the need and opportunities for well-trained professional managers. A well-rounded business education with a focus on sport management skills is essential in this rapidly growing field.

The mission of Southern New Hampshire University's Sport Management program is to deliver an innovative educational experience grounded in relevant theory and practice that enables students to be successful leaders in the global sport industry. Students couple ten specialized courses in sport management with a strong mix of business and liberal arts courses. Students will have an opportunity to gain practical experience through field experiences with a variety of sport, fitness and recreational industries.

The Sport Management programs have Program Approval from the North American Association of Sport Management & the National Association of Physical Education for both the Undergraduate and Graduate degrees; and are in the Candidacy Process for accreditation with the Commission of Sport Management Accreditation. Through the national program accreditation the requirements of the major in Sport Management include extensive field experience(s) totaling a minimum of 300 hours. Therefore, students majoring in Sport Management are required to complete SPT 491 which has a minimum GPA requirement of 2.5. Any student with a minor or concentration in Sport Management is encouraged to complete field experience(s) which also have a minimum GPA requirement of 2.5. In order to facilitate this and to ensure that all students are eligible and prepared for their field experience, any student with a Sport Management major, minor or concentration must receive a minimum of a "C" in all required Sport Management courses. Similarly, all students wishing to change their major to Sport Management must complete a brief application process to ensure their understanding of the field experience requirement in the program.

Sport Management Curriculum - Bachelor of Science

General Education Program: 45 Credits

The General Education Program

Business Core: 30 Credits

The Business Core

SPT 465 replaces INT 113 in the Business Core for all 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 200 - Sport Business Minimum Credits: 3
- SPT 208 - Sport Marketing Minimum Credits: 3
- SPT 333 - Sport, Society, and Ethics Minimum Credits: 3
- SPT 350 - Sales within Sport Minimum Credits: 3
- SPT 360 - Brand Management Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 461 - Seminar in Sport Management (Capstone) Minimum Credits: 3

Experiential Learning, select two of the following:

- SPT 340 - Practicum in Sport Management Minimum Credits: 3
- SPT 491 - Sport Management Internship Minimum Credits: 3
- SPT 492 - Sport Management Internship II Minimum Credits: 3

Free Electives: 15 Credits

Total Credits: 120

Sport Management, M.S.

Executive Director: Dr. Bruce Stetar

Associate Dean: Dr. Mark Hobson

The growth of sports as a major industry has increased the need and opportunity for well-trained professional managers. A well-rounded business education with a focus on sport management skills is essential in this rapidly growing field. The M.S. in Sport Management requires 12 courses totaling 36 credits. Students will participate in a supervised internship program. The Sport Management programs have Program Approval from the North American Association of Sport Management & the National Association of Physical Education for both the Undergraduate and Graduate degrees; and are in the Candidacy Process for accreditation with the Commission of Sport Management Accreditation. The requirements of the major in Sport Management include:

Sport Management Curriculum - Master of Science

Required Courses

- SPT 501 - Research Methods in Sport Management Minimum Credits: 3
- SPT 510 - Sport and Society Minimum Credits: 3
- SPT 565 - Internationalization of Sport Business Minimum Credits: 3
- SPT 600 - Management of Sport Organizations Minimum Credits: 3

- SPT 608 - Sport Marketing and Media Minimum Credits: 3
- SPT 620 - Finance and Economics of Sport Minimum Credits: 3
- SPT 700 - Sport Management Capstone Minimum Credits: 3

Select one (1) course from the following:

- SPT 710 - Internship Minimum Credits: 3
- SPT - one (1) Sport Management course at the graduate level Minimum Credits: 3

Electives

- SPT - two (2) Sport Management courses at the graduate level Minimum Credits: 6
- SPT/BUS - two (2) Sport Management or Business courses at the graduate level Minimum Credits: 6

Total Credits: 36

Technical Management II, B.S.

Executive Director: Dr. Joseph Cappa

Associate Dean: Dr. Sherry Kollmann

The BS in Technical Management program serves students who have completed an Associate's degree in a technical field (e.g., automotive technology, electronics technology, construction engineering, manufacturing engineering, etc.) from an accredited institution prior to joining SNHU. The curriculum is designed to help students master a number of tools and techniques that are essential for management careers in various technical fields.

Admission Requirement: *Associate's degree in a technical field from an accredited institution.*

Technical Management II Curriculum - Bachelor of Science

Transfer Requirement: 60 Credits

Student must transfer in a 60-credit Associate Degree

General Education Core: 21 Credits

- ENG 123 - English Composition II Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- LIT - one (1) Literature course at the 200 level Minimum Credits: 3
- PHL/FAS - one (1) Philosophy or Fine Arts course Minimum Credits: 3

Select one (1) course from the following:

- HIS 109 - Western Civilization to 1500 Minimum Credits: 3
- HIS 110 - Western Civilization since 1500 Minimum Credits: 3
- HIS 113 - United States History I: 1607-1865 Minimum Credits: 3
- HIS 114 - United States History II: 1865-Present Minimum Credits: 3

Business Core: 24 Credits

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- FIN 320 - Principles of Finance 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
- OL 421 - Strategic Management and Policy (Capstone) Minimum Credits: Major Courses: 12 Credits
- QSO 340 - Project Management Minimum Credits: 3
- QSO 360 - Six Sigma Quality Management Minimum Credits: 3

Select two (2) courses from the following:

- 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 440 - Topics in Project Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3

Free Electives: 3 Credits

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

College of Online and Continuing Education (COCE)	
FENGC	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 107 - Success Strategies for Online Learning

This course focuses on student success strategies for students who are new to higher education or online learning. Skill areas include academic research and writing, effective communication in an online environment, critical thinking, self-advocacy and support services, community learning and group collaboration, and the empowerment of students to utilize their strengths in order to improve the likelihood of academic success.
Credit(s): 3

SNHU 501 - Introduction to Graduate Studies

This course is designed as an introduction to the skills necessary for successfully addressing the scholarly challenges of graduate school and professional practice. Students will explore topics such as taking ownership of academic and professional success, goal setting, time management, critical thinking, studying in an online environment, techniques for developing a sound scholarly argument, and the use of evidence and resources to conduct and present research.
Credit(s): 3

Accounting

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 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 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 202
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 marker.
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.
Prerequisite(s): ACC 202
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): ACC 307 and FIN 320
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 309
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 423 - Detection/Prevention Fraudulent Financial Statements

This second course in forensic accounting and fraud examination examines the various types of fraud and its impact on the financial information presented. This course identifies common fraud schemes and scams. Participants in this course will learn how to review, detect and investigate possible financial statement fraud. Various techniques will be used to explore substantive analytical procedures and to assess the risks of financial statement fraud.
Prerequisite(s): ACC 421
Credit(s): 3

ACC 425 - Interview Techniques/Legal Aspects Fraud

This third course in forensic accounting and fraud examination will introduce participants to interview principles and techniques. Participants will be exposed to some of the legal aspects pertaining to the identification and prosecution of fraud.
Prerequisite(s): ACC 423
Credit(s): 3

ACC 427 - Investigating with Computers

This course focuses on the importance of technology as it relates to modern crime. During the journey of this course, students are presented with topics covering an overview of computer crimes, locations of digital evidence, fundamentals of working with data, an overview of legal aspects of computer crime, and how to present findings at the conclusion of a computer based investigation. Topics include identity theft, the insider threat, locating digital evidence, working with data, legal aspects, and finally presenting investigative findings. Students review case examples of cyber-crime, research relevant current events, and identify best practices when conducting a cyber-investigation.
Credit(s): 3

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.
Credit(s): 0 - 12 (variable credit course)

ACC 500 - Managerial Accounting

Students in this course study the accumulation of accounting information. The internal use of accounting for management planning, control and decision-making is emphasized. Background preparation: 6 credit hours of accounting or equivalent. Note: ACC 500 cannot be taken for credit or as an elective if ACC 510 has been completed.
Prerequisite(s): MBA 503
Credit(s): 3

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): MBA 503
Credit(s): 3

ACC 610 - Financial Reporting I

This course examines financial accounting theories and practices and emphasizes asset and liability, measurement and reporting.
Prerequisite(s): MBA 503
Credit(s): 3

ACC 620 - Financial Reporting II

This course is a continuation of ACC 610. Topics include stockholders' equity, income measurement, income taxes, pensions, leases and statements of changes in financial positions.
Prerequisite(s): ACC 610
Credit(s): 3

ACC 630 - Financial Reporting III

This course examines such advanced accounting topics as partnerships, consolidations, insolvencies, estates and trusts.
Prerequisite(s): ACC 620
Credit(s): 3

ACC 640 - Auditing

This course is a study of the concepts and methods of professional auditing.
Prerequisite(s): ACC 620
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 620 and ACC 640
Credit(s): 3

ACC 646 - Intro to Forensic Accounting/Fraud Exam

This course will develop the student's understanding of what forensic accounting and fraud examination is and how it pertains to both civil and criminal matters. The student will gain a basic understanding of the characteristics of fraud, fraud prevention and detection, investigative techniques, asset recovery, and the use of information technology in this interesting and growing profession.
Prerequisite(s): ACC 620 and ACC 640 or UG Accounting degree or 2 years accounting experience in the field
Credit(s): 3

ACC 660 - Controllership

This comprehensive course is designed to help financial managers master the technical, financial, accounting and people management skills necessary for the job of a corporate controller.
Prerequisite(s): ACC 550 and ACC 620
Credit(s): 3

ACC 675 - Control/Audit of Accounting Info System

New auditing and quality control standards adopted by the PCAOB and the AICPA require auditors to have adequate technical training and must understand the role information technologies play in the maintenance and effective internal

control of financial information. Knowledge of EDP auditing and control is particularly important in complying with Section 404 of Sarbanes-Oxley (SOX), which requires auditors to attest to the standards of internal control and any material weaknesses disclosed by senior management. This course will give auditors the knowledge they need to comply with SOX Section 404 by allowing them to test the process rather than just the product of the financial information system. Select curricular standards set by ISACA will be addressed to assess and to improve auditing and internal control practices.
Prerequisite(s): ACC 620 and ACC 640
Credit(s): 3

ACC 680 - 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): ACC 550
Credit(s): 3

ACC 690 - Advanced Topics in Financial Reporting

This course is an examination of advanced topics in accounting, including SEC reporting, corporations in financial difficulty, multinational accounting and additional consolidation reporting issues not covered in Financial Reporting II.
Prerequisite(s): ACC 630
Credit(s): 3

ACC 691 - Detection/Prevention of Fraudulent Financial Statements

This second course in forensic accounting and fraud examination examines the various types of fraud and its impact on the financial information presented. The objective of this course is to identify common fraud schemes and scams. Participants in this course will learn how to review, detect, and investigate possible financial statement fraud by addressing such topics as income smoothing, off balance sheet financing, fictitious sales/revenue, and understatement of liabilities, just to name a few. Various techniques will be used to explore substantive analytical procedures to assess the risks of financial statement fraud.
Prerequisite(s): ACC 646
Credit(s): 3

ACC 692 - Interview Techniques/Legal Aspects of Fraud

This third course in forensic accounting and fraud examination will acquaint the participant with interview principles and techniques. Additionally, the participant will be exposed to some of the legal aspects pertaining to the identification and prosecution of fraud.
Prerequisite(s): ACC 691
Credit(s): 3

ACC 693 - Investigating with Computers

This fourth course in the Graduate Certificate will provide guidance and knowledge for conducting investigations via machine. The skills of the participant in this course will be strengthened in such areas as identification of the types of public records available to investigate; how to access the public records through databases; navigation of the Internet to find useful material; the use of fraud-related software packages to detect and investigate possible fraudulent activities; and the use of data analysis programs and spreadsheets to detect fraud.
Prerequisite(s): ACC 646, ACC 691 and ACC 692
Credit(s): 3

ACC 695 - Seminar in Audit/Information Assurance

This course is designed to deepen your conceptual understanding of the function of auditing and information assurance and provide you with a framework for analyzing contemporary accounting issues.

Prerequisite(s): ACC 645, ACC 646 and ACC 691
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.
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 675, ACC 690, TAX 655 and completion of 30 credits
Credit(s): 3

ACC 710 - Accounting Internship

This course is to enable the School of Business graduate students to gain valuable work experience within the field of Accounting. The objective is give the students an opportunity for practical application of Accounting business concepts/practices learned in classes and complement the course work taken. Secondarily, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - completing a minimum of 150 hours on the job per 3 credits.
Prerequisite(s): Grad Internship only, Must have 18 credits, 3.0 GPA and instructor and CDC approval to register.
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

ADV 340 - Advertising Media Planning

This course addresses the connection between media and markets from a quantitative perspective. Students learn to read and understand available statistical tools providing measurement data of media audiences and media usage patterns. The course covers media selection criteria, such as effective reach and frequency, cost per thousand and cost per rating point, weighting, and continuity patterns. Students also become cognizant of the impact of a firm's corporate strategies, particularly the marketing and financial strategies, on media planning. Lastly, the course considers the strategic issues of fragmentation and selectivity as new technology and methods of reaching target markets emerge. Writing intensive course.
Prerequisite(s): MKT 229
Credit(s): 3

ADV 428 - Promotional Research & Media Management

This course applies marketing research techniques to the field of promotion. Topics covered include research for promotional campaigns and a survey of the research companies and reports used in evaluating the success of the promotional effort.
Credit(s): 3

ADV 429 - Advertising Campaigns

This advanced course in advertising and promotion includes the application of marketing strategies and theories and the development of a complete, multimedia advertising campaign. Aspects covered include gathering primary and secondary marketing research data, establishing an integrated marketing strategy plan, developing creative exhibits in the strategy print and broadcast media and constructing a media traffic plan.
Prerequisite(s): MKT 229 and COM 230
Credit(s): 3

ADV 462 - Advertising Account Executive Seminar

This course focuses on the business, management and sales aspects of the advertising field. Students will learn about the selling and marketing of advertising campaigns and obtain the management skills and competencies that are needed to implement effective advertising planning. Students will be familiar with the roles and responsibilities of executive producers and account executives in sales and management. This is a third-year course in the marketing program.
Credit(s): 3

ADV 480 - Independent Study

This course allows students to investigate any advertising subjects not incorporated into the curriculum.
Credit(s): 3

Anthropology

ATH 101 - The Human Experience: Introduction to Anthropology

Anthropologists seek to answer the questions of what it means to be human and how cultures shape societies. Anthropology is composed of four main fields, physical, cultural, linguistics and archaeological anthropology, from which culture is examined. This course will introduce students to the anthropological study of cultures, including comparing and contrasting social relationships and belief systems in different cultural settings through the lens of the four fields. Concepts learned in this course will then be used to understand contemporary world views.
Credit(s): 3

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 205 - Discovering the Past: Foundations in Archaeology

Archaeological anthropologists seek to discover and learn from what we know about people and cultures that lived long ago. Artifacts and environmental modifications have left behind traces that tell us about their culture and their lives. In this course students will learn about survey techniques, culture change, dating methods, and the reconstruction of economic, social and religious practices of prehistoric societies. Archaeologists often collaborate with scientists from other disciplines to learn about the past, and some of these will be examined. Students will explore what archaeologists hope to learn and how they study the past to inform the present.
Prerequisite(s): ATH 101
Credit(s): 3

ATH 210 - Human Origins and Evolution: Biological Anthropology

This course provides an introduction to biological anthropology which explores the evolution of the human species, as well as the biology of contemporary humans and their non-human primate relatives. Students will explore evolutionary theory and mechanisms, the fossil record of human evolution, and modern humans' adaptation to their environments. Basic concepts of genetics, geology, paleontology, comparative anatomy, and primate biology provide the foundation for understanding humanity from a biological anthropological standpoint.
Prerequisite(s): ATH 101 and GEO 200
Credit(s): 3

ATH 315 - Anthropology in the Contemporary World

Anthropologists utilize an anthropological view to improve human lives. The purpose of this course is to allow students to discover the role of culture in contemporary problems, and to identify anthropological methods for creating positive, sustainable, and minimally biased change. The course will include a review of the history of anthropology and the current state of the field.
Prerequisite(s): ATH 101 and ATH 111
Credit(s): 3

ATH 320 - Who Owns Culture? Ethics in Anthropology

This course examines an anthropological understanding and knowledge of different models of ethical decision-making in applied and theory based contexts. Students will learn to identify the concepts of morality and ethical reasoning using the three main traditions of Western philosophy. Ethical decision-making will be explored in the context of current issues, taking into account the four fields of anthropology.
Prerequisite(s): ATH 101, ENG 123, and PHL 111
Credit(s): 3

ATH 489 - Capstone in Anthropology

This capstone course is the culminating experience for the B.A. in Anthropology program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): Completion of 111 credits
Credit(s): 3

Berklee Music Business

BMB 515 - Music Business Structure and Strategies

This course provides an in depth look at the structure of the evolving music business and strategies for creating successful business models. It will guide students through the critical areas of the music industry, including publishing and licensing; marketing, promotion, and retail; proper utilization of free music; fan funding and other forms of creative revenue for musicians; and new business opportunities. By the end of this course, students will have a deep understanding of the pressing issues that all musicians, music industry entrepreneurs, managers, and other music business professionals face in the main segments of the music industry, and how to leverage opportunities that the new business provides. This course is offered through Berklee Online.
Prerequisite(s): Must be enrolled in MBA.MBU (Music Business) program
Credit(s): 3

BMB 630 - Music Marketing Strategies

This course takes an in depth look at the tools and emerging technologies used to generate interest in music, acquire new fans, and sell music. The course begins with an introduction to online music marketing - the opportunities

available, case studies on how artists are generating interest online, ways to optimize the fan experience, and the major differences between online and physical marketing campaigns. The course examines effective pricing models, third-party distribution options, and product techniques designed to reward fans, while helping to generate a higher net margin. By the end of the course, students produce a fully timed, integrated, and optimized marketing plan that builds up digital touch points, generates interest, and sells music online. This course is offered through Berklee Online.
Prerequisite(s): Must be enrolled in MBA.MBU (Music Business) program
Credit(s): 3

BMB 655 - Music Business Finance

In this course, students learn to apply critical tools of financial analysis to leverage talent, assess the potential of music enterprises, and drive new music businesses. The course explores nontraditional forms of music funding, such as venture capital and crowdfunding opportunities like Kickstarter. The course includes three components, roughly equally weighted in time spent per week: 1- financial calculations - music and business examples, 2- money, markets, and the music business, and 3- funding music. This course in offered through Berklee Online.
Prerequisite(s): FIN 500 must be enrolled in MBA.MBU (Music Business) program
Credit(s): 3

BMB 670 - Music Business Leadership and Ethics

Leadership, decision-making, and ethics represent vital foundations for business professionals in the music industry. The course examines the characteristics of notable leaders, leadership approaches, and music industry leadership scenarios. It explores ethics from a wide variety of industries to gain an understanding about why ethical choices are important, and analyzes current issues affecting the music industry, such as the treatment of artists, intellectual property rights, revenue sharing, and digital media and distribution. Students will apply specific decision-making approaches and ethical frameworks toward projects that mirror the real world. They will create a blueprint for sound decision-making, effective leadership, organizational planning, and ethical awareness that they can immediately apply toward advancing their careers. This course is offered through Berklee Online.
Prerequisite(s): Must be enrolled in MBA.MBU (Music Business) program
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 101L - Principles of Biology Lab

BIO 101L is a laboratory course, following topics in BIO 101, General Biology. Students will gain hands-on experience and visual reinforcement of concepts, including acid-base dynamics, enzyme action, osmosis and diffusion, cellular reproduction, and use of microscopes.
Credit(s): 1

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 205 - Human Anatomy and Physiology I

Human Anatomy and Physiology I is the first of two courses examining the structure, function, and interdependence of the human body systems. The course begins at the cellular and molecular levels with a concentration on the organization of the human body as a symbiotic system. The integumentary, nervous, and endocrine systems provide focal points for case studies and discussions throughout the term. The online laboratory course component allows the student to integrate and apply theory based knowledge from the course room to online experiments and critical appraisal exercises.

Credit(s): 3

BIO 205L - Human Anatomy and Physiology I Lab

The online laboratory course component allows the student to integrate and apply theory based knowledge from the course room to online experiments and critical appraisal exercises.
Prerequisite(s): BIO 205 must be enrolled in Nursing program
Credit(s): 1

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 211 - Anatomy and Physiology II

Human Anatomy and Physiology II is the second of two courses examining the structure, function and interdependence of the human body systems. The muscular/skeletal, cardiac, respiratory, gastrointestinal, and genitourinary systems provide focal points for case studies and online discussions throughout the term. The online laboratory course component allows the student to integrate and apply theory based knowledge from the course room to online experiments and critical appraisal exercises.
Prerequisite(s): BIO 205
Credit(s): 3

BIO 211L - Anatomy and Physiology II Lab

The online laboratory course component allows the student to integrate and apply theory based knowledge from the course room to online experiments and critical appraisal exercises.
Prerequisite(s): BIO 211 must be enrolled in Nursing program
Credit(s): 1

BIO 212 - Microbiology

Microbiology focuses on the impact of pathogenic organizations and their role in immunology and disease. Course content will focus on the etiology of microbial infections, the interaction between microbe and host, and preventative measures. The laboratory course component will allow students to participate in online experiments that will provide clarity into the symptomatology, etiology, pathogenesis, epidemiology, prevention and best practices in the treatments of infectious diseases.
Prerequisite(s): BIO 205 BIO 211
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 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

Business

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.
Credit(s): 3

BUS 250 - Legal Implications of Vendor Partnership

This course introduces copyright and intellectual property, licensing rights and user capabilities, vendor relations, and critical thinking techniques. Vendor partnerships create, deliver, install, maintain, or support critical components and with reliance on vendors, the students are introduced to those expectations created and addressed within contractual agreements.
Credit(s): 3

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

BUS 490 - Business 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. Secondarily, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship completing a minimum of 150 hours on the job per 3 credits. This is an elective internship course intended for College of Online and Continuing Education students who do not have a required internship as part of their program.
Credit(s): 3

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.
Prerequisite(s): Environmental Science and Geoscience majors only
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

Communication

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 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 123
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 123
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 123
Credit(s): 3

COM 315 - Communication in the Digital Age

Contemporary relationships exist across space and time in ways that are continually transforming through computer-mediated and digital communication. Social networking, chat, email, online gaming, and online dating present new challenges for how and why we engage and enter relationships with others. This course examines the foundations of interpersonal communication in light of digital (new) media, evaluating the effect that mediated communication has on relational strategies. Students will evaluate communication behaviors across multiple digital mediums and examine concepts related to relational development, maintenance, and deterioration, interpersonal conflict, nonverbal communication, and identity and culture.
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 123
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 and ENG 123
Credit(s): 3

COM 325 - Editing for Media and Publication

The role of the editor in today's media and publication industries has been transformed by the convergence of technological advances and delivery manner. Whether it is in news operations, public relations, advertising, or book publication, the traditional copy editor has merged with the content editor. This course provides both the foundational skills in basic language editing and the practical competencies associated with editing content for new media (including visual literacy, headlines, typography, and search optimization).
Prerequisite(s): ENG 122
Credit(s): 3

COM 327 - Screenwriting for Media Arts

This course is designed to teach students the fundamentals of screenwriting for short narrative and commercial projects. Students will analyze screenplays and scripts, and then learn basic screenwriting concepts and tools. Students will be attending lectures and film screenings, completing in-class writing exercises and proposals, providing valuable critique to their colleagues, and completing at least one treatment, pitch and screenplay.
Prerequisite(s): ENG 121 or ENG 200
Credit(s): 3

COM 329 - New Media Technologies

This course examines the role of new media in contemporary society and the evolution of media technologies in economics, politics, marketing, business, relationships, and journalism. Students will utilize and practice with various new media tools and platforms for both personal and professional contexts. The course focuses on both the practical skills and the theoretical foundations of new media, asking students to demonstrate proficiency in these platforms while understanding the implications for communication practice.
Credit(s): 3

COM 336 - Electronic Public Relations

This course provides a focused overview of electronic public relations applications and presents guidelines for using electronic technologies for public relations purposes. Students will learn to reach various publics through public service announcements, video news releases and satellite media tours. Students will also learn how to reach media, government, consumers, employees and management effectively by applying electronic media technologies. Offered as needed.
Prerequisite(s): COM 227
Credit(s): 3

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 341 - Technical Writing

This course trains students to produce documents of a technical nature commonly found in a business context. Students are required to prepare a variety of technical reports, including audits, technical manuals and feasibility studies.
Prerequisite(s): ENG 123
Credit(s): 3

COM 342 - Writing for the Computer Industry

This course is designed to increase the students' ability to communicate high-tech information and to apply the technical writing process to the computer industry. The course focuses on techniques for creating documentation with attention to formatting, graphic design and text organization.

Prerequisite(s): COM 341
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 435 - Feature Writing

This course is for students who want to explore feature writing as a means of improving their research and writing skills or to pursue a print journalism focus in the communication major. Students will learn how to develop and organize ideas, adapt their writing for specific audiences and revise and polish their prose style.
Prerequisite(s): COM 235
Credit(s): 3

COM 445 - Writing for New Media

This course is an advanced writing experience that focuses on the content-development skills critical for new and emerging digital media technologies. Students engage with the essential concepts and issues surrounding media convergence and the various strategies for delivering and adapting essential information through diverse multimedia platforms.
Prerequisite(s): ENG 122
Credit(s): 3

COM 448 - Media Ethics and Law

This course provides students with the skills and knowledge they need to work in the communications profession. They also will develop a clear understanding of the statutory and constitutional guidelines governing the profession. Students learn the theoretical underpinnings of the First Amendment, followed by its application in cases involving libel, privacy, intellectual property, corporate speech, advertising, obscenity, access to information, protection of news sources, broadcasting policy and electronic media regulations.
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 469 - Senior Seminar in Communication (Capstone)

This course serves as the capstone experience for communication majors. Students synthesize past course work, knowledge, skills, and experiences in order to research and plan a scholarly applied communication study and/or campaign to solve a problem for a 'real world' client. Specific project requirements are tailored to meet students' planned career paths or areas of focus in the communication discipline. In-class sessions focus on enabling students to become effective independent researchers, while regular individual conferences with the instructor focus on project planning, charting progress, and addressing contingencies. The course results in each student producing a final written product - a research thesis or professional project report - along with a public oral presentation of the thesis/project.
Prerequisite(s): PSY 224 or SCS 224
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)

COM 500 - Communication, Media & Society

Communication, Media, and Society serves as an introduction to key concepts and theories in the study of communication and media. In this course, students will examine the foundations of the discipline of communication focusing particularly on the ways in which media and technology have impacted the study of culture, relationships, and messages. The course will explore the impact of communication on various arenas, including families, relationships, culture and the changes in communication and media over time. Students will analyze their own skills, communication patterns, networks, and resources and articulate a plan for future studies and career plans in communication.
Credit(s): 3

COM 510 - The Vantage Point: Knowledge & New Media

This course contends with the evolving concept of "knowledge production" in the new media environment. It focuses on strategies for independent online research, including processes for identifying, vetting, and citing appropriate sources of information, as well as best practices for writing in the online environment. Issues of copyright, plagiarism, and ethics related to the creation of online content will be evaluated. Finally, students will explore their role as producers of mediated communication, including primary authorship and the curating of content.
Credit(s): 3

COM 530 - Law & Ethics: A Line in the Sand

Legal issues related to communication and media in the U.S. are rapidly changing in an age where technology and the distribution of mediated messages are ubiquitous. Thus, this course contends with the major legal, ethical, and policy issues related to mass media communication particularly focusing on those issues that impact digital and public communication. Concepts related to the First Amendment to the U.S. Constitution, libel, obscenity, censorship, right to privacy, intellectual property, and the governance of media and digital technology will be explored. Additionally, this course asks students to contend with many ethical issues and philosophies pertinent to media and communication in the interest of articulating a personal ethical framework as a graduate communication student and practitioner.
Credit(s): 3

COM 540 - Second Self: Identity & Personal Brands

Interactive and social media have opened up myriad opportunities for individuals to create, manage, re-create, and even fabricate their identity online. This course contends with the idea of a virtual or "second" self and the ways in

which one navigates identities in a highly networked environment. Students will explore the relationship between professional and personal identities, privacy and security in online environments, and the creation of personal brands in various media. Students will have the opportunity to explore and experiment with various types of social media tools to develop an effective and active online brand.
Credit(s): 3

COM 565 - Communication with Media Technology

Media technologies are changing so rapidly that those currently designated as 'new' could become obsolete before the impact to the communication field is even fully understood. Communication professionals must seek to understand the catalysts of technological changes by conceiving of them as products of the values and assumptions held by the societies that create them. This course is focused on how new media technologies have developed, how they might modify previous understandings of the relationship between technology and culture, and how they have shaped industries (particularly media industries) today. Students will investigate the practical aspect of various technologies of interest in order to become more savvy consumers and critics of emerging media tools and resources.
Prerequisite(s): COM 500 or COM 510
Credit(s): 3

COM 566 - Pen to Platform

A corollary to and resulting challenge of new media technology is the need for messages that are applicable and effective in a myriad of different contexts. In this course, students will craft and structure written work so that it may be more easily translated to different platforms. Different writing processes, such as information mapping, will be employed to demonstrate new ways of thinking about information. Students will apply best practices for effectively communicating across different media and actualizing varied communication in their writing.
Prerequisite(s): COM 500 or COM 510
Credit(s): 3

COM 567 - Digital Tools and Teams

Although modern technology empowers the individual to do far more with limited resources than ever before, it is certainly impossible to live and work in a vacuum in today's globalized society. Striking the balance between DIY, collaboration, and contracting help requires adept decision making and project management that must be rooted in the overall strategy and mission of the communication plan. In this course, students will explore and employ the practical resources, tools, economics, and logistics of new media and marketing. Additionally, students will determine and practice effective means for utilizing diverse networks of colleagues, mentors, clients, and critics to shape their media strategies.
Prerequisite(s): COM 500 or COM 510
Credit(s): 3

COM 568 - New Media Campaign Design & Marketing

Developing and executing a new media campaign requires the integration of skills, strategies, and tactics to create a cohesive, dynamic whole. Similarly, this course integrates components from previous coursework by addressing topics such as the life cycle of the campaign, campaign management strategies, effective tracking and measurement, and making modifications based on data analysis. Students will evaluate past successful and unsuccessful campaigns in order to glean and substantiate best practices in campaign design and execution. Finally, students will create structured components of new media campaigns in order to prepare for the critical assessment in the capstone course.
Prerequisite(s): COM 500 or COM 510
Credit(s): 3

COM 575 - eHealth and Technology

eHealth, telemedicine, and cybermedicine are quickly becoming the new 'face' of medicine in today's world. Patients and consumers are looking for ease of access to healthcare information and are met with an abundance of electronic resources. This course provides an introduction to the role of electronically-mediated communication in health

communication and campaigns and asks students to engage with how technology can improve, hinder, and/or evolve health literacy and health communication practices.
Prerequisite(s): COM 500 or COM 510
Credit(s): 3

COM 576 - Health Communication & Culture

Health literacy is an increasingly important component of any health care system as patients and communities struggle to integrate appropriate interventions, and these interventions are always shaped by the cultural and social contexts of the communities affected. This course provides an advanced investigation into relevant cultural concepts that shape health care and health communication, focusing on strategies to improve health literacy ethically and empathically.
Prerequisite(s): COM 500 or COM 510
Credit(s): 3

COM 577 - Healthcare Ethics

Certainly ethics is important in every branch of communication. But when conveying messages about subject matter as sensitive, high-stakes, and emotionally-charged as health care, ethics takes on a new level of significance. In this course, students will re-examine general principles of responsible communication in the new context of health communication. Through investigation of relevant case studies, students will logically extend and add definition to their existing moral frameworks. The course will emphasize the nuance and complexity of health-related ethical issues, including the impacts of technology on health privacy, stigma surrounding controversial health issues, illnesses, and treatment options, and one's moral responsibility to ensure accuracy in disseminating public health information.
Prerequisite(s): COM 500 or COM 510
Credit(s): 3

COM 578 - Contemporary Public Policy and Strategy

Particular to the field of health communication is the significant role governmental policies, initiatives, and practices will play - from the content of one's messages to the way in which they are conveyed. Additionally, as a health communication professional, it is likely that one may be called upon to draft, disseminate, and promote health legislation and associated initiatives. In this course, students will examine contemporary legislation and health care policy trends, so as to adeptly devise strategies and craft messages for effectively communicating this essential information. Attention will be paid to best practices for responsibly addressing controversial political issues in one's health communications.
Prerequisite(s): COM 500 or COM 510
Credit(s): 3

COM 600 - Communication for Leadership

This course aims to prepare students for a variety of leadership roles in dynamic organizations and environments. Students will analyze key aspects of leadership, relationships, and organizations such as: organizational culture, conflict in interpersonal and organizational settings, organizational roles and socialization, power in personal and professional relationships, and group communication theories. Students will contend with these concepts from a personal standpoint by using examples from their own relationships and workplaces to apply best practices and improve their own communication and leadership skills. Additionally, this course takes a systems theory approach to organizations and teams, looking at the interrelationship of events, people, and ideas and the systemic impact of small and large changes.
Credit(s): 3

COM 610 - More than Words: Communication by Design

Illustrations, photos, infographics, videos, animations, and dynamic interfaces often tell a consumer more about a brand or product than the product itself. It is increasingly important that media consumers and creators be fluent visual communicators. This course presents fundamentals of good visual design and presentation in media focusing on the best practices for a variety of design tools. Students will engage with key concepts related to visual production and

consumption, media and web design, storytelling and narrative in visual formats, and accessibility of content for diverse audiences.
Credit(s): 3

COM 620 - Strategic Communication in a New Age

In today's public climate, political rhetoric is no longer just a tool of the immensely powerful or those who have access to a podium and speakers. The dissemination of mass messages can occur in any number of avenues and can reach audiences that were previously inaccessible or disinterested. Communication professionals today are in a powerful position to shape messaging and distribution strategies for many contexts: politics, popular culture, business, nonprofit advocacy, social movements, advertising, and marketing. In this course, students should develop the perspective and skill sets necessary to respond effectively and creatively to complex social problems and opportunities in written, verbal, and visual communication mediums.
Credit(s): 3

COM 655 - Reputation Management: Building a Brand

The public relations field distinguishes itself through its emphasis on capturing hearts and minds. Above and beyond the marketing goal of persuading target consumers to the desired economic end, it is the task of the public relations professional to persuade individuals and groups to accept a certain belief or opinion. In this way, the topics of messaging and branding take on new meaning within the context of public relations. In this course, students will make that transition in to the world of public relations by re-examining and building upon core principles to build a foundation for the public relations concentration.
Prerequisite(s): COM 500 or COM 510
Credit(s): 3

COM 656 - Spread the Word: Social Media Practices

The ease of self-publishing using blogs, the dedication of entire mainstream news segments to the "conversation" on Twitter, the use of RSS feeds to immediately deliver customized messages and other personalization of communication all hail the dawn of a new era that is at once global and highly individualistic. For a public relations professional, social media technologies present unique challenges and opportunities to develop and protect one's brand. In this course, students will engage in thorough investigations and practical applications of the specific technologies, outlets, platforms, networks, and mediums that will populate their professional tool kit. Students will gain proficiency in particular, relevant tools, as well as add to their general fluency in the language of technology.
Prerequisite(s): COM 500 or COM 510
Credit(s): 3

COM 657 - Crisis Communication in a 24/7 World

The pervasiveness of social media, 24-hour news coverage, and mobile communications has transformed the role of public relations specialists. What constituted 'private' has become increasingly public given individuals' immediate access to multiple platforms and technologies to publish sensitive information. Protecting a brand and maintaining a consistent message in the maelstrom of broadcasted opinions is certainly more difficult than ever before. This course addresses the topics of public relations ethics and crisis management through the investigation of landmark cases and hypothetical crisis scenarios, preparing students to develop crisis management, prevention, and response skills crucial for today's media environment.
Prerequisite(s): COM 500 or COM 510
Credit(s): 3

COM 658 - Integrated PR Campaigns & Measurement

Developing and executing a public relations campaign requires the integration of skills, strategies, and tactics to create a cohesive, dynamic whole. Similarly, this course integrates components from previous coursework by addressing topics such as the life cycle of the campaign, campaign management strategies, effective tracking and measurement, and making modifications based on data analysis. Students will evaluate past successful and unsuccessful campaigns in

order to glean and substantiate best practices in campaign design and execution. Finally, students will create structured components of public relations campaigns in order to prepare for the critical task in the capstone course.
Prerequisite(s): COM 500 or COM 510
Credit(s): 3

COM 690 - Communication Capstone

This capstone course integrates previous coursework and practical experience with a focus on authentic demonstration of competency in the student's chosen specialization in communication. Instead of introducing new concepts, students will synthesize prior learning to design, develop, and execute a communication campaign on their chosen subject as a culmination of their studies. The course will be structured around this critical task, so that students have the appropriate support and resources required to be successful.
Prerequisite(s): Must have 30 credits
Credit(s): 3

Community Economic Development

CED 301 - Introduction to Community Economic Development

This introduction course will examine the values, issues, models and policy underlying the theory and practice of community economic development (CED). Students will be exposed to the range of social and economic challenges confronted by residents of underserved and marginalized communities as well as review issues and challenges facing the field.
Credit(s): 3

CED 335 - Social Issues and Economic Policies CED

This course is an introduction to the principles of social economics and policy. The course will expose students to concepts such as supply and demand, markets, national income, international trade, economic development, the economics of social issues, and the relationship between power and markets.
Credit(s): 3

CED 405 - Financial Literacy for Social Services

This course is designed to introduce students to concepts integral to understanding the financial operations of not-for-profit, non-governmental organizations - NGOs. Students examine corporate governance structures and explore, from a financial perspective, how these organizations achieve socially responsible agenda. Students will gain an understanding of the broader financial realm of socially responsible organizations and utilizing and managing money for social causes.
Credit(s): 3

CED 601 - Intro to CED in the U.S.

This is a foundation course in which we will examine the values, issues, models and policy underlying the theory and practice of community economic development (CED). The course starts with an examination of the theoretical and conceptual framework for community economic development. Participants will examine the range of economic challenges confronted daily by residents of underserved communities. The class will examine the practices, policies and strategies of CED. We will look at how CED approaches the challenges of job creation and retention, and community revitalization. An overview of strategies such as asset building with individual development accounts and self-employment: and community building with community loan funds, cooperatives, employment and training initiatives will be provided. Project examples and participants' own experiences will serve as course materials along with the required readings. Finally, we will review issues and challenges facing the field.
Credit(s): 3

CED 602 - Intro to International CED

This course will examine the evolution of thinking that has shaped the practice of community-based international development. Students explore development, projects, programs, and policies that blend social practice and economic principles. The course exposes members of the class to some of the major scholars in the field through their writings. The first class in the series focuses on three substantive themes: definitions of development; ethics of development; and lastly, hunger, famine and food policy. Students will learn methods of policy analysis to analyze these themes from an ICED perspective.
Credit(s): 3

CED 611 - Research Methods in CED

The objectives of this Term One course include literature reviews; research designs; stakeholder analyses and FSs; survey, sampling and questionnaire designs; and descriptive statistics procedures.
Credit(s): 3

CED 613 - Organizational Management in CED

This course provides the underpinnings of public/nonprofit management. This course covers the basic principle of Organizational Management, leadership, human aspects of organizations and organizational life, and the functions that managers must perform to be successful. The primary goal of the course is to provide students with the tools needed to perform more effectively as managers. The course begins with an individual focus (Organizational Behavior) that rapidly progresses to the higher social dimensions (group, organizational). The course also attends to Organizational Management with an emphasis on public/nonprofit practice. This course is intended to add to students' knowledge base of management theories and practices, and to develop skills through the application of knowledge to real life. By the end of the course, students will have a better understanding of themselves as managers, other players, and of the socio-technical systems of organizations and management.
Credit(s): 3

CED 621 - Project Design in CED

This course is the first in a four-course sequence during which students identify a community issue, design a CED project to address that issue, implement the project, evaluate and document it, and present the finished product. In this course, students identify a community problem or issue, conduct relevant research, analyze the issue in conjunction with colleagues and community stakeholders, and develop a preliminary project design. Computer software competencies include word processing and spreadsheet programs, presentation and graphics programs and online research tools and search engines.
Prerequisite(s): CED 611
Credit(s): 3

CED 622 - Project Planning in CED

This is the second in a four-course sequence during which students identify a community issue, design a CED project to address that issue, implement the project, evaluate and document it, and present the finished product. Students in this course refine their project design skills through preparation and presentation of a formal proposal for their project. Students continue to review the literature, particularly to review best practices relevant to the issue being addressed. Each student creates a logic model that details the underlying theory of change and the project's inputs, outputs, and outcomes. Students learn to plan for implementation of the project, including information management, monitoring and evaluation, employing tools such as Gantt charts.
Prerequisite(s): CED 621
Credit(s): 3

CED 623 - Project Management in CED

Following CED 622, students implement the projects they have designed, applying the tools learned in prior classes. Regular progress reports and class presentations are required to monitor and track project implementation and

management. Emphasis is on the many pitfalls of project implementation and how to analyze and deal with them. Projects implemented by the class are used as case studies and supplemented by relevant readings.
Prerequisite(s): CED 622
Credit(s): 3

CED 624 - Project Evaluation in CED

This course, the final one in the Project sequence, focuses on assessment of what did and did not happen throughout the project, and comparison of actual to expected outcomes. Students conduct a project evaluation, and prepare and present a final report that describes the project, its outcomes, methodology and actual activities. The report includes analysis of the project, conclusions, and recommendations for future work and serves as the student's master's thesis.
Prerequisite(s): CED 601, CED 602, CED 611, CED 621, CED 622 and CED 623
Credit(s): 3

CED 631 - Housing Policy and Development

This course covers market analysis and housing needs assessments, site selection and control, financial feasibility reports, the selection of a development team, methods of obtaining approval from various government entities, identification of private and public funding and subsidies, and various forms of ownership, including cooperatives and land trusts. Students also learn about the policy framework for affordable housing development, and the legal, institutional, economic, political and environmental factors that shape that framework.
Credit(s): 3

CED 632 - Urban Neighborhood Revitalization

This course looks at CED in urban (mostly United States) settings. Following a review of urban geography and changes in cities over time, the course examines strategies of business development, job creation, and neighborhood revitalization that are particularly relevant to cities. Students will gain an understanding of the roles of development partners, methods for fostering stakeholder involvement, and understanding the relationship between critical demographic, socio-economic cultural and capital investment/infrastructure related trends and priorities. Students explore case studies and identify best practices.
Prerequisite(s): ACC 500 or MBA 520
Credit(s): 3

CED 634 - Financing Community Economic Development

This course looks at how CED projects and organizations are financed, including the traditional and non-traditional and financial institutions involved; the various forms of financing that are possible; the factors involved in choosing the financing for a particular project; and the ways in which the choice of financing may influence a project's outcome.
Prerequisite(s): ACC 500 or MBA 520
Credit(s): 3

CED 636 - Foundations of Community Action

This course provides a historical and conceptual understanding of Community Action as an approach and framework employed by agencies that serve low-income clients and communities by promoting self-sufficiency. The course equips students with knowledge to relate personalities and agendas of key individuals to the decisions and policies implemented; chart the ebb and flow of government involvement (support) in assisting the poor from pre-Great Depression forward; compare and contrast past methods of assisting the poor historically with methods today and projected methods (to answer the question: What role does political will play in addressing poverty?); explain the role of leadership at the community, Federal and political level and analyze the role of political leadership and its effect on fighting poverty; and track the measurements of poverty (to answer the following questions: How do we measure poverty historically? Who is defined as "poor"? How should we measure it today and who is for or against the government taking on this role?).
Credit(s): 3

CED 642 - Economics and Development

This course allows students to examine the domestic and international economic problems countries face and to explore community approaches to solving them. A variety of economic development paradigms, ranging from traditional to community-based, are examined. The course will introduce students to the importance of economics as it relates to community economic development (CED) and cover basic concepts in micro and macroeconomics. The economic concepts learned will then be applied to gain an understanding of the development process, as seen through an economic lens. Specifically, students will use their knowledge in economics to better understand domestic and international development issues such as poverty and inequality, population growth, migration, human capital development, rural development and agricultural transformation, environment, and trade.
Credit(s): 3

CED 644 - Microenterprise Development

This course looks at the characteristics of the informal sector businesses that crowd the lowest rung of the economic ladder and examines ways of assisting these income-generating activities to the poor. Students study ways to design and manage a financial and technical assistance intermediary to provide credit, management and organization assistance to micro scale economic enterprises.
Credit(s): 3

CED 652 - Community Building and Organizing

Community economic development often requires an understanding of community organizing to successfully involve the community in the development process. This course acquaints participants with different models of community organizing. It also trains participants in specific organizing skills that can be used in their work as CED practitioners, including negotiation techniques.
Credit(s): 3

Community Health Education

CHE 110 - Introduction to Community Health Education

Explore the field of community health education through community health organizations, epidemiology, planning and assessment strategies such as Mobilizing for Action through Planning and Partnerships (MAPP), and the status of the nation's health. Examine the responsibilities, competencies, and skills of the community health education entry-level professional. Healthy People 2020 and Centers for Disease Control are used as important resources. Students begin to develop and implement program ePortfolios.
Credit(s): 3

CHE 220 - Communicable Diseases

Explore the nature and cause of human communicable diseases based on an understanding of pathogenic, behavioral, and environmental factors through the concepts of pathological process in public health. Review historical and contemporary disease patterns as they relate to common communicable diseases. Students learn disease prevention, treatment, and control approaches along with strategies promoting healthy behavior.
Credit(s): 3

CHE 300 - Methods and Materials in Health Education

The goal of this course is to explore innovative, meaningful, and effective teaching and learning approaches and materials in community health education. Students learn about curriculum planning and development, teaching strategies, creative learning resources and materials for workplace and community health education settings. Topics include developing health education materials and methods that are culturally and age appropriate.
Credit(s): 3

CHE 320 - Perspectives in Aging

Examine the growing field of gerontology, the scientific study of aging, with a multidisciplinary and developmental perspective that sees aging in a positive light with an emphasis on wellness, rather than disability and disease. Explore concepts of ageism, its history, and its impact on individuals, families, and communities.
Credit(s): 3

CHE 325 - Aging and Wellness

Investigate the health characteristics of aging populations and issues impacting quality of life. Examine the changes in various body systems and lifestyle factors, such as nutrition, sexuality, stress, and exercise, along with current trends in wellness.
Credit(s): 3

CHE 327 - The Epidemiology of Aging

This interdisciplinary course provides an overview of demography and methodology related to aging, and explores the specific health conditions common to older persons. The course covers methodological issues relevant to the study of aging, the biology of aging and the etiology and epidemiology of common geriatric syndromes and diseases.
Prerequisite(s): CHE 320
Credit(s): 3

CHE 329 - Aging, Politics, and Policy

This course examines the critical issues and current policies impacting the aging U.S. population including Medicare and family caregiving, and introduces current trends in public health. The course covers public policies on retirement, employer pensions, workplace conditions, and entitlement programs, Social Security and health care reform, and the rise of the elderly as a powerful political force.
Prerequisite(s): CHE 320
Credit(s): 3

CHE 350 - Program Administration

This course provides a strong foundation of the theories, principles, and practices in program administration of public health education and health promotion programs in a variety of settings on local, state, national, and international levels. Topics include: healthcare services and public health, the uninsured, public health law, emergency health preparedness.
Credit(s): 3

CHE 460 - Health Communication, Social Marketing, and Advocacy

This course explores the roles of communication and social marketing as indispensable tools in health promotion and disease prevention. Students learn about the power of effective health campaigns in changing health behaviors. Public debate, advocacy skills and policy development are examined in terms of their interrelationship.
Credit(s): 3

CHE 490 - Community Health Capstone

Taken in the student's final term, the capstone course is the culminating experience for the Bachelor of Science in Community Health Education. This course builds on the theories and concepts of all courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their course work in an original comprehensive project/paper, and to assess their level of mastery of the stated outcomes of their degree program in community health education. Students present their capstone project and reflection on the experience to their instructor and their peers in the course. Students will also post their capstone project and presentation into their e-Portfolio.
Prerequisite(s): Completion of 111 credits
Credit(s): 3

Corporate Social Responsibility

CSR 510 - Strategic Corporate Social Responsibility

Businesses are increasingly integrating corporate social responsibility strategies into every functional domain. Financial, social, ethical and environmental issues are all part of a proactive approach to corporate social responsibility management. This course focuses on strategic CSR, defined as corporate strategy that is integrated with core business objectives and competencies to create positive social change and business value. Students will leave this class armed with a tool set of best strategic practices and the skills to analyze, develop, and make recommendations for implementing strategic CSR in their own companies and industries.
Credit(s): 3

CSR 610 - Business Ethics and Culture

Business Ethics and Culture explores the main concepts and theories in the business ethics field and provides students with decision-making frameworks and practical tools. It aims to develop the capacity of students to critically engage with issues of human rights, environmentalism and sustainable development, consumerism, and the role that corporations play in politics, and places these within different philosophical and cultural perspectives.
Credit(s): 3

CSR 620 - Corporate Governance and Accountability

A proper governance framework is fundamentally important in enhancing the economic performance not only in individual firms but also in promoting welfare in society. Companies need to be accountable to wider stakeholder interests and within the context of corporate social responsibility. The number of stakeholders involved in governance systems is constantly increasing. Government and other regulatory agencies provide the platform through legislation, and boards of directors, auditors, shareholders, accounting professionals, company secretaries and employees all play their individual roles. The goal of this course is to introduce students to a wide range of accountability issues and governance procedures in the context of social contact.
Credit(s): 3

Criminal Justice

CJ 104 - Ethics and the Criminal Justice Leader

This course examines the subject of ethics as it relates to leadership in the criminal justice profession. It provides for an in-depth understanding and application of ethical decision-making processes at all levels of the criminal justice organization.
Prerequisite(s): JUS 101
Credit(s): 3

CJ 202 - Writing for the Criminal Justice Profession

This course will equip the criminal justice student with the skills and assets necessary for writing with the precision, coherence, and integrity that are crucial to the demands of the profession and the criminal justice system.
Prerequisite(s): ENG 123 and JUS 101
Credit(s): 3

CJ 300 - Research Methods for Criminal Justice

In an era of rigorous scrutiny from entities such as the media and the general public, it is essential criminal justice professionals make evidence-based and ethical decisions. The course is an introduction to basic social science research methods applied to contemporary issues in the field of criminal justice. Students examine the relationship between theory and research, identify patterns, and ultimately draw evidence-based conclusions.
Prerequisite(s): JUS 101

Credit(s): 3

CJ 303 - Psychopaths, Sociopaths and Serial Killers

This course is an examination of two antisocial personality disorders and the behavioral traits shared by both. The course will help the student understand the commonalities as well as the unique differences. It will culminate in a thorough examination of infamous serial killers and the disorders attributed to them.
Prerequisite(s): JUS 101
Credit(s): 3

CJ 320 - Corrections in the United States

This course examines the United States correctional system from the role of law enforcement through the administration of justice, including offender custody and management, probation, prison life, correctional institutions, and parole. This course emphasizes the contemporary social problems, trends and challenges facing the correctional system, and the complex theories of incarceration. Students will also explore the scope of employment in the field.
Prerequisite(s): JUS 101
Credit(s): 3

CJ 321 - Offender Rehabilitation

This course examines evidence-based offender treatment programs and practices. Emphasis is placed on programs designed to rehabilitate offenders, risk assessment, treatment methodology, treatment options, and evaluation of outcomes. Models of rehabilitation explored will include family intervention, counseling, self-help programs, diversion, house arrest, community service, probation, halfway houses, and others.
Prerequisite(s): CJ 320
Credit(s): 3

CJ 322 - Community-Based Corrections

Community-based Corrections is a critical component of the correctional system. This course will examine the variety of supervision options, including work release, furloughs, community-based programming, residential and nonresidential community supervision programs, and electronic monitoring. Students will have the opportunity to examine how corrections may create opportunities for offenders seeking to establish themselves financially by securing employment, housing, health care programs, and fulfilling the requirements of the sentence received.
Prerequisite(s): CJ 320
Credit(s): 3

CJ 323 - Correctional Administration

This course is an examination of the organizational and administrative needs of correctional facilities. Correctional policies and procedures, laws and regulations governing corrections, accreditation, staffing needs and personnel hiring and management practices will be studied. Students will have the opportunity to examine the theoretical and practical aspects of correctional management.
Prerequisite(s): CJ 320
Credit(s): 3

CJ 330 - Leadership/Management in Criminal Justice Organizations

This course will cover the vital and progressive information concerning workplace performance in the criminal justice profession. It will entail a discussion and analysis of the traits and characteristics of criminal justice professionals at work, along with analysis and development of performance evaluations, assessment and desired objectives for the practitioner.
Prerequisite(s): JUS 101
Credit(s): 3

CJ 331 - Effective Patrol and Community Policing

This course will cover the principles and effective practices of police patrol and operations. It will analyze and discuss the preparation and the expectations of patrol and how to effectively perform all duties and functions. In addition, the course will entail an awareness and understanding of the fundamental aspects and best practices of community policing.
Prerequisite(s): CJ 330
Credit(s): 3

CJ 332 - Crisis Intervention for Police

This course will introduce the student to crisis theory, concepts, intervention and strategies required for the first responder. The student will learn how to be personally effective, recognize threat levels, active listening, conduct effective mediation and negotiation for application to situations such suicidal persons, hostage taking and barricaded subjects to cite but a few.
Prerequisite(s): CJ 330
Credit(s): 3

CJ 400 - Crime Analysis and Effective Police Service

This course provides the student with the assets and tools of progressive crime analysis techniques and the intrinsic relation to the delivery of effective police services. Theory, data collection methods and basic use of statistics will be introduced and applied to various goals of policing.
Prerequisite(s): CJ 202, CJ 330, JUS 101 and CJ 300
Credit(s): 3

CJ 401 - Emergency and Disaster Management

This course will cover the issues related to crisis and disaster management including history of the topic, integrated emergency management and the methods honed since the 9-11 attacks. The course will focus on the events ranging from natural disasters to the potential use of weapons of mass destruction and the most effective strategies available.
Prerequisite(s): CJ 330
Credit(s): 3

CJ 430 - Terrorist Techniques

This course provides the student with the latest and most effective information pertaining to the strategies, tactics and methods used by terrorists. It will discuss and analyze methods of financing used by terrorists, choice of weaponry, and the criteria used for target selection. In addition, the course will cover the most up-to-date and progressive responses to acts of terror as well as preventive measures used by the military and criminal justice professionals.
Prerequisite(s): JUS 305
Credit(s): 3

CJ 467 - Threat Assessment Fundamentals

This course will introduce the student to the basic aspects of attack prevention, identification and assessment of various threats, intelligence- gathering, protection management and counterterrorism techniques used by the military and criminal justice professionals.
Prerequisite(s): CJ 430
Credit(s): 3

CJ 468 - Intelligence, Surveillance, and Reconnaissance

This course covers the processes involved in culling data as it relates to intelligence gathering and the methods of analysis. Students are introduced to the various techniques of analysis, evaluation of sources, and testing the validity of terrorism-related intelligence. In addition, the course will cover the tactics of surveillance, intelligence gathering, and the methods used to thwart illegal activities.

Prerequisite(s): CJ 430
Credit(s): 3

CJ 469 - Counterterrorism Techniques

This course will introduce the student to the most effective strategies, techniques and tactics used to combat terrorism. In addition, the course will cover the organization of counterterrorist organizations, task forces and operational entities, the tools of the trade, along with analysis of counterterrorism policies.
Prerequisite(s): CJ 430
Credit(s): 3

CJ 480 - Capstone in Criminal Justice

This capstone course is the culminating experience for the B.S. in Criminal Justice program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): Completion of 111 credits
Credit(s): 3

CJ 500 - Critical Issues in the Criminal Justice System

This course offers the Criminal Justice graduate student the opportunity to identify, analyze and discuss the most prevalent issues affecting the delivery of criminal justice and public safety services today. Students will examine the civic responsibilities of criminal justice professionals and the challenges facing our contemporary criminal justice system, while also developing an understanding of the key criminal
justice theories.
Credit(s): 3

CJ 510 - Ethical Leadership in Criminal Justice

This course will emphasize the principles of strategic management, ethical leadership, and community involvement as they apply to a public safety organization within the criminal justice system. The course focuses on the student's development of leadership qualities that address the difficult questions, such as risk management and budgetary constraints, faced by public safety leaders.
Credit(s): 3

CJ 520 - Criminology and Public Policy

This course focuses on the relationship between prevailing criminological theories and the development and implementation of public policy. Students will learn how to evaluate policy recommendations and their effect on a range of public safety organizations.
Prerequisite(s): CJ 500
Credit(s): 3

CJ 530 - Global Terrorism

This course covers the history, philosophy, and methods of terrorism. In this course, students analyze acts of terror and responses used to combat terrorism, with a focus on drawing connections between terror across the globe and in the United States.
Credit(s): 3

CJ 550 - Assessing Organizational Performance

Explore the techniques and methods used to evaluate the performance of a criminal justice organization by examining a real-world scenario. Students assess an organization to identify factors impacting the overall performance including its

mission, goals, structure, policies, and processes. Students use applicable methods and data to determine effective resource and communication strategies for continuous improvement within criminal justice organizations.
Credit(s): 3

CJ 560 - Courts and Judicial Process

Explore the different roles of criminal justice professionals in navigating critical issues and challenges in the judicial process from the initial crime through the appeals phases. Students compare the procedural impact of local, state, and federal court systems through the examination of controversial court cases and inequalities within the judicial process.
Credit(s): 3

CJ 650 - Public Safety Administration

This course examines the key functions and responsibilities of a public safety administrator, including management of organizational structure, strategic decision-making, fiscal responsibility, and coordinated public safety approaches to address fiscal, political, and social challenges. Students examine fiscal management, the problems of governmental funding, service and equipment cutbacks, cost comparison, and accessibility of federal grants. Additionally, the course reinforces ethical foundations in public safety, critical thinking and analysis, and innovative solutions to contemporary public safety problems. Students also explore administrative opportunities within public safety, and career paths to reach these positions.
Prerequisite(s): OL 600, PAD 630, PAD 631
Credit(s): 3

CJ 675 - Data-Driven Decision-Making in Criminal Justice

This course promotes the value of using both quantitative and qualitative research methods in leadership, planning and decision-making. Students will learn how to forge data-driven strategies for effective criminal justice problem-solving. This course is equated with JUS 604.
Prerequisite(s): CJ 520
Credit(s): 3

CJ 681 - Terrorist Techniques and Counterterrorism

This course provides students with the latest and most effective information pertaining to the strategies, tactics, and methods used by terrorists as a means to address the most effective strategies, techniques, and tactics used to combat terrorism. Students analyze methods of financing used by terrorists, as well as choice of weaponry, and the criteria used for target selection. In addition, the course covers progressive responses to acts of terror and preventive measures used by counterterrorist organizations, task forces, and operational entities.
Prerequisite(s): CJ 530 and CJ 675
Credit(s): 3

CJ 682 - Threat Assessment

This course examines the fundamental aspects of attack prevention, identification, and assessment of various threats, intelligence-gathering, protection management, and counterterrorism techniques used by the military and criminal justice professionals. The students analyze potential terrorist threats by applying sophisticated techniques, advanced information literacy skills, and research capabilities.
Prerequisite(s): CJ 530 CJ 675
Credit(s): 3

CJ 683 - Intelligence Collection and Analysis

This course covers the processes involved in gathering data as it relates to intelligence and the methods of analysis applied for accepting or rejecting that intelligence. Students engage in the various techniques of analysis, evaluation of sources, and testing the validity of terrorism-related intelligence. In addition, the course covers the tactics of surveillance and the methods used to thwart counterintelligence activities.
Prerequisite(s): CJ 530 and CJ 675

Credit(s): 3

CJ 790 - Criminal Justice Capstone

This capstone course is the culminating experience for the M.S. in Criminal Justice program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): Completion of 30 credits
Credit(s): 3

Data Analytics

DAT 210 - Foundations of Data Analytics

The emergence of new data sources is transforming the role of the data analyst from one who simply reports information to one who is charged with making sense of the available data and distilling from it the salient aspects for the given audience. In this course, students will examine the concepts of data analysis and how it informs the business process. Emphasis will be placed on the development of sound research questions, the identification and verification of data sources, the retrieval, cleaning, and manipulation of data, and the process for identifying the data elements that are relevant for a given audience. An overview of the regulatory organizations that govern the release of data will also be reviewed.
Credit(s): 3

DAT 220 - Fundamentals of Data Mining

A large portion of data analytics focuses on identifying meaningful patterns in data. Using a case studies approach, students will examine effective strategies that blend both hypothesis testing and data-driven discovery methods to identify meaningful data patterns and apply that knowledge to common business problems. Emphasis will be placed on data-mining tasks such as classification, clustering, and sequential pattern discovery.
Prerequisite(s): DAD 215, DAD 220 or DAD 334
Credit(s): 3

DAT 310 - Data Analytics I

Building upon the principles set forth in DAT 210, students will begin to develop a comprehensive approach to the application of data analytics in the solving of business problems. In this course, students will evaluate the tools and resources available in terms of their appropriateness to complex business scenarios. This course will highlight the collaborative nature of data analytics projects and the necessity for coordination across projects. Students will conduct an initial data analytics project and create a collaborative report of their findings.
Prerequisite(s): IT 204, IT 330, or DAT 210 and DAD 215, DAD 220, or DAD 334
Credit(s): 3

DAT 320 - Data Analytics II

Building upon the principles set forth in prior coursework, students will engage in a comprehensive approach to the application of data analytics in the solving of business problems employing the techniques frequently used in the discipline. Emphasis will be placed on the different types of forecasting techniques such as sales, risk, retention and attrition as applied to a variety of industries.
Prerequisite(s): DAD 215 or DAD 220 and DAT 310 and DAT 210
Credit(s): 3

DAT 410 - Decision Support Presentation

In order for data analytics to be effective, reports and findings must be presented in a manner that is relevant to one's audience. In this course students will hone their technical writing and presentation skills to engage individuals at all

levels throughout an organization. Ethics, security, and privacy considerations as they relate to reporting will also be discussed.
Prerequisite(s): DAT 210, DAT 310, and DAT 320
Credit(s): 3

DAT 490 - Capstone in Data Analytics

This capstone course is the culminating experience for the B.S. in Data Analytics program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): DAT 410 and completion of 111 credits
Credit(s): 3

DAT 500 - Data and Information Management

This course provides students with an introduction to key concepts and tools in data and information management. Basic database administration tasks, file processing, file organization, data storage, and conceptual, logical, and physical data models will be introduced as a foundation to advanced database, data analysis, and information management skills. Students will gain exposure and be able to differentiate among common data and information management technologies that provide decision support capabilities to organizations.
Credit(s): 3

DAT 510 - Foundations of Data

We live in a world where substantial amounts of data are available at the touch of a button. While this may be a very empowering prospect, it can also be overwhelming. In this course, students will examine the status of Big Data and its impact on the business world, framing analytics challenges using a structured life cycle approach to data analytics problems. Emphasis will be placed upon the verification of
data, analytic techniques and open source tools for analyzing data, the role of regulatory organizations, and the privacy and ethics issues that surround its use.
Credit(s): 3

DAT 515 - Enterprise Data Management

Understanding the complexity of current data management systems and the ever evolving technology necessary to leverage such data is essential in making sound data-driven decisions. In this course, students will examine the issues in managing data and information from an enterprise perspective, and explore data management as an essential resource to organizational success through a deeper understanding of the concepts and techniques for managing the design, development, and maintenance of all the components of enterprise information management. The course will examine the roles and responsibilities of the various professionals that manage data and information in an organization.
Prerequisite(s): DAT 510
Credit(s): 3

DAT 520 - Decision Methods and Modeling

The role of many analysts is as much about interpreting the results of data analysis as it is about gathering the data and "crunching the numbers." In this course, students will learn how to evaluate data in context, interpret data trends, and receive an overview of decision support management techniques such as predictive modeling, risk assessment and optimization, and analytics algorithms, which will set the stage for more advanced study in subsequent courses. Concepts from enterprise data management, including data warehousing and business intelligence, will provide a foundation for examining the topics of data mining, advanced and dimensional data modeling, and decision support system development as techniques for an organization's competitive advantage.
Prerequisite(s): DAT 510
Credit(s): 3

DAT 530 - Presentation and Visualization of Data

In addition to the gathering and interpretation of data, today's business environment calls upon the analyst to communicate the results of data analysis to a variety of audiences. In this course students will learn how to synthesize the technical components of data analysis into reports, presentations, and visual dashboards that are meaningful for the intended audience and deliver those components in a coherent, convincing format.
Prerequisite(s): DAT 510
Credit(s): 3

DAT 610 - Optimization and Risk Assessment

In the competitive business world, using data to its best advantage becomes all the more crucial. In this course, students will learn how to discern the levels of relevancy of data and the impact it has on operations as well as hone their ability to identify macro and micro level risk and evaluate risk management programs, policies, and strategies.
Prerequisite(s): DAT 520
Credit(s): 3

DAT 640 - Predictive Analytics

Building on prior coursework in decision methods and modeling, students will get a deeper understanding of the art and science of predictive analysis. Students will examine the elements that contribute to building reliable predictive models that result in actionable performance predictions such as; identifying the variables that have the most predictive power, developing and deploying predictive models, and evaluating some of the more common scoring models currently in use.
Prerequisite(s): DAT 510 and DAT 520
Credit(s): 3

DAT 650 - Advanced Data Analytics

This course will emphasize the employment of advanced analytic strategies over the entire life cycle of the data analysis process. Using a comprehensive case-studies approach students will logically extend and add definition to their existing analytic skill set resulting in the development of a project proposal that will serve as preparation for the capstone experience.
Prerequisite(s): DAT 510, DAT 520 and DAT 640
Credit(s): 3

DAT 690 - Capstone in Data Analytics

This capstone course is the culminating experience for the M.S. in Data Analytics program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): DAT 650 and 30 completed credits
Credit(s): 3

Database Administration

DAD 215 - Introduction to SAS

The SAS programming suite of products is commonly used throughout the industry for analyzing the vast amount of data that are available today and for turning that data into actionable items for an organization. Through the creation of SAS programs of varying complexity, students will solve common data analysis problems and learn the general programming conventions of SAS along with the data management and reporting utilities of the basic SAS product.
Prerequisite(s): IT 145
Credit(s): 3

DAD 220 - Introduction to SQL

Structured Query Language (SQL) is at the heart of most data systems. In this course, students will learn the basics of SQL programming as it relates to both database management and data manipulation. This course will also provide students with an overview of more advanced topics such as embedded SQL, function calls, and stored procedures.
Credit(s): 3

DAD 334 - Oracle SQL Fundamentals

This course covers the use of SQL within an Oracle Database Environment. Students will learn to retrieve, restrict, sort, report, and display data using SQL statements. Topics also include writing sub-queries, manipulating data, creating and managing tables, and working with schema objects. Students will gain hands-on experience in a functional Oracle database environment.

Prerequisite(s): IT 145 and IT 330
Credit(s): 3

DAD 350 - Oracle Database Administration I

This is the first course in a two part series. This course covers Oracle Database Administration Part I. Students will use Oracle to prepare a database environment, create, manage and administer database and user security. Students will also learn how to manage data, concurrencies, undo data, and implement database security. Topics will include database maintenance, performance management, recovery, and backup.
Prerequisite(s): DAD 334
Credit(s): 3

DAD 405 - Oracle Database Administration II

This is the second of a two part series. This course covers Oracle Database Administration Part II. Students will use Oracle to design database architectures and automatic storage management solutions. Students will learn how to configure a database for recoverability, to meet backup specifications, and to perform user-managed backup and recovery. Additionally, students will use Oracles Recovery Manager (RMAN) for performing for multiple database administration tasks.
Prerequisite(s): DAD 350
Credit(s): 3

Development

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 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 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 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 515 - Adolescent Psychology

This course is a study of developmental growth that is focused on the transition to adolescence and processes of physiological, cognitive, social and emotional changes that occur during the teen years. Middle/secondary education majors are required to do field experience in appropriate grade levels and subject areas.
Credit(s): 3

DEV 520 - History and Philosophy of Child Study Movement

The student is exposed to the historical, cultural and philosophical foundations of child development theory and practice. The work of Rousseau, Freud, Froebel, Montessori, Pestalozzi, Dewey, among others is examined. The history of early childhood programming as a distinct field outside of formal educational institutions as well as the role of programming within formal education is covered. Tensions in educational philosophy and approach between the early childhood community and the larger educational community are examined in depth. Students begin to develop the necessary skills for a scientific and dynamic understanding of child development. Such skills will assist students in the formation of informed independent opinions and a well- integrated perspective.
Credit(s): 3

DEV 540 - Language and Cognitive Development

The purpose of this course is to provide students with an understanding and working knowledge of both the content and processes of cognitive and language development in children from birth through eight years of age. The primary foci of the course are understanding different theoretical frameworks: (1) examining sequences and variations in the processes of cognitive change; (2) the interaction between the child and the social context; (3) the interaction of cognitive development with children's symbolic representation of knowledge particularly language development; and (4) the role of play in the development of cognition and language. Students learn how to conduct and report observations of children's thinking and learning. They also learn to apply different theories of cognitive development and to recognize their implications for practice with children of differing needs and abilities in a range of programs in culturally diverse settings.
Credit(s): 3

DEV 545 - Psychosocial Development

This course focuses on young children's emotional and social development from birth through age eight, stressing the interaction of biological, psychological, and social forces. Major themes include how young children experience themselves and others; the role of parents, families, care- givers, peers, and teachers in children's psychosocial development; and the socialization of young children to respond adaptively to the contexts and cultures they live in. Students are expected to acquire a working knowledge of the emotional and social domains of development through the integration of natural observation of infants, preschoolers, and school-aged children with relevant theory and research.
Credit(s): 3

DEV 550 - Administration of Child Development Programs

This course provides students with skills in supervising and administering child development programs. Basic competencies of administrators are reviewed, such as law, licensing, personnel, budgeting, and corporate structures. Students are also introduced to governmental and non-governmental structures, public funding and grant writing.
Credit(s): 3

DEV 560 - 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.
Prerequisite(s): DEV 545
Credit(s): 3

DEV 565 - Play

This course provides students with an understanding of the critical role play has in a child's life. Play is the primary means for learning and development, an important method of assessment and a tool for intervention. Students learn how to assess play between a child and parent/adult, a child within a group, and a child's solitary play.
Credit(s): 3

DEV 601 - Child Assessment

This course provides students with a basic understanding of the assessment of young children from birth to eight years of age. The primary goals for the course are (1) the purposes and processes of a variety of assessment methods currently used to evaluate learning and development of young children and (2) challenges in assessing young children from developmental, educational, psychological, and cultural perspectives. Students will learn principles of appropriate assessment, acquire a working knowledge of basic measurement concepts, and gain testing, and alternative assessment approaches for young children.
Credit(s): 3

DEV 699 - Child Development Practicum

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

Economics

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 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 202
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 202
Credit(s): 3

ECO 327 - Economic Development

Economic explanations for development and underdevelopment are studied in this course. The course focuses on the problems that less-developed countries face and on alternative approaches to addressing these problems. Global marker.
Prerequisite(s): ECO 201 and ECO 202 or ECO 205
Credit(s): 3

ECO 330 - Public Finance

This course examines the economic rationale for government provision of goods and services in a market system. Efficiency criteria for evaluating government programs, tax policy and the current U.S. tax structure also are studied.
Prerequisite(s): ECO 201 and ECO 202 or ECO 205
Credit(s): 3

ECO 335 - Urban and Regional Economics

This course looks at the causes of urbanization and the growth of regional economies. Problems arising from urbanization, their effects on local economies and the government's role in solving them are explored.
Prerequisite(s): ECO 201 and ECO 202 or ECO 205

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

ECO 500 - Managerial Economics

Managerial economics involves applying economic theory and using the tools of decision science to examine how an organization can achieve its objectives most efficiently in the face of constraints. Background preparation: 6 credit hours in mathematics and 3 credit hours in microeconomics, macroeconomics and statistics or equivalent.
Prerequisite(s): QSO 510, MBA 501 and MBA 502
Credit(s): 3

ECO 505 - Introduction to Graduate Economics

This course serves as an introduction to economics at the graduate level. Exploration of the major schools of thought in economics as well as a historical approach to economics will introduce students to graduate level studies in economics. The historical review of economic theory will provide the basis for economic research. The course will explore economic agents and their interaction with the markets. An interdisciplinary approach will be used for this course in order to show the effects of economic thought and analysis through different areas.
Credit(s): 3

ECO 510 - Mathematics and Statistics for Economics

This course will explore the more advanced areas of statistics and math, with a focus on economics and the methods that are mostly used in the applied economics field. The course will build on the mathematics and statistics background that the students have explored in previous courses. Advance regressions methods will be used, and a number of tools will be used for calculation. This course prepares the students in the Applied Economics degree for the advanced courses in econometrics.
Prerequisite(s): MBA 501 and MBA 502
Credit(s): 3

ECO 520 - Microeconomics Theory and Analysis

This course serves as a graduate-level introduction to advanced microeconomic theories and the application of these theories. The course will look at irrational versus rational decision making, market structure, market failure, resource markets, and other microeconomic principles. Modern theory of consumer behavior and theory of the firm will be discussed, along with optimization models for achieving and analyzing productive, allocative, and distributive efficiency.
Prerequisite(s): ECO 510
Credit(s): 3

ECO 530 - Macroeconomics Theory and Analysis

This course serves as a stepping-stone to economic research. The course will explore the three major schools of thought and will lay the groundwork for macroeconomic research. Through examples of static macroeconomic models and theoretical analysis, students will be introduced to macroeconomic research. The economics of growth will be given particular focus. Economic decision under uncertainty will also be discussed.
Prerequisite(s): ECO 510

Credit(s): 3

ECO 540 - Game Theory and Industrial Organization

This course serves as an exploration of game theory and its applications in economic analysis. Various models of static and dynamic games are explored, along with the applications of game theory in negotiations, voting, conflict resolution, and pricing decisions. The course also reviews industrial organization theory, exploring the interaction between the firm and the market, and the linkage between market structure, firm conduct, and economic performance. The ideas of market power and its regulation through government policy, and the firm's price and non-price strategic behaviors will be discussed.
Prerequisite(s): ECO 520
Credit(s): 3

ECO 605 - Environmental and Natural Resource Economics

This course serves as an introduction to the natural resource economics area. The course will look at the global aspect of environmental and natural resource economics, and will explore topics like efficient use of resources, allocation of resources, population growth, green economics, global trade effects, global climate change.
Credit(s): 3

ECO 610 - Fiscal & Monetary Policies & Practices

Students in this course examine the performance of the national economy and its impact on a firm. Students analyze the formulation and impact of monetary and fiscal policies and their relationships with money and capital markets.
Background preparation: 6 credit hours in economics.
Prerequisite(s): MBA 502 and QSO 510 or equivalent
Credit(s): 3

ECO 620 - Applied Econometrics I

This course looks at common econometric models, with a focus on regression models. Through empirical work and analysis, the students will extend their understanding of econometric theory. The course will provide an understanding of the relationship between economic variables that can be used for statistical estimation. The students will learn how to use observational data and how to construct econometric models and methods.
Prerequisite(s): ECO 520
Credit(s): 3

ECO 625 - Applied Econometrics II

This course serves as an extension of ECO620, providing an even more in-depth look at econometric theory and analysis. Students will build on the methods and models learned throughout the program and will be introduced to forecasting, nonparametric analysis, maximum likelihood, etc.
Prerequisite(s): ECO 620
Credit(s): 3

ECO 675 - Seminar in Environmental and Natural Resource Economics

This course will provide the students with advance econometric tools used in research in environmental and natural resource economics.
Prerequisite(s): ECO 605 and ECO 620
Credit(s): 3

ECO 700 - Applied Economics Capstone

This capstone course is the culminating experience for the M.S. in Applied Economics program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed

throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): ECO 625 and completion of 30 credits
Credit(s): 3

Education

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 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 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 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 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 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 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 480 - Independent Study

This course allows the student to investigate any education subject not incorporated into the curriculum.
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 491 - Advanced Field Experience

This course provides an opportunity for the student to put theory into practice. Through a variety of experiences in public schools, the student is given opportunities to practice the theories studied through prior course work and to build on prior learning experiences. Additional learning outcomes are determined collaboratively by the student and the course instructor. This course may be taken for three to twelve credits. This course is only available with permission from the Dean.
Credit(s): 3 - 12

EDU 501 - Methods of Teaching Reading

This course is an overview of reading and writing processes. The course addresses current trends for teaching literacy including basal programs, whole language, language experience, thematic teaching, literature-based instruction, and technology-based instruction. Students will learn about the components of balanced literacy instruction that includes word attack, word identification, vocabulary development, fluency, comprehension and writing.
Credit(s): 3

EDU 503C - Methods of Teaching Elementary Math

This course focuses on the concepts of mathematics that are taught in grades K-6 and the current methods of teaching that content, including experience with manipulative materials. TCP acceptance is required.
Prerequisite(s): Must be enrolled in the Teacher Certification program
Credit(s): 3

EDU 503NC - Methods of Teaching Elementary Math

This course focuses on the concepts of mathematics that are taught in grades K-6 and the current methods of teaching that content, including experience with manipulative materials. TCP acceptance is required.
Prerequisite(s): Must be enrolled in the Teacher Certification program
Credit(s): 3

EDU 506 - Teaching English Learners

In this course students will study the history, pedagogy and techniques for specific ESL/EFL methods and approaches used to teach in culturally diverse classrooms. The course intends to equip mainstream classroom teachers with background, introduction and understanding necessary to teach EL students. The course will include clarification of issues such as the differences between bilingual instruction and teaching English Learners in the classroom. The course will enable teachers to learn how to modify content and scaffold learning for ELs.
Credit(s): 3

EDU 511 - Methods of Teaching in Secondary Schools

This course teaches students how to develop effective strategies and lesson plans for delivering content knowledge consistent with standards based learning. Using each student's primary content area as the context, this course investigates developmentally appropriate teaching and classroom management for adolescent learners. Strategies and delivery methods include constructivism, differentiation, peer group learning, cross-curricular lesson planning and writing across the curriculum.
Credit(s): 3

EDU 520 - The Educator Researcher

This course provides an introduction to methods of educational research. These methods encourage educators to be action researchers in their own classrooms, school districts, and/or communities to improve teaching and learning practice. Students will become familiar with purposeful quantitative and qualitative research designs to develop an increased understanding of the issues, both theoretical and practical, arising through the research process. An emphasis will be placed on understanding, interpreting, and critiquing educational research and developing research proposals.

Credit(s): 3

EDU 521C - Exploring the Principles of Education

This course offers practice in identifying and developing basic beliefs and values while assessing contemporary philosophies. It includes a study of the history and current issues of education in America.
Credit(s): 3

EDU 521NC - Exploring the Principles of Education

This course offers practice in identifying and developing basic beliefs and values while assessing contemporary philosophies. It includes a study of the history and current issues of education in America.
Credit(s): 3

EDU 533C - Learning through Technology

In this course, students will develop the knowledge and skills to use technology to enhance student learning and achievement. This course also introduces students to learning targets (standards/outcomes) and a general model of curriculum development, implementation and assessment.
Credit(s): 3

EDU 533NC - Learning through Technology

In this course, students will develop the knowledge and skills to use technology to enhance student learning and achievement. This course also introduces students to learning targets (standards/outcomes) and a general model of curriculum development, implementation and assessment.
Credit(s): 3

EDU 535C - Early Childhood Health and Science

This course applies developmental theory to the teaching of science literacy in the early grades. Students will focus on preparing developmentally appropriate experiences that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lesson and unit plans that align with science literacy standards.
Credit(s): 3

EDU 535NC - Early Childhood Health and Science

This course applies developmental theory to the teaching of science literacy in the early grades. Students will focus on preparing developmentally appropriate experiences that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lesson and unit plans that align with science literacy standards.
Credit(s): 3

EDU 537 - Social Studies/Arts for Young Children

This course will explore the concepts, methods, techniques, and material necessary to effectively teach social studies and fine arts in early childhood. Using national and state standards and frameworks, students will develop learning experiences that meet curriculum objectives in both social studies and the fine arts. Strategies for integrating social studies and fine arts across all curriculum areas will be addressed.
Credit(s): 3

EDU 543 - Learning Theories and Instruction

This course studies the role of contemporary learning theories and their application to educational practice, including issues of readiness, motivation, problem solving, and the social context of learning. Students will understand how to apply scientifically based instructional strategies to promote learning.

Credit(s): 3

EDU 547 - Curriculum Development

This course is a comprehensive, practical basis for preparing school administrators and teachers to be knowledgeable, creative and effective curriculum designers. Readings will provide students information about the importance and relevance of good curriculum design. The primary focus of the course will be on the study and use of UBD (Understanding by Design). Students will develop a working model of a curriculum unit using the UBD framework.
Credit(s): 3

EDU 550 - Educational Assessment

This course builds assessment competency by analyzing recent trends in assessment for evaluating and documenting student performance and progress toward desired outcomes. Students examine the uses of assessment at the individual, class and school levels; including New England Common Assessment Data. Students will select and design assessments suitable for instructional decisions that support planning develo9ping curriculum, and making recommendations for instructional improvement. Students will interpret and communicate the results of both externally produced and teacher-produced assessment for a variety of audiences. Students will describe valid grading procedures and discuss ethical issues linked to assessment methods and uses of assessment information.
Credit(s): 3

EDU 552 - Assessment for and of Learning

This course is an introduction to assessment for teaching and learning content in grades K-12. Topics include the types, benefits, and uses of formal and informal assessment. Ethical issues of assessment and grading will be discussed. Students will create assessments aligned with standards-based content.
Credit(s): 3

EDU 555 - Student Centered Curriculum/Instruction

The course will emphasize the teacher's critical role as a designer of student learning and will address how a curriculum built on the goal of student understanding using differentiated instruction can provide teachers with more specific teaching targets. The focus of this course is on the connections between Understanding by Design (UBD) and Differentiated Instruction (DI) as well as the use of standards of Universal Design for Learning (UDL) in the planning and delivery of curriculum for all types of learners.
Prerequisite(s): EDU 547
Credit(s): 3

EDU 560 - Methods of Teaching English in Middle and High Schools

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 511, EDU 521C or EDU 521NC, and EDU 533C or EDU 533NC
Credit(s): 3

EDU 565 - Methods of Teaching Social Studies: in Middle/High School

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 511, EDU 521C or EDU 521NC, and EDU 533C or EDU 533NC
Credit(s): 3

EDU 582 - Educational Factors of Diversity

This course examines a variety of factors that affect academic achievement for today's students from birth through the high school level. Students will examine diversity through the lens of race/ethnicity, language, economics, and academics. Culturally responsive teaching practices, including issues such as gender, ability, class, socio-economic status, sexual orientation, and cultural pluralism will be examined.
Credit(s): 3

EDU 610 - Ethics and School Law

The primary goal of this course is for the student to develop awareness of ethical, professional and legal issues pertinent to educational settings. These issues include, ethical decision making processes, legal mandates related to education and special education, professional relationships, confidentiality, supervision, conflict of interest, boundaries and diversity. Additionally, we will discuss obstacles that relate to the provision of educational services in the school and with children and their parents in general.
Credit(s): 3

EDU 640C - Integrating Digital Technology I K-12

This course involves the study of the use of technology in elementary and secondary classrooms. Students learn strategies for effective integration of technology into the curriculum. This includes learning such things as how to promote and demonstrate effective use of digital and Web 2.0 tools, how to manage the digital portfolio process, how to utilize assistive technologies. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for teachers and students.
Credit(s): 3

EDU 640NC - Integrating Digital Technology I K-12

This course involves the study of the use of technology in elementary and secondary classrooms. Students learn strategies for effective integration of technology into the curriculum. This includes learning such things as how to promote and demonstrate effective use of digital and Web 2.0 tools, how to manage the digital portfolio process, how to utilize assistive technologies. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for teachers and students.
Credit(s): 3

EDU 641C - Integrating Digital Technology II K-12

This course is the second part of the study of the use of technology in the secondary and postsecondary classroom. Students learn how to plan, implement and support effective integration of technology into the curriculum. Students learn instructional leadership and how to participate in developing policies, procedures, and budgets that support technology integration. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS)for administrators.
Credit(s): 3

EDU 641NC - Integrating Digital Technology II K-12

This course is the second part of the study of the use of technology in the secondary and postsecondary classroom. Students learn how to plan, implement and support effective integration of technology into the curriculum. Students learn instructional leadership and how to participate in developing policies, procedures, and budgets that support technology integration. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS)for administrators.
Credit(s): 3

EDU 642C - Integration Specialist Toolbox

Students study state-of-the-art digital integration technology tools, resources and methodologies for the K-12 classroom. This course develops the technical competencies and skills needed to collaborate with content area teachers. Topics range from digital resources and system network administration to end use applications.
Credit(s): 3

EDU 642NC - Integration Specialist Toolbox

Students study state-of-the-art digital integration technology tools, resources and methodologies for the K-12 classroom. This course develops the technical competencies and skills needed to collaborate with content area teachers. Topics range from digital resources and system network administration to end use applications.
Credit(s): 3

EDU 650 - Work-Based Learning

Students investigate and discuss current issues in business and vocational education. Topics include the effective employment of youth organizations in a program and the efficient operation of a cooperative work experience program. Class members apply the principles discussed in the course by helping to administer the New Hampshire State DECA Career Development Conference.
Credit(s): 3

EDU 685C - Global Educational Technology

This course is intended to provide educators with a global perspective of technology integration in elementary and secondary classrooms. Students explore the meaning of global digital citizenship and new media literacy. The course concentrates on understanding cross-cultural awareness, political and economic differences in countries outside of the United States. Students evaluate, adapt and reflect on emerging tools and global trends.
Credit(s): 3

EDU 685NC - Global Educational Technology

This course is intended to provide educators with a global perspective of technology integration in elementary and secondary classrooms. Students explore the meaning of global digital citizenship and new media literacy. The course concentrates on understanding cross-cultural awareness, political and economic differences in countries outside of the United States. Students evaluate, adapt and reflect on emerging tools and global trends.
Credit(s): 3

EDU 699 - Advanced Field Experience

This course provides an opportunity for the student to put theory into practice. Through a variety of experiences in public schools, the student is given opportunities to practice the theories studied through prior coursework and to build on prior learning experiences. Additional learning outcomes are determined collaboratively by the student and the course instructor. This course may be taken for three or six credits.
Credit(s): 3 - 6

EDU 701 - Elementary Ed Internship K-4

Internship course for Elementary Education for grades K-4.
Credit(s): 3

EDU 702 - Elementary Ed Internship 5-8

Internship course for Elementary Education for grades 5-8.
Credit(s): 3

EDU 710 - Seminar for School Business Administrators I

This course focuses on the management skills required in the complex environment of school business administration. Students develop the skills that school business administrators need. This serves as a prelude to the field experience in the second semester course.
Credit(s): 3

EDU 715 - Seminar for School Business Administrators II

This course focuses on the school law and accounting content needs of the school business administrator. Particular attention is paid to the financial accounting records and procedures that are critical to the performance of the job of business administrator. Background preparation: 6 credits of accounting.
Prerequisite(s): EDU 710
Credit(s): 3

EDU 720 - Seminar for School Business Administrators III

This course focuses on the practical application of the skills required for certification as a school business administrator. The major focus of the course is on gaining field experience with a practicing school business administrator. Areas of emphasis include budget development, contract bidding, information processing, human resource management and financial reporting.
Prerequisite(s): OL 610 and EDU 715
Credit(s): 3

EDU 750 - Seminar in Teaching Writing

This course is designed to help educators who work with middle and secondary school students to design and plan programs and courses that promote improved literacy practices, especially improvement of student writing. By investigating and practicing a variety of writing exercises, processes, and approaches to improve their own writing skills, students will create a portfolio of ideas and options for teaching others.
Credit(s): 3

EDU 760 - School Facilities and Finance

This course offers a study of the management and operation of a school facility and an understanding of school finance as it relates to the teaching and learning process. Students will learn how to engage school board members in a discussion about how school finance and facility relate to student achievement. Students will examine various tools and methodologies that support the school process and how to connect with community members in the budget building process. This course aims to make students better managers and consumers of financial information rather than budget officers; students will better understand the real-world implications and consequences of their decisions and allocations.
Credit(s): 3

EDU 765 - School and Community Relations

This course explores relationships with the broader community to foster learning. Students learn how to engage stakeholders, create and communicate a school vision of learning, develop community collaboration skills, capitalize on the diversity of the school community and use the cultural context of the larger community to develop activities and policies that benefit students and their families. This course makes use of individualized programs of study and experience.
Credit(s): 3

EDU 770 - Certification Internship

This is the capstone course for certified teachers seeking an additional certification. Students complete a full-time, competency-based internship at a site appropriate to the area of certification being sought. During this internship, the student is mentored by like-credentialed site personnel as well as by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar held on campus.
Credit(s): 3

EDU 775 - Practicum in Curriculum and Instruction

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the teacher as researcher and leader in curriculum development and encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a school district administrator and the student's advisor.
Prerequisite(s): EDU 547
Credit(s): 1 - 3

EDU 780 - School Organizational Leadership

The course explores the dynamics of transformational leadership that looks beyond traditional school environments and welcomes non-traditional thinking. Students will consider themselves "architects" of the teaching and learning environments within their schools wherein there is a culture of continuous improvement. Future school leaders will: explore technology that supports teachers and administrators decision-making; learn how to develop policies and practices that support learning; explore how extended learning time can advantage underachieving students; investigate the benefits and challenges of risk taking and transparency; and look at models of professional learning communities.
Prerequisite(s): EDU 765
Credit(s): 3

EDU 790 - Practicum in School Leadership (Capstone)

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as researcher and leader in school administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's advisor. This course is the capstone of Educational Leadership.
Prerequisite(s): EDU 765
Credit(s): 3

Engineering Management

EMA 600 - Introduction to Engineering for Engineering

Explore the various engineering disciplines through a series of case studies that illustrate how an engineer's creativity, analytical nature, and curiosity are applied to develop, produce, and support products. Review key examples of engineered systems, new trends in the field, and concerns such as safety, security, and dependability of systems.
Credit(s): 3

EMA 610 - Systems Thinking for Engineering Managers

Examine the importance systems thinking plays in enabling program managers and engineers to identify, understand, and control systems, and to improve their efficiency, effectiveness, and performance. Explore examples of significant system failures, how they might have been avoided, and how organizations can learn from them in developing and participating in current systems.
Prerequisite(s): EMA 600
Credit(s): 3

EMA 620 - Systems Engineering and Business Practices

Explore key components of systems engineering such as system lifecycles, system architecture, model-based engineering, and complex systems. Gain the knowledge and develop the skills required to make informed and successful business decisions in highly technical engineering environments.

Prerequisite(s): EMA 600
Credit(s): 3

EMA 630 - Project Management for Engineering Managers

Explore the concepts, tools, and techniques used for effectively and efficiently managing projects. Examine case studies and create projects to develop the skills needed by project managers in today's complex environments, such as conflict resolution, working with diverse teams to achieve a common goal, and the importance of maintaining a big picture view.
Prerequisite(s): EMA 600
Credit(s): 3

English

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 122 - English Composition I

English 122 is a college-level writing course that introduces students to the various forms of academic discourse. This course focuses primarily on the basic elements of college composition and writing as a process in both narrative and analytical forms. Students will investigate the importance and promise of effective written communication in various personal and professional contexts and identify effective strategies through critical analysis of written works as well as their own writing. Finally, this course prepares students for more advanced research analysis by connecting students to important avenues of research.
Credit(s): 3

ENG 123 - English Composition II

English 123 focuses students on the importance of research to advancing knowledge for various purposes. This course will build on the foundations of composition and introduce students to the research process and the analysis and evaluation of various sources. Students will investigate the writing process for research as well as appropriate research methods and skills. Additionally, this course offers multiple opportunities to engage in the important tasks of revision and editing and will ask students to incorporate feedback to improve their writing.
Prerequisite(s): ENG 122

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 323 - Intro to Screenwriting Workshop

This is the first of three courses in screenwriting. This is a roundtable forum in which students will write short screenplays. Members of the class will read and respond to screenplays produced by other artists, write their own screenplays and take turns presenting them to their class for comment and feedback.
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 341 - Intermediate Nonfiction Writing Workshop

This is the second of three courses in creative nonfiction writing. This course extends the students' knowledge and skills in creating their own creative nonfiction and magazine feature articles. Students continue to read and discuss genres of nonfiction prose. During this class members will continue to write and present their work to the group for comment and discussion.
Prerequisite(s): ENG 330
Credit(s): 3

ENG 347 - Intermediate Screenwriting Workshop

This is the second of three courses in screenwriting. This course extends the students' knowledge and skills in creating their own screenplays. During this class members will continue to produce screenplays and present their work to the group for comment and discussion.
Prerequisite(s): ENG 323
Credit(s): 3

ENG 348 - Intermediate Poetry Writing Workshop

This course is the second step in the creative writing sequence for poetry majors and helps students develop as both poets and critical readers of poetry. Students will substantially explore and practice methods honed by distinguished poets of the past and present, with special attention to poems' endings and beginnings, point of view, word choice, imagery, voice, and meaning. Students will regularly critique their peers' work, and they will use feedback they receive from peers to revise and improve their own writing.
Prerequisite(s): ENG 328
Credit(s): 3

ENG 349 - Intermediate Fiction Writing Workshop

This course expands upon the content covered in ENG 329. Students will continue to develop strategies for choosing point of view and creating characters. They will explore the appropriate uses of exposition, learn techniques to control

pacing, and reflect upon the importance of word choice. Students will practice writing effective dialogue and evaluate how it differs from everyday conversation. Students will also study methods for conveying a story with brevity and creativity and demonstrate their knowledge by writing 'short short' and 'postcard' stories. In addition, they will study and practice techniques for creating effective story endings. Throughout the course, students will continue to practice their skills in constructive criticism, by reading and evaluating the work of their peers and other writers.
Prerequisite(s): ENG 329
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.
Credit(s): 3

ENG 351 - Advanced Nonfiction Writing Workshop

This course expands upon the skills introduced in the Intermediate Nonfiction. Discussions and student-centered workshop critiques are the primary methods used in the course.
Prerequisite(s): ENG 341
Credit(s): 3

ENG 357 - Advanced Screenwriting Workshop

This is the last of three courses in screenwriting. Members of this class will continue to produce screenplays and present their work to the group for comment and discussion. Upon completion of this final workshop, students' will receive extensive hands-on practice and personalized feedback from their instructor and colleagues as they create their own screenplays.
Prerequisite(s): ENG 347
Credit(s): 3

ENG 358 - Advanced Poetry Writing Workshop

Students in this course will continue the study of the craft, tradition, and the contemporary state of the art of poetry. They will explore additional poetic forms, including persona poems and confessional, pattern poems and poems as social commentary. They will read, critique, discuss, and write poems, which they will share and 'workshop' with their peers in class. Students will expand their acquaintance with poetry and its aesthetic values; engage with sophisticated literary analysis of poetry; and explore their own writing with special attention to image, form, line, meter, voice, place, and intent.
Prerequisite(s): ENG 348
Credit(s): 3

ENG 359 - Advanced Fiction Writing Workshop

Advanced Fiction Writing is designed for Creative Writing majors who have completed Introduction to Fiction Writing (ENG 329) and Intermediate Fiction Writing (ENG 349). Students in this course will engage in more advanced study and practice of reading, writing, and critiquing short fiction. They will focus on craft elements such as plot and story structure, characterization, description, dialogue, point of view style and voice, and, of course, revision.
Prerequisite(s): ENG 349
Credit(s): 3

ENG 421 - New Media: Writing and Publishing

This course introduces students to the latest trends in new media writing and publishing. Students will gain insight and practical understanding of how today's digital environment affects their field. This course will focus extensively on writing content for a variety of digital formats and employing media to showcase one's works.
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 123 and ENG 323 or ENG 327 or ENG 328 or ENG 329 or ENG 330
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

ENG 510 - Studying the Craft

Reading is an essential part of the writing process. To write an effective piece, an author must first read the essential creative works that have informed the genre and delivered on similar themes. In this course students will study the craft of creative writing in close detail. Understanding and identifying the core, foundational elements of quality storytelling, regardless of genre, is crucial to the advancement of a creative writer. In preparation for the development of their own creative works and techniques, students will analyze self-selected texts for their strategic use of the core storytelling elements, and determine whether or not the author was successful in delivering on his/her concept.
Credit(s): 3

ENG 520 - Story and Concept

How do authors generate creative ideas? How do they know when to reveal certain information? Do the chapters flow naturally from the broader story concept, or should they be planned? What makes for a rich environment? These are the types of questions we will consider in this course. With these in mind, students will conceptualize a writing project of significant length. The focus will not be on the writing of actual scenes or chapters from this work, but on the drafting of plot arcs, detailed outlines, character sketches/development, world-building, and thematic development. The concepts developed in this course may indirectly or directly inform writing projects in future courses.
Credit(s): 3

ENG 523 - Screenwriting Fundamentals

In this course, writers will learn the essential elements of screenwriting, including plot structure, character, scene, dialogue, and the craft of visual storytelling. Beginning with the mechanics of scripts for television and film and the process of script outline and written synopses ("treatments"), attention is then given to storytelling through script

structure with a focus on feature-length film. Existing movie scripts and films will be examined as writers create and build on scenes and dialogue in preparation for the course's final project a short one-act screenplay.
Prerequisite(s): ENG 510 and ENG 520
Credit(s): 3

ENG 528 - Poetry Fundamentals

This course is designed to deepen writers' understanding and mastery of elements of poetry (including tone of voice; traditional, formal, and "informal" structure; imagery; meter and rhythm; and use of sound and diction) and to introduce major movements in English and American poetry. In addition to producing their own poems, writers will read poetry and also prose about poetry by major poets.
Prerequisite(s): ENG 510 and ENG 520
Credit(s): 3

ENG 529 - Fiction Fundamentals

This course is designed to deepen writers' understanding and mastery of elements of fiction, including voice, point-of-view, theme, characterization, structure, reflexivity, symbolism, imagery, rhythm, and tone. Writers practice a variety of fiction writing, reading, and workshop skills. They also study major examples of the novel, novella, short story and representative critical texts.
Prerequisite(s): ENG 510 and ENG 520
Credit(s): 3

ENG 530 - Non-Fiction Fundamentals

In this course, writers study several genres of creative nonfiction, including reportage and memoir, personal essay and biography, travel writing and science writing, literary journalism, and biography. Writers explore and master structure and technique through critical reading of modern and contemporary sources in these subgenres and through writing workshops in which they revise their own work and comment on classmates' writing. In addition to becoming better critical readers, writers begin to develop their own unique writing voices.
Prerequisite(s): ENG 510 and ENG 520
Credit(s): 3

ENG 531 - Fiction and Film

This course provides students with the opportunity to explore storytelling through two of its most popular mediums: film and literature. Students will examine basic principles of storytelling; point of view, voice, rhythm, character and plot development, theme, symbols and how those principles are represented differently or correspondingly in each form. Students will be expected to use analytical skills to dissect stories and recreate their essence through a number of creative writing exercises. They will also be expected to read their peers' writing and use constructive criticism to provide supportive feedback.
Prerequisite(s): ENG 523, ENG 528, ENG 529 or ENG 530
Credit(s): 3

ENG 532 - Studies in Place & Setting

What is place? How does it impact storytelling? In this course, students explore the concept of place as both an internal and external factor that influences writing. Students will examine the importance of the writer's identity, or place, and how it can shape the physical space and characters within a story. Students will be expected to represent elements of voice, tone, atmosphere, point of view, and time through creative writing exercises that emphasize descriptive environments. They will also be expected to read their peers' writing, and use constructive criticism to provide supportive feedback.
Prerequisite(s): ENG 523, ENG 528, ENG 529 or ENG 530
Credit(s): 3

ENG 533 - Genres: Fantasy, Sci-Fi, and Other Popular Fiction

What does it take to be a good sci-fi writer? How does a writer become the next Tolkien? Beyond the scope of general genres - fiction, nonfiction, poetry, and screenwriting - there are specific sub-genres to consider at the start of a novel and, in some cases, a career. In popular fiction, these genres tend to cycle through the bestsellers lists. In this course, students select a particular genre to explore in more depth, and apply that genre to their writing throughout the term. While crafting and critiquing these pieces with their peers, they develop their professional identity as authors of their genre, and research and apply methods that will help them market themselves as genre writers.
Prerequisite(s): ENG 523, ENG 528, ENG 529, or ENG 530
Credit(s): 3

ENG 540 - Contemporary Writers and Publishing

This is a seminar in the historical and contemporary development of literary cultures. Students will examine the driving influences of the literary market, looking at the history and evolvement of the publishing industry, book review, literary organizations, literary awards, such as the Pulitzer Prize, the National Book Award, and others, and how these factors influence literary productions and careers. They will also examine the lives and the works of the most influential contemporary literary writers who have succeeded in the present culture. Additionally, students will prepare for current trends in publishing and learn how to submit their own work for publication.
Prerequisite(s): ENG 523, ENG 528, ENG 529 or ENG 530
Credit(s): 3

ENG 541 - Non-Fiction Thesis Writing

In this course, writers produce and revise work to include in their theses, continue to offer constructive feedback on class members' writing, and read and discuss major texts of creative nonfiction. Writers also reflect on their creation and revision processes, and begin to draft a preface that not only describes their own craft, influences, and intentions, but also provides an overview of the thesis.
Prerequisite(s): ENG 530 and completion of 24 credits
Credit(s): 3

ENG 542 - The Editor

Writing a story is only half the battle. What happens when the writer finishes the first draft and any subsequent revisions? When is the work finally ready for someone else's eyes? Should someone be reviewing every step in the process? With expanding opportunities in social media and self-publishing, the role of the editor may be shifting. Whether pursuing traditional publication or new media platforms, writers may be in need of editors now more than ever. In this class, we focus on the relationship between author and editor by placing students in the role of the editor. Students study the different responsibilities of each editor type - from developmental editors and proofreaders to acquisitions editors and copy editors - and where these play a part in the writing and publishing process. Students practically apply the multifaceted role of the editor and compile their feedback as the start of a professional portfolio.
Prerequisite(s): ENG 523, ENG 528, ENG 529 or ENG 530
Credit(s): 3

ENG 547 - Screenwriting Thesis Writing

This workshop-oriented course is designed for writers who seek to write a feature-length screenplay for their theses. Writers will share script treatments (plot summaries), outlines, and written script pages, and offer constructive feedback on other class members' scripts, as well as watch films, read scripts, and discuss screenplays. Through the writing and revision process, writers will submit final feature-length script treatments, outlines, and the first act of their feature-length screenplay theses.
Prerequisite(s): ENG 523 and completion of 24 credits
Credit(s): 3

ENG 548 - Poetry Thesis Writing

In this course, writers will produce work to include in their theses and offer constructive feedback on class members' writing. Writers will also read and discuss seminal poems in the English and American traditions. In addition, writers will reflect on their creation and revision processes, and begin to draft a preface that articulates their own poetic and provides an overview of the thesis.
Prerequisite(s): ENG 528 and completion of 24 credits
Credit(s): 3

ENG 549 - Fiction Thesis Writing

In this course, writers produce work to include in their thesis and offer constructive feedback on class members' writing. They also continue to read and discuss published fiction from the English and American traditions. In addition, writers reflect on their creation and revision processes, not only describing their own craft, influences, and intentions, but also providing an overview of the thesis and a synopsis of their final work.
Prerequisite(s): ENG 529 and completion of 24 credits
Credit(s): 3

ENG 550 - Graduate Studies in 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 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.
Credit(s): 3

ENG 551 - Non-Fiction Thesis Completion

Writers select the work they will include in their theses, continue to revise them, and complete a significant portion with a clear outline for the future of their work. They also offer constructive feedback on class members' writing and complete the preface they began in their previous coursework. In the preface, writers reflect on their craft, articulate their influences, and introduce the thesis.
Prerequisite(s): ENG 541
Credit(s): 3

ENG 555 - Composition Theory & Teaching of Writing

Students in this course will study key histories, theories, and technologies on which we ground composition pedagogies. They will research, discuss, and write about how theoretical concepts impact the teaching of writing; they will reflect on, develop, and share their own pedagogical practices.
Prerequisite(s): ENG 550 and LIT 500
Credit(s): 3

ENG 557 - Screenwriting Thesis Completion

In this course, writers will work on their screenplay theses through rewrites and group feedback, and offer constructive feedback on other class members' scripts. Focus at this stage will be given to examining character development, motivation, and subtext through visual storytelling, and in identifying plot inconsistencies and weaknesses. Writers will complete their feature-length screenplay theses.
Prerequisite(s): ENG 547
Credit(s): 3

ENG 558 - Poetry Thesis Completion

In this course, writers will select the work they will include in their theses, continue to revise them, and offer constructive feedback on class members' writing. Writers will complete the preface they began in their previous coursework, in which they will articulate their own poetic choices, identify the major works in the thesis, and explain why they included these works, and why they sequenced them as they did.

Prerequisite(s): ENG 548
Credit(s): 3

ENG 559 - Fiction Thesis Completion

In this course, writers select the work they will include in their theses, continue to revise them, and complete a significant portion with a clear outline for the future of their work. They also offer constructive feedback on class members' writing and complete the preface they began in their previous coursework. In the preface, writers reflect on their craft, articulate their influences, and introduce the theses.
Prerequisite(s): ENG 549
Credit(s): 3

ENG 670 - Seminar in Writing Instruction

This course is designed to provide writers with an insight into pedagogical approaches to teaching. Students design and plan instruction that promotes improved literacy practices. By investigating and practicing a variety of writing exercises, processes, and approaches to improve writing skills, students will create a portfolio of ideas and options for teaching others.
Prerequisite(s): ENG 550 and ENG 523, ENG 528, ENG 529 or ENG 530
Credit(s): 3

ENG 675 - Online Teaching Experience

This course is designed to provide students with practical, hands-on experience as online classroom facilitators. Through institutional support, each student will be paired with an undergraduate instructor to assist with the daily and weekly responsibilities that come with teaching. Students will learn directly from experienced professionals best practices toward identifying struggling students, fostering motivation and student engagement, determining appropriate feedback for various assignments, and grading towards established rubrics. In addition to their assistance in the undergraduate course, students in ENG 675 will be enrolled in this graduate course where they complete assignments and activities that support a variety of writing exercises, processes, and approaches to improve writing skills.
Prerequisite(s): ENG 550, GPA 3.5 or higher, and Advisor approval
Credit(s): 3

ENG 690 - English and Creative Writing Capstone

Students register for this course in their final term, as a culmination of their creative writing work in their chosen genres. They satisfy the requirement by completing a creative thesis, or by submitting a portfolio of their creative writing along with a retrospective evaluative essay.
Prerequisite(s): Must have completed 30 credits in the program
Credit(s): 3

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

Environmental Studies

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 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 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? 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 101 or SCI 219 or at least 60 completed credits
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 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

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

Fashion Merchandising Management

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 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 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 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

Finance

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 260 - Risk Management and Insurance

This course examines the concept of risk, the principles of risk management, private and social insurance mechanisms and the insurance industry. Special attention is given to business and personal risks associated with loss of income, the ownership of property and legal liability. Students are required to prepare and submit a written business and/or personal plan of risk management.
Credit(s): 3

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
Credit(s): 3

FIN 325 - Financial Statements and Reporting Analysis

This course introduces the importance of strategic analysis through the use of financial statements. The purpose of which is to assess the overall performance, effectiveness and efficiency of the organization. Students in this course will learn the use, interpretation, and purpose of financial reports including balance sheets, cash flow and income statements, and statements of retained earnings using practical strategies that will aid in decision-making.
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
Credit(s): 3

FIN 335 - Financial Markets

This course examines the nature of global financial markets, reviewing macroeconomic considerations. The role of financial intermediaries in relation to the stock, bond, and mutual fund markets, and exchanges are examined. An introduction to regulatory authorities will begin to demonstrate the financial market system. Topics include investments, risk management, risk over return, stock markets, and mutual funds.
Prerequisite(s): FIN 340
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
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
Credit(s): 3

FIN 341 - Financial Regulations and Ethics

This course emphasizes the important roles of regulations and ethics to make financial decisions that support the organization's overall strategic goals. Students in this course will explore applicable regulations and ethical considerations in support of fiduciary responsibilities, reviewing securities regulations, GAAP, SoX, and international reporting standards. The curriculum foundation is grounded on corporate social responsibility and business sustainability through the application of regulations and ethics.
Prerequisite(s): FIN 335
Credit(s): 3

FIN 350 - Advanced Personal Financial Planning

Explore the comprehensive financial planning process and develop financial knowledge to assist in collecting client data for the decision-making process used to make informed client recommendations. Analyze various client scenarios to determine and effectively communicate individualized recommendations covering various topics on the financial planning spectrum.
Prerequisite(s): FIN 340 and ACC 330
Credit(s): 3

FIN 355 - Risk Management and Insurance Planning

Examine strategies to mitigate financial risk through risk management techniques to protect income, assets and financial plans. Differentiate between insurance types and products and be able to conduct an insurance needs analysis to make informed client recommendations.
Prerequisite(s): FIN 340
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 450 - Wealth Management

This course provides an overview of real-world considerations of personal and business wealth management that include personal finance, real-estate management, career planning, budgeting, and tax management. Students will explore investment theory, risk, and asset allocation strategies.
Prerequisite(s): FIN 335
Credit(s): 3

FIN 460 - Estate Planning and Taxation

Examine estate planning techniques used to optimize an estate's value and to ensure a seamless transition of assets upon an individual's death. Explore appropriate questions to ask in order to collect the information needed for evaluation of, and recommended changes to, the estate plan. Students will familiarize themselves with the different parties involved in an estate plan.
Prerequisite(s): ACC 330
Credit(s): 3

FIN 470 - Undergraduate Finance Capstone

This capstone course integrates previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students will synthesize and integrate prior learning to design or develop a capstone project that requires them to use applicable financial tools to identify, analyze, and synthesize financial data to inform decision-making.
Prerequisite(s): Must have completed 111 credits
Credit(s): 3

FIN 485 - Financial Plan Development

Assume the role of a financial planner to synthesize and apply financial planning knowledge and skills previously obtained, including conduct and regulation, general principles and regulation, education planning, risk management and insurance planning, investment planning, tax planning, retirement savings and income planning and estate planning, to develop a comprehensive financial plan.
Prerequisite(s): FIN 350, FIN 355, and FIN 460
Credit(s): 3

FIN 500 - Financial Management

This course is a study of financial decision- making in a firm, including its relationship to financial markets and institutions. Background preparation: 6 credit hours in economics.
Prerequisite(s): ACC 500 or ACC 550 and MBA 502
Credit(s): 3

FIN 550 - Corporate Finance

This course is a study of finance from a corporate perspective including investments, capital structure and re-structuring, budgeting, financial markets, policy, and portfolio management. Students will analyze a firm's opportunities and risk level within these categories to evaluate the impact on shareholder's value.
Prerequisite(s): MBA 502 and MBA 503
Credit(s): 3

FIN 610 - Short-Term Financial Management

The course covers traditional working capital topics, including liquidity analysis and management, inventory, and receivables and payables management. Additional emphasis is given to core cash management, payment systems and banking relationships. Other topics include cash forecasting, short-term borrowing and risk management.
Prerequisite(s): FIN 550 (FIN 500 if on 2014 catalog year or earlier)
Credit(s): 3

FIN 620 - Money and Capital Markets

This course analyzes processes within the U.S. financial system. Students study the nature of its major participants and their objectives and procedures for assessing opportunities and pricing risk. Students also analyze the role of the financial system in the allocation of credit to different sectors, its responsiveness to economic activity and its continuous adaptation to changing needs. Emphasis is placed on the role and functions of the Federal Reserve System.
Prerequisite(s): FIN 550 (FIN 500 if on 2014 catalog year or earlier)
Credit(s): 3

FIN 630 - Capital Budgeting & Financing

This course first addresses advanced topics in capital investment, including determination of cash flows, capital budgeting under risk, replacement decisions, and inflation and capital decisions. The second half of the course focuses on capital financing and structure and includes topics in financial leverage, financing sources, dividend policy, cost of capital and valuation.

Prerequisite(s): FIN 550 (FIN 500 if on 2014 catalog year or earlier)
Credit(s): 3

FIN 640 - Investment Analysis & Portfolio Management

Students study the techniques used to assess the value of securities and the methods used in the management of investment portfolios. Stocks and bonds are discussed in terms of valuation, risk- return measurement, diversification and other aspects of portfolio theory.
Prerequisite(s): FIN 550 (FIN 500 if on 2014 catalog year or earlier)
Credit(s): 3

FIN 645 - Analytical Tools in Portfolio Management

This course is an application-oriented review of the finance theory, techniques and strategies that are essential to portfolio management. Topics include optimization procedure, currency risk hedging, asset allocation and others.
Prerequisite(s): FIN 640
Credit(s): 3

FIN 655 - International Investments/Portfolio Management

This course will expose money managers to the complexities of a multicultural, multicurrency environment. In a complex global environment they have to be familiar with foreign cultures, traditions, markets, institutions, instruments, regulations, taxes, and costs. They need to be familiar with the forces of globalization as they affect international investing. This course seeks to impart some of the concepts, techniques, and skills the money manager should be equipped with to operate effectively in complex global environment.
Prerequisite(s): FIN 640
Credit(s): 3

FIN 660 - Creating Value: Merger/Acquisition

This course is intended to extend and further develop the long-term investment and financing topics introduced in earlier courses. The course focuses on applied managerial decision-making, and is designed for students seeking a more thorough understanding of the economic analysis of mergers and acquisitions and the effect capital structure decisions have on firm value. Topics addressed include advanced techniques in capital budgeting, firm (division) valuation, capital structure, firm (division) cost of capital, and quantitative risk assessment.
Prerequisite(s): FIN 550 (FIN 500 if on 2014 catalog year or earlier)
Credit(s): 3

FIN 665 - Long-Term Financing & Capital Structure Theory

This course is an application-oriented review of modern capital structure theories and long-term financing approaches. Students learn how to make value-maximizing capital structure and financing decisions as a manager. Students also are introduced to the analysis of capital structure and financial policy in the perspectives of investors, shareholders, debtors and other stakeholders using case method, and their implication on how a firm can maximize its value by making optimal capital structure and financing decisions. Topics include theories of capital structure decision, capital structure determinants, capital structure and cost of capital corporate strategy, sources of financing and financial markets, the financing of mergers and acquisitions and others.
Prerequisite(s): FIN 550 (FIN 500 if on 2014 catalog year or earlier)
Credit(s): 3

FIN 670 - Option Analysis & Financial Derivatives

Modern option valuation and analysis is applied to equity options and fixed-income derivatives in this course. Applications and related topics include the term structure of interest rates, forward contracts, future contracts, interest rate caps, floors and swaps and convertible bonds.
Prerequisite(s): FIN 550 (FIN 500 if on 2014 catalog year or earlier)
Credit(s): 3

FIN 680 - Personal Financial Planning

This course covers aspects of financial planning including historical development, personal financial statements, household budgeting, income tax planning, insurances, investment tools, retirement planning and estate planning. Emphasis is placed on ethical and responsible completion of fiduciary duties of a financial planner as well as skills and behaviors necessary for a duly beneficial relationship between client and planner. Other topics include current financial events, behavioral finance and international investing.
Credit(s): 3

FIN 685 - Risk Management

This course focuses on assessing and mitigating risk within the financial industry. Students will evaluate corporate investments, diversification, and portfolios using current industry tools and strategies to manage both risk and return.
Prerequisite(s): FIN 550 (FIN 500 if on 2014 catalog year or earlier)
Credit(s): 3

FIN 687 - Estate Planning and Tax Factors

See program chair for course description.
Credit(s): 3

FIN 690 - Financial Econometrics

This course focuses upon the fundamental statistical tools used in contemporary financial analysis both in academia and in the real world of finance itself. The course will involve both a theoretical development of the techniques as well as empirical applications. The applications will involve computer printouts with an emphasis on the SPSS statistical package and the EViews statistical package. The course will begin with a review and extension for the classical linear regression model, including its development in matrix form. The remainder of the course will then explore modern time-series econometrics, which is especially relevant for finance.
Prerequisite(s): FIN 500 and ECO 500
Credit(s): 3

FIN 691 - Financial Modeling

The course focuses on financial modeling as a tool in contemporary financial analysis. The course includes theoretical development, financial analysis, applications of financial modeling, and modeling approaches. Students use mathematical tools and apply statistical tests to evaluate and analyze a company's financial health, performance, and risk level of informed decision making.
Prerequisite(s): ECO 500 and FIN 550 (FIN 500 if on 2014 catalog year or earlier)
Credit(s): 3

FIN 700 - Graduate Finance Capstone

This capstone course is the culminating experience for the M.S. in Finance program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): FIN 620, FIN 691 and completion of 30 credits
Credit(s): 3

FIN 710 - Economics/Finance Internship

This course is to enable the School of Business graduate students to gain valuable work experience within the field of Finance and Economics. The objective is to give the students an opportunity for practical application of Finance and/or Economic business concepts/practices learned in classes and complement the course work taken. Secondarily, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume,

make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - completing a minimum of 150 hours on the job per 3 credits.
Prerequisite(s): Grad Internship only Must have completed 18 credits, 3.0 GPA, and instructor and CDC approval to register.
Credit(s): 3

Fine Arts

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 201 - Introduction to Humanities I

This course offers vocabulary, understanding and appreciation of the visual arts in their cultural contexts in history, religion, literature, music and ideas. It focuses on the achievements of ancient Greece and Rome, the medieval period and the Renaissance while also exploring related issues in non-European cultures. May be taken independently of FAS 202.
Credit(s): 3

FAS 202 - Introduction to Humanities II

This course offers vocabulary, understanding and appreciation of the visual arts in their cultural contexts in history, religion, literature, music and ideas. It focuses on the cultural periods of the Baroque, the Enlightenment, Romanticism and Early Modernism while also exploring related issues in non-European cultures. May be taken independently of FAS 201.
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 235 - Photographic Practice in the Digital Age

As the practice of digital photography leverages new technical skills through software programs and digital editing, it is critically important that practicing photographers gain a greater understanding of emerging methods for producing, editing, and distributing photographic works. This course provides an intermediate experience in the process of generating portfolios of digital images for presentation, distribution, or exhibition. Key to this experience is a broad understanding of design concepts that lead to decisions in coloring, resolution, formatting, and so on to produce high quality images that reflect a creative point of view. Students are exposed to advanced techniques using industry standard software to manipulate digital works for print and digital output, including color theory, management, calibration, and standard file formatting.
Prerequisite(s): FAS 226

Credit(s): 3

FAS 240 - The Business of Photography

This course serves as an introduction to the business practices of photography, focusing on the legal, marketing, and entrepreneurial aspects of the highly competitive photography industry today. Students gain valuable exposure to best practices recommended for working with clients and agencies, setting up an entrepreneurial business, developing appropriate contracts, licensing works, setting a pricing structure, model and property release forms, and managing overhead costs, among other topics. This course culminates in students determining their next steps in their professional development, including how to drive their personal vision and brand as a practicing photographer.
Prerequisite(s): FAS 226
Credit(s): 3

FAS 255 - Lighting for Photography

The act of photography inherently depicts how light reacts and reflects its subject matter, while also communicating different emotions, moods, and feelings to the audience. This course serves as a comprehensive introduction to how light is used and manipulated for different purposes and effects. Topics covered include using ambient light versus flash or studio light for different subject matter (portraits, editorial work, fine art, etc.), angle of light and how it influences the look of the subject matter, using a single light source versus multiple light sources, how to blend ambient light with strobe lighting, using long exposures and film speed to manipulate the look of your imagery, along with other purposeful techniques for manipulating the aesthetics of light.
Prerequisite(s): FAS 226
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 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 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 360 - Innovations in Digital Imaging

Numerous advancements in digital imaging have created an exigent need for working professionals to remain on the cutting edge of these practices. This course provides students with an opportunity to research advancements in digital imaging and digital photography techniques with the intent of enhancing their own photographic practices. Students are expected to apply a selection of these emerging techniques and articulate the process, creative choices, and outcomes produced in their work.
Prerequisite(s): FAS 235
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 375 - Photographic Aesthetic Concepts

This course explores various aesthetic theories of photographic practice and the evolution of photography as a respectable fine art medium available to contemporary artists and subject to critical inquiry. Students learn how photographic images shape our understanding of both the past and present as well as the very nature of photography as an art form and how this has changed over time. Besides theory, students also explore through hands on practice the methods and techniques for developing one's own aesthetic characteristics and personal style in photographic work.
Prerequisite(s): FAS 235
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.
Credit(s): 3

FAS 400 - Digital Narratives and Documentary

This course is an advanced exploration of the concepts of narrative and linear vs. non-linear imagery. Students research the history of documentary photography, focusing on how creative works they produce as professionals can be used to

make an impact on communities and audiences. With an emphasis on storytelling through creative imagery, students develop a digital narrative showcasing advanced techniques in camerawork, lighting, and other pre- and post-production skills.
Prerequisite(s): FAS 235
Credit(s): 3

FAS 485 - Digital Photography Portfolio

The digital photography portfolio course provides students with a comprehensive development opportunity to showcase their professional work, establish a branded identity as a working professional, and engage in peer and professional critiques of design work in preparation for formal employment and contract interviews. Students create both digital and print portfolios that demonstrate their competencies in the digital photography program outcomes.
Prerequisite(s): Completion of 111 credits
Credit(s): 3

Game Design and Development

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.
Prerequisite(s): IT 145
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 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
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): GAM 303
Credit(s): 3

GAM 312 - Scripting in for Games

This course is going to be covering scripting fundamentals as well as how to script in a game engine. Students will learn how to create basic script files and get an understanding for variables, functions, events, loops, conditional Statements, and classes. This course will also cover scripting solutions in multiple game engines.
Prerequisite(s): IT 312, GAM 207, and MAT 350
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 and MAT 350
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 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 330 - Geohazards

This course will explore disasters due to natural phenomena such as climate change, hurricanes, tornadoes, earthquakes, tsunami, volcanic eruptions, asteroid/comet impacts, and mass extinctions. Each type of event will be considered in terms of its origin, evolution, warning potential, range of significant environmental impacts and possible mitigation strategies, as well as key historical cases of these geohazards.
Prerequisite(s): PHY 103, PHY 205, and PHY 205L
Credit(s): 3

GEO 345 - Remote Sensing and Imagery Analysis

This course will provide an overview of the technology by which aircraft and satellite images of the Earth are produced as well as hands on experience manipulating and interpreting remote sensing data. Students will gain practical experience in environmental analysis using satellite imagery and commonly used sensors and analytical methods for the Earth sciences.
Prerequisite(s): PHY 105 or PHY 205 and SCI 225 and IT 242
Credit(s): 3

GEO 450 - Spatial Analysis

This course will investigate geospatial statistical analyses that aim to provide students with the background necessary to investigate geographically represented data. The specific focus will be on spatial data analysis, such as the analysis of autocorrelation, principles of geostatistics and analysis methods that are relevant in the fields of public health, environmental/earth science and social science. The focus of this course will be to gain hands]on experience in applying these techniques with Geographic Information Systems (GIS) and spatial analytical software, and essential methodological and practical issues that are involved in sophisticated spatial analyses.
Prerequisite(s): GEO 345
Credit(s): 3

Graduate Business Administration

MBA 501 - Mathematics and Statistics for Business

This is an applied course, which will provide students with the mathematical knowledge and skills that underlie many courses offered in the school of business. Students will learn the fundamental concepts and methods of linear algebra, mathematical functions, differential calculus and statistics and their applications to business. They will also sharpen their quantitative, analytical and problem-solving skills that are so important for success in the world of business today.
Credit(s): 3

MBA 502 - Economics for Business

This course is intended to provide the student with a concisely focused yet rigorous introduction to both micro- and macroeconomic theory needed at the foundational level of a graduate degree program. Some of the topics to be addressed include: market behavior; demand theory and related elasticity concepts; production and cost theory; managerial decision-making in perfectly competitive and imperfectly competitive markets; GDP determination; unemployment and inflation; and fiscal and monetary policy.
Prerequisite(s): MBA 501
Credit(s): 3

MBA 503 - Financial Reporting and Analysis

This course emphasizes the creation and interpretation of financial statements critical to an understanding of today's economy. Various financial topics related to financial statements are covered. Income statements, balance sheets, and cash flow statements are explored in-depth giving students an appreciation of how these statements are prepared and the standard accounting rules that apply to their creation.
Credit(s): 3

MBA 515 - Business Environment, Innovations and Entrepreneurship

This course focuses on the basics of business by introducing students to business environments in which they focus on the big picture, identify internal and external opportunities for growth, and manage resources. The course will also present students with management techniques to help them stay current and apply creative solutions to problems. Students will be introduced to the programmatic themes of globalization, leadership, team work, and ethics.
Prerequisite(s): MBA 501, MBA 502, MBA 503, MBA 610, and OL 500
Credit(s): 3

MBA 520 - Accounting and Financial Analysis

Finance is the language of business, and in this course students will take their understanding of finance to the next level by using analytical skills when dealing with financial reporting. Students will apply financial and analytical skills gained in prior coursework, as well as principles of corporate finance, to business decision making. The course covers financial statements and other reports, the basics of financial forecasting and budgeting, and the communications and vocabulary related to financial statements.
Prerequisite(s): MBA 501, MBA 502, MBA 503, MBA 610, and OL 500
Credit(s): 3

MBA 550 - Leading in an Organization

The course focuses on personnel management at all levels: individual, team, and internal and external networks. With an emphasis on interpersonal skills, as well as strength-finders, students will learn essential concepts in conflict management, negotiations, and development of creative culture. Students will also learn how to establish productive relationships, motivate people, align teams and individuals to a vision, and drive change.
Prerequisite(s): MBA 501, MBA 502, MBA 503, MBA 610, and OL 500
Credit(s): 3

MBA 560 - Marketing and Strategy

The course will focus on brand management and how marketing should be approached as a partner in strategic decision making, both internally and externally. Students will study strategic positioning, market opportunities, pricing strategies, market analysis, as well as product differentiation. SWOT analysis and the marketing mix will be covered in a decision making focus, together with the programmatic themes of globalization, leadership, team work and ethics.
Prerequisite(s): MBA 501, MBA 502, MBA 503, MBA 515, MBA 520, MBA 610, and OL 500
Credit(s): 3

MBA 610 - Business Law

This course provides a survey of the legal environment of business by looking at legal issues and regulations in a business context. The students assess the impact of business law on organizational decision making for informing strategic legal decisions. The course covers employment law, contracts, tort and product liability, internet law as well as other legal issues affecting the business environment. The students also assess the legal and ethical implications of US companies doing business abroad.
Credit(s): 3

MBA 635 - Ethics, Corporate Culture and Social Responsibility

This course examines corporate culture and social responsibility, how to build a sustainable business, and how to promote corporate ethics and values. The course also looks at how to deal with group think, diversity and cultural awareness, civic engagement, and how to be at the forefront of using environmental and sustainable practices that have a positive global impact. The course will also examine personal ethics in relationship to corporate ethics, governance, and civic mindedness.
Prerequisite(s): MBA 515, MBA 520, MBA 550, and MBA 560
Credit(s): 3

MBA 640 - Finance, Economics, and Decision Making

The course is a continuation of MBA 520 - Accounting and Financial Analysis and focuses on effective business decisions using quantitative and qualitative data, microeconomic and macroeconomic variables, and internal financial priorities. The students refine operational and investment decision-making skills with respect to organizational sustainability and growth, mergers, debt vs. equity funding and capital markets. In addition, students are exposed to foreign currencies, foreign direct investment (FDI), and international trade.
Prerequisite(s): MBA 550 and MBA 560
Credit(s): 3

MBA 665 - Government Impact on Business

This course focuses on the macroeconomic aspect of business, including governmental impact (local, national, international), by exploring public policy, regulatory bodies, regulations' impact on business, trends and current politics and their impact on business, power structures, and lobbying.
Prerequisite(s): MBA 550 and MBA 560
Credit(s): 3

MBA 690 - Operations Management and Technology

This course explores essential aspects of project management, the tracking and measurement of key performance indicators (KPI), and the use of current technology to create automation and sustainability. Students have the opportunity to examine technology management and operations management from a strategic perspective, creating a common view into the different layers of a business. In addition, students learn to collect, identify, and determine quality measures and use common methodologies and strategic planning processes.
Prerequisite(s): MBA 550 and MBA 560
Credit(s): 3

MBA 700 - Strategic Management

This course includes the application of learned skills and the testing, distillation and integration of insights gained from previous courses and other sources.
Prerequisite(s): FIN 500, OL 500, QSO 510 and IT 500
Credit(s): 3

MBA 705 - MBA Capstone

This capstone course is the culminating experience for the MBA program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): MBA 640, MBA 665, and MBA 690 and completion of 30 credits
Credit(s): 3

MBA 710 - Internship

Internships are available for full-time students to enhance their educational experiences through appropriate, work-oriented activities in selected environments.
Credit(s): 3 - 12

MBA 740 - Thesis Option

Students may substitute 6 hours of thesis credit for two elective courses in the M.B.A., master of finance, master of information technology or master of business education programs. A thesis must be completed within nine months of its approval.
Credit(s): 6

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)

Graphic Design and Media Arts

GRA 100 - Introduction to Graphic Design Technology

This course serves as groundwork for the basic operations and functionality of industry-standard graphic design software and the potential for artistic expression through this medium. Through a series of hands-on exercises, students will become proficient in the operating functions, work processes, and basic tools available in graphics and photo editing, digital illustration, and desktop publishing programs. The course prioritizes experimentation with these tools, allowing students to enhance their visual creative thinking, problem-solving skills, and design methodology.
Credit(s): 3

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 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.
Prerequisite(s): GRA 202
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 201 and GRA 202
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 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 410
Credit(s): 3

GRA 431 - Interactive Animation for the Web

This class focuses on the design principles of dynamic web page animation to create rich, interactive web content. Students explore the design of characters, animated graphics, light programming, and navigational elements in animated content. Using design software, students develop interactive animations, learn the tricks of controlling file size, integrate special approaches for importing and creating animation, and develop skills in many other production techniques needed for building complete web animation projects.
Prerequisite(s): GRA 410
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 311 and GRA 402
Credit(s): 3

GRA 451 - Advanced Multiplatform Design

This course focuses on the practical application and techniques of visual design necessary for multiple web platforms including mobile, smartphone, and desktop applications. Topics covered include effective user interface design principles and navigation for various platforms, the development process for mobile applications, and technical components that are platform independent.
Prerequisite(s): GRA 310
Credit(s): 3

GRA 470 - User Interface and Experience

This course provides a culminating experience in web design by focusing on advanced concepts in user interface design and user-centered design. Students integrate multiple interactive and rich media techniques to develop user experiences reflecting new and innovative developments in web design. The course covers principles of usability and usability testing, case studies, advanced prototyping tools and techniques, and the concepts and techniques behind several methods of user interface design.
Prerequisite(s): GRA 310
Credit(s): 3

GRA 491 - Graphic Design Portfolio

Students create both digital and print portfolios that demonstrate competency in the graphic design and media arts program outcomes. Students showcase their professional design work, establish branded identities as working professionals, and engage in peer and professional critiques of design work in preparation for formal employment and contract interviews.
Prerequisite(s): GRA 420 and completion of 111 credits
Credit(s): 3

GRA 492 - Game Art & Development Capstone

This capstone course is the culminating experience for the B.A. in Game Art and Development program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed

throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): GRA 440 & 111 credits in the program
Credit(s): 3

Health Information Management

HIM 200 - Introduction to Health Information Technology

This course describes the use of information technology and the role of HIT professionals in the development of the electronic health record. It introduces the health information infrastructure and systems along with healthcare informatics including: applications, technology, privacy, and security.
Credit(s): 3

HIM 215 - Coding & Classification Systems

The purpose of this course is to provide students with the basic ability to identify nomenclatures and classification systems as well as assign codes using the appropriate principles, guidelines, and conventions and apply ICD-10-CM and ICD conventions' rules and guidelines.
Credit(s): 3

HIM 220 - Healthcare Data Management

This course examines the design and the use of medical databases. Students will learn how to implement business rules and data modeling to develop medical information management systems. The course further explores database applications for decision support including evidence-based practice, alerts, allergy management, and identification of gaps in care. Students will design databases and systems that reflect privacy and security requirements of HIPAA and HITECH Act.
Credit(s): 3

HIM 350 - Communication and Technologies

The Communication and Technologies course will review and evaluate an assortment of technologies including: data, information, and file structures (data administration, data definitions, data dictionary, data modeling, data structures, data warehousing, database management systems), system interoperability, data sharing, Health Information Exchanges (HIE), and the Nation-wide Health Information Infrastructure (NHIN).
Credit(s): 3

HIM 360 - Coding and Classifications Systems II

In this course students will learn to manage health data elements, data sets (i.e. HEDIS, UHDDS, OASIS) and databases as well as perform a data quality assessment and integrity review. Health information archival and retrieval systems, as well as data capture tools and technologies (i.e. forms, data input screens, templates, other health record documentation tools), will be analyzed. Students will review healthcare taxonomies, clinical vocabularies nomenclatures (such as ICD-9-CM, ICD-10-CM/PCS, CPT, SNOWMED-CT, DSM-IV). Topics will include severity of illness systems, data integrity, coding audits, CCI, electronic billing, patient identity management policies, and X12N. Additionally, the course will review charge-master management, revenue cycles, and audit processes (i.e. compliance and reimbursement).
Prerequisite(s): HIM 215
Credit(s): 3

HIM 422 - Ethical and Legal Considerations in Health Information Management

Students in this course will examine ethics and the fundamentals of law as they pertain to health information management professionals. Students will practice developing organization-wide ethical guidelines, policies, and procedures which comply with current healthcare law and best practices. Students will learn about the U.S. legal

system, civil procedure, evidence, and tort law. Students will analyze the legal health record (maintenance, content, documentation, & disposition). Students will review corporations, contracts, business associate agreements, anti-trust legal issues, medical staff, and work place law. Other areas covered include: consent to treat, HIPAA privacy rule, HIPAA security rule, security threats and controls, risk management, access, use, & disclosure/release of health information, corporate compliance, required reporting, and mandatory disclosure laws.
Prerequisite(s): Enrollment is limited to students in the Health Information Management program.
Credit(s): 3

HIM 425 - Healthcare IT Infrastructure and Network Management

In this course, students learn about the primary infrastructure components of the modern healthcare information systems including hardware, software, and storage systems relevant to maintaining the healthcare network. Students will learn about planning, maintaining and auditing data communications and networks in an organization. Students engage in assignments focused on long and short-term planning, operations, maintenance and forecasting.
Credit(s): 3

HIM 445 - Professional Practical Experience

The Professional Practical Experience course provides hands-on experiences for the Bachelor of Science students in Health Information Management. Students will choose either a traditional on-site internship with a preceptor or a hybrid internship which includes working with a preceptor on an off-site project and participating in an online simulation. The Professional Practice Experience (PPE) is designed to provide students with a directed preceptor experience, which is supervised and evaluated at professional practice site(s). The PPE provides students with the opportunity to refine developed competencies and skills sets that were introduced in the Health Information Management courses.
Prerequisite(s): Completion of 111 credits
Credit(s): 3

HIM 480 - Health Information Management Capstone

The capstone course is the culminating experience for the Bachelor of Science in Health Information Management or the Bachelor of Science in Health Information Management - Professional Practice Concentration. This course builds on the concepts of all courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their course work in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in Bachelor of Science in Health Information Management or the Bachelor of Science in Health Information Management - Professional Practice Concentration.
Prerequisite(s): Completion of 111 credits
Credit(s): 3

HIM 500 - Healthcare Informatics

Students will learn the history and current state of healthcare and how the industry uses information systems. Throughout the course students will discuss types of information systems, such as the electronic medical record (EMR), laboratory and radiology systems and more. Students will also study trends in new practices, such as telemedicine and home healthcare, and how they function in various healthcare settings. Finally, students will explore how these and other industry trends, with the use of technology, can improve patient care.
Credit(s): 3

HIM 510 - HIM Applications and Systems

Explore the topics related to health information management, including revenue management, coding and compliance, developing professional identity, terminology and classification systems, Health Insurance Portability and Accountability Act of 1996 (HIPAA), and current trends. Students tour a medical facility either virtually or in person.
Credit(s): 3

HIM 520 - Leading as a HIM Professional

Explore leadership roles, change management, and key topics in the health information management industry through an overview of leadership in organizations, human resource (HR) management, training and development, ethics, process improvements, work design, and developing and revising policies. Examine ethical concepts and learn first-hand what the role of a health information management professional entails.
Credit(s): 3

HIM 530 - Information Protection & Security in HIM

Build on the HIPAA foundation established in HIM-510 and learn how to create and revise working policies and regulations within organizations based on existing laws, and how to adapt infrastructures to support these policy changes. Explore access of medical records and how to discern when access should be prohibited based on the policies in place.
Credit(s): 3

HIM 540 - Health Information Governance

Explore compliance for HIM professionals, regulatory requirements, and the relationship of coding and compliance, to develop an understanding of data governance pertaining to the significance of data integration, interoperability, and shared data. Learn how to assess the accuracy and standardization of data governance by reviewing various sections within the charts and their authorizations.
Prerequisite(s): HIM 510
Credit(s): 3

HIM 550 - Data Management and Data Quality

Explore meaningful use of data and the management of patient-centered health information systems. Review data management policies, evaluate data from varying sources to create meaningful presentations/reports, design patient-centered health information systems, and manage virtual network communications. Learn how to collect data, evaluate it, and turn it into valuable information to present to various audiences.
Credit(s): 3

HIM 560 - HIM Informatics & Technology Infrastructure

Explore the technologies that support health information systems by examining different patient medical records and the various uses and steps in developing medical records. Create models of portals from a database-perspective.
Credit(s): 3

HIM 600 - Managing Coding Professionals

Review the laws and regulations that are applicable to health information management professionals in regards to compliance, medical documentation, fraud, abuse, and penalties for documentation and coding violations based on governmental guidelines. Learn principles of medical auditing, medical record auditing skills, chart abstraction and perform a coding risk analysis.
Prerequisite(s): HIM 520
Credit(s): 3

HIM 660 - HIM Strategic Planning & Financial Management

Explore strategic planning using a number of resources including analytics, statistics, financial reports, policies, and technologies. Learn how to develop dashboard, and manage organizational finances, vendor relationships, project governance and change control in order to formulate a successful strategic improvement plan.
Prerequisite(s): HIM 560
Credit(s): 3

HIM 675 - Research Methods and Evaluation

Utilize research methods and processes for systematically collecting data, with a focus on employing research methodologies (both quantitative and qualitative), data analysis, and data quality to establish a framework to begin working on capstone projects.
Prerequisite(s): HIM 660
Credit(s): 3

HIM 690 - Health Information Management Capstone

Integrate previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program by synthesizing and integrating prior learning to design, develop, and execute a capstone project as a culmination of the M.S. Health Information Management program. Develop a well-thought-out, comprehensive project that applies knowledge in a complex and operationally-charged business environment.
Prerequisite(s): HIM 675 and completion of 30 credits
Credit(s): 3

Healthcare Management

HCM 205 - Medical Terminology

This course provides students with the ability to communicate in a professional, effective manner in a variety of healthcare settings. Through a realistic approach, students learn the rules for building and defining medical terms, the correct pronunciation and spelling of medical terms, and the application of medical terminology as it relates to each body system. The course introduces various types of medical records and reports, and provides the skills to read and interpret them. A variety of activities guide the student in the application of medical terminology as it relates to the clinical world.
Credit(s): 3

HCM 320 - Healthcare Economics

This course explains the economic tools healthcare administrators need to utilize for effective decision making. The course further explores a framework for understanding pricing, regulation, costs, market demand, profitability, and risk issues within the healthcare economy and utilizes case studies to synthesize this content.
Credit(s): 3

HCM 325 - Healthcare Marketing

This course explores key marketing concepts that the healthcare leader needs to understand to plan and implement an effective marketing strategy. The concepts explore include the marketing process, needs assessment, developing marketing campaigns and evaluating efficacy or marketing efforts.
Credit(s): 3

HCM 340 - Healthcare Delivery Systems

This course provides an overview of the nature, organization, and function of the continuum of health services found in the United States. Emphasis is placed on the interrelation of cultural, economic, political and social aspects of health care delivery at the federal, state and local level. Topics include health care costs, accessibility of services, governmental influence on health care delivery, private industry role in health care, services for the medically indigent and elderly, ethical issues regarding transplants, reproductive technology, end of life decisions and funding.
Credit(s): 3

HCM 345 - Healthcare Reimbursement

This course explores some of the major issues facing the healthcare industry and the effect that public policy and business environment has on a healthcare organization. Emphasis is on supply and demand theory, reimbursement systems, managed care, charge-master management, Case-mix management, DRG prospective payment, insurance,

Medicare, Medicaid, governmental regulations, accessibility, eligibility, budgeting, and planning. Students learn to use informational and research tools to make effective management decisions.
Credit(s): 3

HCM 400 - Healthcare Finance

This course provides an overview of the two main areas of Healthcare Finance, accounting and financial management. Topics explore include the healthcare financial environment, financial accounting principles, managerial accounting principles, financial management, long-term financing and capital investments.
Prerequisite(s): HCM 320
Credit(s): 3

HCM 415 - Healthcare Strategic Management and Policy

This course examines the complex and intricate nature of the U.S. healthcare system and its implication for healthcare organizations and the populations served. Topics include the organization of healthcare, access to care and disparities, quality of care, funding, healthcare reform and impact for strategic planning for healthcare organizations.
Credit(s): 3

HCM 440 - Healthcare Research and Evaluation Methodologies

Students in this course will develop the knowledge and skills to apply assessment instruments, data collection, research designs, and statistical analysis for needs assessment and program planning. Additionally students will explore contextual issues surrounding evaluation, evaluation designs and methodological issues pertinent to programmatic evaluation.
Prerequisite(s): IHP 340
Credit(s): 3

HCM 490 - Healthcare Administration Capstone

The capstone course is the culminating experience for the Bachelor of Science in Healthcare Administration. The capstone course provides students with the opportunity to integrate and synthesize the knowledge, skills and attitudes acquired throughout their course work in an original comprehensive project, and to assess their level of mastery of the stated program outcomes of their degree program in Healthcare Administration. Students must have completed 111 credits prior to registration.
Prerequisite(s): Completion of 111 credits
Credit(s): 3

HCM 491 - Health Sciences Capstone

The capstone course is the culminating experience for the Bachelor of Science in Health Sciences. The capstone course provides students with the opportunity to integrate and synthesize the knowledge, skills and attitudes acquired throughout their course work and apply them in a comprehensive project within their clinical specialty, and to assess their level of mastery of the stated program outcomes of their degree program in Health Sciences. Students must have completed 111 credits prior to registration.
Prerequisite(s): Completion of 111 credits
Credit(s): 3

HCM 615 - Healthcare Reimbursement Systems and Finance

Explore financial management and healthcare reimbursement systems in the United States. Students focus on the practical application of financial concepts and skills in healthcare settings including third-party payers, Medicare/Medicaid payments, managing working capital, resource allocation, and the impact of health reform.
Credit(s): 3

HCM 620 - Healthcare Information Management

This course provides students with a comprehensive overview of the management and technical issues surrounding healthcare information systems today. Information systems are complex and increasingly instrumental in supporting quality patient care and in pursuing cost-saving efficiencies in healthcare settings. The course explores how healthcare information technology is transforming the healthcare delivery system. Significant topics in this field include: patient-centered technologies, privacy laws, electronic medical records, measuring outcomes, and evidence-based practice.
Credit(s): 3

HCM 630 - Healthcare Quality

Healthcare quality is one of the important drivers of reform in the U.S. healthcare system. This course introduces students to the foundational principles and techniques of quality management. The course explains the central components and importance of quality, and the tools and techniques to continuously measure, assess, improve and transform the healthcare system. Key topics in quality management include: regulatory mandates and accreditation standards, performance measurement and improvement, methods for redesign of healthcare processes, patient safety and strategies to reduce healthcare errors, and the role of information management systems and technology in healthcare.
Credit(s): 3

HCM 700 - Healthcare Administration Capstone

This capstone course will integrate previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students will synthesize and integrate prior learning to design, develop, and execute a capstone as a culmination of their studies. The course will be structured to support student success in fulfilling program requirements and developing a well-thought-out, comprehensive project. Prerequisite: IHP-670 and completion of 30 credits in the program.
Prerequisite(s): IHP 670 Must have 30 completed credits to register
Credit(s): 3

Higher Education Administration

HEA 510 - Philosophy and History of Higher Education

Candidates seeking to become degreed higher education administrators must first understand the historical, philosophical, and social influences that have built America's concept of higher education and articulate their own personal philosophy of higher education. Emphasis will be placed on the reciprocal relationship between higher education models and their socio-historical contexts.
Credit(s): 3

HEA 520 - Contemporary Issues in Higher Education

Through the use of contextualized cases representative of the technological, demographic, and intellectual shifts that have influenced higher education's evolving role in the twenty-first century, candidates will examine the issues facing higher education today and link their judgments to historical foundations. Candidates will create alignments between current issues in higher education and how they influence the twenty-first-century student.
Credit(s): 3

HEA 530 - Data-Driven Decision-Making in Higher Education

This course will further candidates' ability to methodically apply empirically-based, data-centric approaches to inform institutional decision-making across multiple university sectors. Through contextualized authentic experiences candidates, will analyze evaluate and assess programs using contemporary technologies and develop evidence-based approaches to meet desired outcomes. Candidates' will be required to justify empirically-based process by which they reached their programmatic decisions. Specific modes of inquiry driving this course will be strongly represented in subsequent coursework.

Prerequisite(s): HEA 510 or HEA 520
Credit(s): 3

HEA 540 - Program Evaluation

This course will explore the theories and processes of higher education program evaluation. Candidates will - within the context of a university's mission, strategic goals, and objectives - learn necessary skills to methodically evaluate higher education programs. Candidates will analyze given sets of case-based data and offer evidence and research based justifications for programmatic changes. Project management concepts and tools will be applied throughout the course.
Prerequisite(s): HEA 530
Credit(s): 3

HEA 550 - Higher Education Law and Regulation

With an examination of the key laws, policies, and concepts specific to higher education in the United States, candidates will gain a sense of higher education law's complexity and how law has assumed a greater role in establishing patterns, modes of conduct, and equitable procedures in an attempt to assure the rights and responsibilities of administrators, faculty members, staff, and students in the institutional context.
Prerequisite(s): HEA 510
Credit(s): 3

HEA 560 - Educational Policy Making

Higher education and its administrators are increasingly influenced by federal and state policies. Candidates will employ current higher education regulations to develop policies that further an institutions mission. Candidates will examine the policy making process by analyzing national industry organizations and research, data sources, and trends that effect existing legislation. Writing Intensive.
Prerequisite(s): HEA 540 and HEA 550
Credit(s): 3

HEA 610 - Enrollment Management and Marketing

This course will address the data-centric enrollment management process within higher education, including how to attract, admit, and retain students. Candidates will examine the tools for effective admissions marketing, predicting admissions yields, and assessing how financial aid influences enrollment behavior. Candidates will gain the evidence-based skills necessary to understand the tactics for successful onboarding and continued retention of students, as well as the structures and approaches aimed at improving student achievement and persistence.
Prerequisite(s): HEA 530
Credit(s): 3

HEA 620 - Budget and Financial Management in Higher Education

This course will require candidates to empirically make sense of quantitative data sets related to financial management of an institution. Candidates will manipulate tuition and fee revenue models and make justifiable, quantitatively-based budgetary decisions regarding how those decisions map onto given institution's strategic initiatives and mission. Through the use of fiscal management models, candidates will how account for how government appropriations, financial aid regulations, large grants, and investment income influence these decisions.
Prerequisite(s): HEA 530
Credit(s): 3

HEA 630 - Leading Change in Higher Education

This course explores the responsibility of innovative - and accountable - change agents who must manage institutional responses to major external or internal forces. Candidates will consider how to apply empirical data and quality improvement principles to planning. Candidates will demonstrate how strategic approaches may be applied to successful navigation of individual, collaborative, and organizational structures. Through the examination of effective

communication strategies, consensus building, and negotiation candidates will focus on creative problem solving through innovative approaches and models related to the administration of institutions of higher education in the 21st century.
Prerequisite(s): HEA 540 and HEA 550
Credit(s): 3

HEA 640 - Critical Issues in Student Affairs

This course explores student development theories and court decisions related to student-institution relationship, privacy, ethics, and civil rights as they relate to critical issues addressed by the department of student affairs. Candidates will develop a program related to student affairs to address an institutions underrepresented need.
Prerequisite(s): HEA 540 and HEA 550
Credit(s): 3

HEA 660 - Community College Administration

This course traces the evolution of community colleges in the United States, their organizational structures, and how those structures function to meet the needs of traditional and non-traditional learners. Candidates will examine community college goals, policies, instructional and student service programs, and how community colleges influence the broader context of higher education. Attention will be given to community college learning goals and how administrators obtain and utilize community and financial resources to meet the desired outcomes.
Prerequisite(s): HEA 540 and HEA 550
Credit(s): 3

HEA 690 - Capstone in Higher Education

This capstone course is the culminating experience for the M.S. in Higher Education Administration program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): HEA 620, HEA 630 and completion of 30 credits
Credit(s): 3

History

HIS 100 - Perspectives in History

More than just dates, names, and places, history is the study of the human condition. It seeks to understand human behavior through the thoughtful examination of different types of historical sources. The study of history is a living subject, always changing as new discoveries and interpretations are presented. This course will introduce students to the process of investigating and writing about history, through analysis of sources and the presentation of this analysis as an argument. Through this exploration of historical investigation, students will develop a holistic perspective on contemporary civic participation, engagement, and responsibility.
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 200 - Applied History

The application of history in our daily lives is not always in apparent. However, studying the past is imperative for informing our understanding of society today. Armed with the informed understanding, we are transformed into effective citizens and public agents. In this course, students will explore how history has shaped the role of the citizen in America. Ultimately, historical perspectives will be utilized to understand a topic relevant to American society today.
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 223 - Modern War & Society

This course will introduce students to the history of warfare in the modern world. It will focus on the modernization of military technique and technology among Western societies, and also on the various that ways non-Western societies encountered this new and evolving way of war- either falling victim to it or importing and emulating it with varying degrees of success.
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 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 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 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 311 - Women, Sexuality, and Islam

This course examines Islamic legal discourse about women and sexuality, focusing specifically on the historical roots of modern practices and beliefs. Students will focus on the processes of constructing Islamic law to evaluate different arguments related to appropriate sexual practice as well as women's roles, rights, and responsibilities. Through detailed, nuanced exploration of contemporary topics, including veiling, divorce, gay marriage, abortion, contraceptives, female circumcision, sex reassignment surgery, and in vitro fertilization, students will investigate the influence of social, cultural, political, and historical contexts on Islamic interpretations of God's will and appropriate practice.
Credit(s): 3

HIS 314 - European Conquest of New World

This course will explore the social and intellectual impact of the discovery of the American continents on the European mind and the consequences of colonization and migration in North America 1500-1800. Emphasis will be on British colonies and competing European cultures (especially French and Spanish) with Native Americans and African-

Americans. Students will focus on three areas: cultural exchange, economic exchange and hostility/conquest. Required for majors in social studies education with concentration in history. Not available every semester.
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 321 - The Ancient World of Greece and Rome

This course will begin by looking at the heritage of Greek civilization and the thinkers who first struggled with the fundamental issues concerning mankind: life, love, suffering, courage, endurance and death. The course will continue with the immediate inheritors of Greek thought, the Romans. By assessing Roman achievements of empire building and expansion, students will discover a vital civilization that ruled the known world through the force of its armies and the attraction of its culture. The course will end with the development of Christianity and the fall of the Classical World. Required for majors in social studies education with a concentration in history. 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 332 - Colonial New England

This course investigates the experiences and evolving institutions of the North Atlantic colonists, from the first landings to the making of the Constitution. Special emphasis will be placed upon the colonists' relationship with Native Americans and upon the origins, progress and character of the struggle against Great Britain. 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 371 - History of the Middle East I

This survey course introduces the student to the political and social history of the Middle East from the rise of Islam through World War I.
Credit(s): 3

HIS 372 - History of the Middle East II

This survey course introduces the student to the political and social history of the Middle East from World War I until the present.
Credit(s): 3

HIS 373 - Arab-Israeli Conflict

This course examines the development of the Arab-Israeli conflict as it emerged in the post-World War II era.
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

HIS 501 - Historiography

This course provides a deep-level exploration into the study of history and historical writing, focusing on the craft and profession of history and its relationship to society. The course contends with the changing nature of historical interpretations and arguments, and the role of historical meta-narratives in shaping one's understanding and experience of history. Students are asked to position and evaluate their own thinking in relation to various historical analyses, defending a preferred approach to a relevant area of interest.
Credit(s): 3

HIS 502 - Historical Methods

Historians use a wide variety of methods and approaches to the study, analysis, and evaluation of historical accounts and sources. This course offers students an opportunity to investigate various methodological approaches and the relationships between method, theory, and interpretation in historical research. Students will design an initial research proposal and articulate how a chosen methodology positions them appropriately to address the central issues and problems of their research.
Credit(s): 3

HIS 510 - Comparative History and Research

Comparative research is a valuable tool for historians to be able to discover possible historical and social connections across separate historical settings. This course introduces students to best practices, issues, and challenges of comparative history approaches. Central to the course is the development of effective research practices in comparative history: identifying appropriate sources, articulating the context and focus of a research project, and making an informed and supported argument. This course will use the topic of democratic revolutions to model comparative research.
Credit(s): 3

HIS 520 - Historical Lenses and Scholarship

What does it mean to focus on the economic issues of an historical event? What considerations of race, gender, class, or other lenses of difference can be made to illuminate the social and cultural experiences of people throughout history? The central focus of this course is to provide students with an exploration into various lenses of historical research and analysis and how these lenses can structure the types of questions an historian asks. The course uses the topic of transatlantic slavery to introduce several lenses that can be applied to future topics of interest to students. Students will integrate best practices for the production and writing of historical scholarship using a chosen lens (or lenses) of analysis.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 600 - Early American Encounters

The modern nation of the United States of America was born out of European colonization. The themes that arise from these early encounters between colonists from different European countries, Native Americans, and displaced Africans as they created the "New World" continue to shape America's social, political, economic, and cultural landscape to this day. In this course, students investigate how historian understand the different facets of the creation of this New World, including armed conflict, cultural cooperation, gender roles, environmental issues, and the role of religion in conquest.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 601 - New American Nation

America has held many titles as a result of its political inception, including "the birthplace of democracy" and "the first nation based on an idea." Does the historical evidence substantiate those claims? Was the American Revolution truly "revolutionary"? In this course, the separation of the American colonies from England and the political, cultural, social, and economic realities that resulted are critically examined. Students will challenge and refine previously held or popular notions of the period encompassing Revolutionary-era America through the early nineteenth century.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 602 - Era of the Civil War

The era of the American Civil War is one of the most studied periods in American history. Despite the robust and well-established scholarship on the topic, vibrant debates and competing schools of thought still exist. In this course, students will add to this rich tradition with their own interpretations of the social, economic, cultural, and political roots of the conflict and its relevant impacts on the American narrative. Emphasis is placed on applying different methodologies and lenses to the vast historical body of knowledge surrounding the antebellum period through the Reconstruction era. Students evaluate the implications of methodology and lens on interpretations of the Civil War.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 603 - The Gilded Age and Progressive Era

This course examines the period between Reconstruction and the first World War, paying particular attention to the emergence of industrial capitalism, the rise of the modern American city, the shifting nature of rural life in America and the rise of Populism, immigration, racial tensions, Progressivism, the conquest of the West, and the rise of the United States as a global power militarily, economically, and politically.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 604 - America and the World Wars

As America emerged on the stage as a world power, it is not surprising that increased involvement in international affairs followed. America's participation in the world wars of the twentieth century brought about profound changes related to international diplomatic relations, the expanding role of the state in economic and military policy, cultural and ideological shifts domestically and globally, and technological innovations in weaponry, transportation, and manufacturing. While the consequences of warfare on the greater world stage are central to this course, students also will examine the myriad ways in which social, political, and cultural life transformed in the United States during this era. Students contend with how historians have, both implicitly and explicitly, inserted value judgments into their interpretations of the methods of war, political regimes, human rights issues, and geopolitical reorganizations of the era.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 605 - Cold War and the American Empire

The Cold War period has been defined by America's ideological conflict and proxy warfare with the Soviet Union. The tremendous cultural, social, economic, and political turmoil that resulted from this era, including such events as the Vietnam War and the civil rights movement, can still be felt throughout the globe today. In this course, students draw connections among contemporary issues and their foundations in the period between the end of World War II and the fall of the Soviet Union. Students explore how the essential nature of this conflict compares and contrasts to traditional conceptions of "war," examine to what extent the Cold War was representative of a paradigm shift in terms of foreign policy and military engagements, and investigate the general relationship between war and society in this period.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 620 - History of Military Thought

This course examines the development of military theory and practice throughout history, exploring prominent military figures and major campaigns. This subject matter is global in scope, including topics from both the Eastern and Western worlds. Students will investigate how different societies influence and are influenced by military affairs, including war and social changes, diplomatic efforts, and cultural differences in military theory.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 630 - The Russian Revolutions

The Russian revolutions of 1917 rank among the most monumental events of the modern era. The collapse of the tsarist regime and the triumph of communism placed Russia on a tumultuous and often painful path toward modernization and forever changed the course of world history. Beginning with the 1890s and continuing until the early 1920s, this course will analyze the background, the unfolding, and the aftermath of the twin upheavals of 1917: the February Revolution that destroyed the Russian monarchy and the October Revolution that brought the Soviet government to power. Students will investigate the political, socio-economic, cultural, and ideological factors that shaped this transformation, and will also explore the interactions among revolutionary processes and military events such as World War I and the Russian Civil War. They will utilize recent scholarship on these topics to develop their own understanding of the historiography of the subject.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 640 - Chinese Imperialism

This course provides an overview of major military campaigns, strategy, and tactics in Chinese history. Students will explore the cultural aspects of military campaigns and warfare in China and be introduced the latest scholarship on the topics explored. Students will also engage with the historiography of a topic of interest and define their own interpretations based on scholarly research.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 660 - Introduction to Public History

Unlike many other areas of history, public history distinguishes itself in its application focus and community orientation. Public historians are charged with protecting our historically significant artifacts, cataloging our historical wisdom, and communicating our cultural narratives. In this course, the foundational principles and mission of public history are investigated and evaluated. Students assess the landscape of public history, including the major thinkers, controversies, emerging trends, and ethical demands. Finally, students must articulate a distinct identity for public history and situate themselves within that context.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 661 - Public History Strategic Management

A public historian can expect to be responsible for a myriad of projects and tasks that require a marriage of historical knowledge and business acumen. In this course, students will augment their existing framework to include the skill sets of project management, budgeting and finance, legal competencies, and other pragmatic considerations that are essential for the public historian. Attention will be given to issues of intellectual property, fundraising and donations, interpersonal skills and people management, artifact care, and motivating volunteer organizations.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 662 - Digitization of History

The potential and possibilities for preserving historical artifacts have been fundamentally transformed by digitization. The ability to design, plan, execute, and maintain digitization projects and repositories has become essential for public historians. In this course, students apply information system theories and utilize relevant technologies and tools to engage in the digitization process. An emphasis is placed on the need for public historians to take an adaptive and open-minded approach to technology, due to its capabilities for furthering the missions of public history.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 663 - Documentary Editing

This course is one of three specialized offerings in public history collections management. The focus of this course is documentary editing, or the assembling of comprehensive document collections. Documentary editors must scrutinize, verify, and organize the resources upon which historical scholarship rests. This includes making the difficult, and potentially controversial, decisions about what is included and what is not. In this course, students engage in research, evaluation, transcription, annotation, and compilation of historical artifacts. The implications of documentary editorial decisions on future understandings of the past are assessed.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 664 - Archival Management

This course is one of three specialized offerings in public history collections management. The focus of this course is archives, or the accumulation of historical records that have been set aside for future reference. Archivists must store, catalog, preserve, and retrieve archival materials that are considered to be of significance to a group. In this course, students apply the major theories of archival science to determine the authenticity, reliability, integrity, and usability of

various records. Best practices for developing and maintaining archives is investigated. Additionally, the ethical considerations surrounding the care of records of social value are evaluated.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 665 - Museum Collection Management

This course is one of three specialized offerings in public history collections management; the focus is museum curation. Today's museums are being challenged to alter their approach and redefine the museum experience to meet the intellectual curiosity of 21st century patrons who crave contribution and participation over passive observation. In this course, students will evaluate the impacts of these social dynamics on the field of museum science. Additionally, students will propose creative solutions to address new expectations without sacrificing the enduring principles at the core of a museum's mission.
Prerequisite(s): HIS 501 and HIS 502
Credit(s): 3

HIS 790 - Research Seminar for Historians (Capstone)

The capstone experience integrates knowledge and skills developed in previous coursework with a focus on developing scholarship in a student's chosen area of concentration. This course focuses on helping students propose a topic for research, conduct preliminary research on primary and secondary sources, and develop a capstone research proposal. This course prepares students for the formal capstone submission in the subsequent capstone course.
Prerequisite(s): Completion of 24 credits
Credit(s): 3

HIS 791 - Capstone for Research Historians

The capstone experience integrates knowledge and skills developed in previous coursework with a focus on developing scholarship in a student's chosen area of concentration. This course extends students' research proposals into a formal capstone project. Students will workshop and submit their final capstone projects in this course.
Prerequisite(s): HIS 790
Credit(s): 3

HIS 792 - Capstone for Public Historians

The capstone experience integrates knowledge and skills developed in previous coursework with a focus on developing the final capstone deliverable. Public historians will demonstrate the skills they have learned in conceiving of, maintaining, and managing content for public history organizations. Students will workshop and submit their final versions of their capstone in this course.
Prerequisite(s): HIS 790
Credit(s): 3

Human Resource Management

HRM 630 - Topics in Health Administration

This course focuses on developing organizational processes and structures utilizing the Total Quality Management approach to deliver health services which meet the needs of diverse clientele and a complex environment. Included are topical presentations by health care providers concentrating on the structure and delivery of quality health services.
Credit(s): 3

Human Services

HSE 101 - Introduction to Human Services

This course provides an overview of the historical development of human services and an introduction to the many settings, roles, and functions of the human services professional. Students will gain an understanding of the knowledge and skills needed to help support others toward living a more fulfilling life with particular attention given to behavioral and social theories, common social problems, service
delivery systems, ethical behavior, and personal values.
Credit(s): 3

HSE 210 - Healthcare Systems

This course gives students a basic understanding of service provision in the United States healthcare system. The history of the U.S. healthcare system and the various forces that have influenced its development will be examined. It will provide an overview of the role of human services practitioners in hospital, acute care, long-term care, home health, and hospice settings and the importance of contributing to the multi-disciplinary team providing patient care. Basic medical terminology and its use in patient care plans will be explored in addition to trends in evidence-based practice and outcomes measurement.
Prerequisite(s): HSE 101
Credit(s): 3

HSE 215 - Child Growth and Cognitive Development

Human service professionals must be prepared to work with and provide proper support to children and adolescents. This course focuses on child development from birth through adolescence with an emphasis on the physical, cognitive, social, and emotional components of normal development. Additional attention will be given to those situations where normal development does not occur, factors which influence or impede development, and community and school-based resources available to assist families.
Prerequisite(s): HSE 101 and PSY 211
Credit(s): 3

HSE 220 - Communication Skills for Human Service Professionals

This course provides students with the knowledge and skills to effectively, efficiently, and compassionately communicate both orally and in writing. Emphasis will be given to the tools of communication as well as how to clearly articulate the issues, deal with conflict, and establish rapport. Human services professionals function in many settings requiring the ability to communicate the needs and issues of their clients, programs, and organizations to a broad variety of people.
Prerequisite(s): HSE 101 and ENG 122
Credit(s): 3

HSE 310 - Family and Community Systems

In this course students will gain the knowledge and skills to help families negotiate the complex system of organizations in their communities that provide services. Programs and organizations that provide support to families will be profiled including community medical and mental health providers, non-profit organizations, the Department of Human Services, and the Family Court. In addition, tools that are frequently used in understanding family systems are presented including Socio-grams, Eco-maps, and Genograms.
Prerequisite(s): HSE 101
Credit(s): 3

HSE 315 - Role and Impact of Trauma on Children and Families

This course prepares students to provide services to children and families in highly emotionally charged and legally complicated situations. The short and long term influence of physical and psychological trauma on children and

families are explored including domestic violence, substance abuse, neglect, sexual assault, and prenatal trauma. In addition, the course will explore the role of a human services professional and complying with legal responsibilities and limitations, safety, secondary trauma, and ethical considerations.
Prerequisite(s): HSE 101 and PSY 211
Credit(s): 3

HSE 320 - Human Services Organizational Systems

This course prepares students to function effectively within organizations, as most human services work involves interactions with multiple private and public organizations. Students develop an understanding of organizational structure and functions through an overview of common organizational structures and management systems and the principles of organizational behavior that influence the work environment. An introduction to the strategic planning and budgeting cycle is provided including the process of grant funding. Basic concepts of personnel management and common techniques and procedures for outcome measurement and program evaluation will also be presented.
Prerequisite(s): HSE 101
Credit(s): 3

HSE 325 - Ethics and Laws in Child Welfare

This course prepares students to navigate the legal and ethical complexities of family problems involving children . This course focuses on the state and federal laws, regulations, and ethical principles that establish the framework for Child Welfare programs. Specific issues covered include child protection programs, child abuse and treatment laws, parent and child rights and responsibilities, education law, and emancipation laws. In addition, the course will examine child custody, foster care, adoption and the child "best interest" standards.
Prerequisite(s): HSE 101
Credit(s): 3

HSE 330 - Public Policy and Advocacy

Students in this course will become acquainted with human services policies and the legislative and private sector processes of policy development. Students will further discover the role of advocacy in influencing social welfare programs for a variety of populations. Students learn the skills needed to act effectively in developing policies and for planning an advocacy campaign.
Prerequisite(s): HSE 101
Credit(s): 3

HSE 335 - Prevention and Crisis Intervention

This course examines the role of the human services professionals in delivering both prevention and crisis intervention services. Human services professionals often have the opportunity to provide prevention services that build on the strengths of the client, thereby increasing protective factors and decreasing risk factors. At the same time when a client is in crisis, human services professionals work to ensure safety and minimize the trauma. The knowledge and techniques needed to implement prevention programs and practices, and respond to individual, family, and community crises will be addressed in this course.
Prerequisite(s): HSE 101
Credit(s): 3

HSE 340 - Law and Ethics in Human Services

Students in this course will learn about the laws and regulations that govern human services practice. Specific topics will include confidentiality, parity, involuntary commitment, mandated reporting, duty to warn, minor and parental rights, guardianship, and advanced directives. The course will also discuss the ethical principles that guide human services practice as well as the conflicts that arise between the ethical principles and the law.
Prerequisite(s): HSE 101
Credit(s): 3

HSE 350 - Substance Use: From Screening to Consultation

Learn and apply the 12 core functions of the alcohol and other drug use counselor from screening, intake, orientation, and assessment to planning, counseling, case management, crisis intervention, client education, and referral. Practice the skills necessary to perform the core functions in consultation with other professionals to provide the continuum of care for individuals diagnosed with substance use and co-occurring disorders.
Prerequisite(s): PSY 200
Credit(s): 3

HSE 351 - Substance Use: From Prevention to Treatment

Explore substance use prevention and early interventions, and evidence-informed programs and practices. Identify evidence-informed strategies in the diagnosis and treatment of individuals with substance use and other mental health disorders. Ethical, cultural, and legal considerations are examined. Review the implementation of evidence-informed treatment plans, and methods of dealing with substance use such as group format and medication-assisted therapy. Methods of engaging diverse clients and their families, and involuntary clients, in the treatment process also are covered in this course.
Prerequisite(s): PSY 200
Credit(s): 3

HSE 352 - Substance Use Counseling Theory and Practice

Apply the knowledge and skills addressed in counseling theories to evidence-informed practice with individuals diagnosed with Substance Use and mental health disorders, and their families. Develop ethical and culturally sensitive documentation skills to record treatment plans, individual and group therapy progress notes, and discharge plans.
Prerequisite(s): PSY 200
Credit(s): 3

HSE 353 - Pharmacological Factors in Substance Use Treatment

Explore the physiology and pharmacology of substance use and the impact psychopharmacological chemicals have on the human body. Identify drug classifications, side-effects, and rationales for medication selection. Discuss current trends and issues in drugs of choice and medication-assisted therapy.
Prerequisite(s): PSY 200
Credit(s): 3

HSE 410 - Case Management

Students will learn fundamental theories, concepts, and practices related to the delivery of human services. Topics covered in this course will include client engagement, interviewing, models of service delivery, ethics and professional responsibility, group dynamics and facilitation, boundaries, and formal/informal client-centered support systems. Students will apply course work to real life situations by assessing the needs of clients and designing goal-based care plans. Additionally, students will plan and design interventions, utilize community resources, and assess client outcomes.
Prerequisite(s): HSE 320
Credit(s): 3

HSE 480 - Human Services Capstone

This capstone course is the culminating experience for the B.A. in Human Services program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): Completion of 111 credits
Credit(s): 3

Humanities

HUM 100 - Perspectives in the Humanities

Art, literature, and philosophy tell lasting stories. Beyond the intended purpose of the artists and authors, or the shifting interpretations of the audiences, these creations tell us about cultural development, changes in worldview, and common themes that span centuries and continents. How have you come to understand the world? How do you express that understanding through the act of creating? This course investigates the purpose of art, literature, and philosophy across different periods, how its themes represent the cultures that produced it, and how that art still serves society today.
Credit(s): 3

HUM 200 - Applied Humanities

What is the purpose of art, literature, and philosophy? Is it enough to create simply for the act of creating, or should a work serve as a deliberate commentary, be it political, social, personal, or derivative of other motivations? In this course, students will have the opportunity to select works, collections, or periods within the humanities for research and study. The study will be guided by both subjective and objective analyses to differentiate between an artist's or author's intended meaning and a society's interpretation of that meaning.
Credit(s): 3

Individually Designed

IND 201 - Self-Designed Degree Program Planning

This course is a tutorial through which the student, in consultation with a faculty mentor, establishes a self-designed major in General Studies with a concentration in a discipline of his or her choice. Students complete an academic plan of study and provide a rationale for their curriculum choices in line with the goals of the university's general education program.
Credit(s): 3

Information Security

ISE 510 - Security Risk Analysis and Planning

This course explores core areas of information security risk and planning, including risk analysis, business continuity, disaster recovery, incident response and security controls. The course will also explore risks as they relate to areas like financial regulations and privacy. Other topics include governance and internal and external partnerships, emerging threats and vulnerabilities, and emerging security capabilities.
Prerequisite(s): IT 552
Credit(s): 3

ISE 620 - Incident Detection and Response

This course provides students with the background and skills to manage information security incidents to minimize impact on business operations. Topics include detection, investigation, and response to different types of security incidents. Students explore these topics by developing incidence response plans; utilizing industry-standard processes and tools for investigating information security incidents; and recommending processes for incidence response that adhere to legal, regulatory, and organizational compliance. Students who have completed the course have a comprehensive view of cyber security incident detection and response.
Prerequisite(s): IT 549
Credit(s): 3

ISE 640 - Investigation and Digital Forensics

This course will teach student the theory, practice and principles of digital forensics. Students will investigate computer, network, operating system, mobile device and other areas of digital forensics. Topics include identification, collection, acquisition, authentication, preservation, examination, analysis and presentation of digital forensic evidence.
Prerequisite(s): IT 549
Credit(s): 3

ISE 690 - Cyber Security Capstone

This capstone course integrates previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students will synthesize prior learning to design, develop, and execute an analytics project on their chosen subject as a culmination of their studies. The course will be structured around this critical capstone assessment, so that students have the appropriate support and resources required to be successful.
Prerequisite(s): Completion of 27 credits
Credit(s): 3

Information Technology

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 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.

Credit(s): 3

IT 200 - Fundamentals of Information Technology

This course offers a broad introduction to the tools and applications students will need to become successful professionals in the IT environment. Students will examine the core information technologies of human-computer interaction, information management, programming, networking, web systems and technologies, as well as information assurance and security.
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 204 - Intro to Data and Information Management

This course provides students with an introduction to the foundations of data and information management, centered around the core skills of data management and database organization. The course will focus on identifying organizational requirements for data and information, modeling the requirements using relational techniques, implementing the models into a database using a database management system, and understanding the issues of data quality and data security. The course will also introduce the framework of enterprise information management and the growing need for managing data and information in organizations effectively to support decision making and competitive advantage.
Credit(s): 3

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 a waveform audio, data compression and sampling, digital signal processors and soundcards, audio file formats, MIDI, e-collaboration, and e-business. During lab work, students will learn how to use software packages to compose, record, and mix music, to put music on a CD, to design a CD package, and to use the Internet to market and distribute music CD's. The course includes a project which will culminate in the creation of a professional CD suitable for distribution. The course is designed for students who have an interest in music and IT, e.g. sound engineering, song-writing, or executive leadership in the music industry. An ability to play an instrument is not required.
Prerequisite(s): IT 100
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.
Prerequisite(s): IT 100
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.
Prerequisite(s): IT 145
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 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 241 - Human Factors in Cybersecurity

This course introduces students to the human factors present in cyber security related to ethics, integrity, practices, policies and procedures. Using a scenario-based approach, students will examine the human behaviors that could potentially cause a security threat and investigate how organizational policies and procedures can be developed to mitigate them.
Credit(s): 3

IT 242 - Intro to Geographic Information Systems

This course is designed to introduce the student into the exciting new world of mapping software. Mapping software has found many uses throughout government, universities, business, as well as in the public policy arena. Students will learn how to use mapping tools that are available with data driven web sites, as well as learn how to create their own maps with mapping software. Students will learn how to work with different kinds of data sets and how to incorporate them into customized maps for analysis and presentation.
Credit(s): 3

IT 251 - Intro to UNIX/LINUX Operating System

This course provides an introduction to the structure and functioning of the UNIX operating system. It is designed to give students a solid foundation in the design and organization of the operating system and to teach the basic set of UNIX commands. Offered as needed.
Prerequisite(s): IT 201
Credit(s): 3

IT 252 - Information Technology Teams and Group Dynamics

This course focuses on group functioning and leadership and the factors involved in group cohesion and conflict, and communication systems with a focus on the IT enterprise.
Credit(s): 3

IT 261 - IT Service Management

The purpose of this course is to provide students with an understanding of the management of information technology, including the relationships of parties involved, the tools for IT process improvement, and best practices involved in the field. Students focus on the relationship among an IT organization, business customers, and users. They explore the customer's perspective of IT's contribution to the organization and they learn ways to communicate effectively with stakeholders. Students examine the relationships of IT service management to process improvement movements, for example, Six Sigma improvement methodology, total quality management (TQM), business process management (BPM), and Capability Maturity Model Integration (CMMI) standards.
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 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 312 - Software Development w/C++.NET

This course teaches students how to design, implement and test applications in the C++ programming language. Topics include C++ data types, operators, functions, classes and inheritance. The course introduces students to issues associated with developing real-world applications by presenting several case studies. The concepts of object-oriented design and programming are covered. Offered as needed. This is a programming course.
Prerequisite(s): IT 145
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 210
Credit(s): 3

IT 320 - Network Security

This course provides an overview of network security defense techniques and countermeasures. Students will develop their communication and analytical skills through the discussion and debate of a variety of topics, such as cryptanalysis and attacks, safety of wireless connections, intrusion detection methods, and access control. They will engage in assignments designed to provide them with practical applications of content, such as the design and configuration of firewalls, traffic analysis and filtering, intrusion detection, statistical anomaly detection, and wireless security.
Prerequisite(s): IT 340
Credit(s): 3

IT 328 - Project Management in Information Technology

This course covers project management strategies specific to IT projects. These project management strategies include: project initiation, scope definition, planning, execution, control, coordination, closure acceptance, and support.
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 331 - Human Factors in Information Technology

This course addresses the importance of understanding and advocating for the end user in the development of IT applications and systems. Students will be exposed to Human-Computer Interaction (HCI) fundamentals including user and task analysis, human factors, ergonomics, accessibility standards, and cognitive psychology. Emphasis will be placed on user]centered methodologies in the development, evaluation, and deployment of IT applications and systems.
Credit(s): 3

IT 332 - Infrastructure Management

This course investigates the primary infrastructure components of modern information systems. In particular the course focuses on the main components of an information technology infrastructure: hardware systems; network; and storage structures. Students will recommend tools and technologies for managing IT infrastructures. Students will recommend solutions for enhancing information technology infrastructures to solve business problems resulting from process change or growth to an enterprise.
Prerequisite(s): IT 340
Credit(s): 3

IT 335 - Security Principles

This course will focus on the fundamental principles of information security management from a systems perspective. While other courses will provide the deep dive into specific areas of security, this course will serve as an exploration into how the varying principles of systems-level information security management are employed to achieve secure solutions. Students will examine how security policies, standards, and controls can be reliably implemented to create trustworthy systems that mitigate risk in accordance with organizational security postures. Students will also gain insight into the systems-level security of information over time, touching on organizational, legal, and technological changes that impact the safety, reliability, and validity of information.
Prerequisite(s): IT 320 and IT 380
Credit(s): 3

IT 338 - Geospatial Programming

This course will provide the fundamental skills necessary for geospatial programming. Topics will include calling geographic processing tools, batch processing, performing file input/output in an external computing language and building, graphical user interfaces, and displays. To support these tasks, students will learn basic object-oriented programming concepts.
Prerequisite(s): IT 242
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
Credit(s): 3

IT 345 - Network Planning and Maintenance

In this course, students learn about the specifics of planning, maintaining, and auditing data communications and networks in an organization. Students engage in assignments focusing on business planning, long- and short-term planning, operations, maintenance, and forecasting. They also explore topological design, network synthesis, and network realization.
Credit(s): 3

IT 349 - Database Administration

In this course, students identify the range of tasks a database administrator performs, including disaster recovery, performance analysis and tuning, data dictionary maintenance, data modeling and optimization, and database and user management and monitoring. They also assess the techniques, tools, and best practices used in managing a relational database. Students apply concepts presented in the course to practical exercises involving installation, management, performance monitoring, creation of users and user privileges, backup, and recovery.
Prerequisite(s): IT 330
Credit(s): 3

IT 355 - Web and Mobile User Experience

Designers strive to optimize the interaction between the user and the system to create a smooth and productive user experience. Students in this course focus on the particular challenges of creating user-centered mobile applications. They also investigate the design process deliverables used to communicate with clients, technical leads, and stakeholders.

Credit(s): 3

IT 370 - Web Server Design

This course is a follow-up to IT 270 and extends the concept of interactive Web pages to the server. Building on the students' knowledge of Web page elements and Visual Basic, this course introduces Active Server Pages (ASP) as the vehicle for manipulating and creating content from a Web server. The course progresses through the fundamentals of client-server interaction to e-commerce considerations, XML, and database connection/manipulation from a Web server using SQL, the Structured Query Language, for relational databases. Offered as needed.
Prerequisite(s): IT 270 and IT 330
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 students develops a professional portfolio consisting of printed as well as CD-ROM material. Students also develop working Web sites that display their graphic design projects. Topics include design strategies, Web authoring environments, color calibration and aesthetics, special HTML tags, image mapping, style sheets, digital cameras and scanners, GIF animation and an introduction to Dynamic HTML. 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 340
Credit(s): 3

IT 385 - Information Technology Communications

The course focuses on the essential oral and written communication tools and strategies used when communicating in technology organizations, emphasizing on how to make information more usable and accessible to multiple audiences. Students will review how to develop includes functional specifications and proposals, training programs, technical illustrations, and web information architecture.
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 permission of instructor)
Credit(s): 3

IT 412 - Cyberlaw and Ethics

This course stresses the social and professional context of IT and computing related to ethical codes of conduct. Students will examine the historical, social, professional, ethical, and legal aspects of computing in the 21st century.
Credit(s): 3

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 the make up the systems analysis process. Students will learn how to a perform feasibility analysis, and to create a system proposal. Fact finding techniques used to determine system requirements will be identified and studied. Standard graphical modeling tools used in systems analysis will be covered: process modeling with data flow diagrams; data modeling with entity relationship diagrams; and object-oriented modeling using UML. The basic activities of project management are examined. Students will be assigned a systems development project case with concrete milestones, enabling the practical application of concepts presented in the course. This is a lab intensive course.
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 430 - 3-D Modeling and Animation

In this course students are introduced to a multitude of techniques in 3D graphics and animation as they master the many tools of 3D Studio Max. This hands-on computer course includes modifying primitives (simple, predefined geometry) and modeling new geometry with splines and mesh editing. Topics include creating and applying textures with ray tracing (reflections) and bump maps to 3D geometry. In addition, students learn how to animate geometry and textures. Virtual lights and cameras will be created by students to increase the realism and style of the created models. Students will learn how to add 3D animations and images to web pages, videos and printed documents. Students will also learn how to create virtual objects and figures for use in 3D games.
Credit(s): 3

IT 431 - Software Development in Distributed Systems

Students learn XHTML, including how to use image maps, frames, cascading style sheets and scripting languages. Various browsers will be introduced. Server-side development using CGI, ASP, ColdFusion and PHP for distributed applications will be covered. Server-side topics such as servlets and JSPs, along with Java and XML, will be introduced. Offered every year. Writing intensive course.
Prerequisite(s): IT 210
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 460 - Machine Learning

This course will address the computational study of artificial systems that adapt to novel situations, discover patterns from data, and improve performance with practice through popular frameworks for learning, including supervised,

reinforcement, and unsupervised learning. Students will examine a state-of-the-art overview of the field, emphasizing the core statistical foundations.
Prerequisite(s): MAT 240 and 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 467 - Digital Commerce and eBusiness

This course is a comprehensive survey of the principles, techniques and implications of digital commerce and e-business. It covers the entire spectrum of Wed-centric forms of communication and trade amongst commercial, industrial, institutional, governmental, employee and consumer participants and partners. Topics include: e-business models, security, privacy, ethics, major Internet tools and architectures behind digital commerce. Students use a Web development tool to build and post a site. Offered as needed.
Prerequisite(s): IT 210
Credit(s): 3

IT 476 - Experiential Learning

This is an elective experiential learning opportunity course intended for College of Online and Continuing Education students. Experiential learnings are short-term educational professional development or training experience opportunities that allow students to explore professional development, certification preparation or professional practice experiences. As part of the course, students complete a minimum of 60 hours in that experience. Students will immerse themselves in new tools and technologies honing the knowledge, skills, and abilities needed to realize their career goals. Students who have completed the course will transfer the experience into new contexts as well as relating it to their academic coursework.
Prerequisite(s): IT 145 and 60 additional credits
Credit(s): 3

IT 489 - Information Technology Portfolio Planning

This capstone course is the culminating experience for the B.S. in Information Technologies program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): IT 420 and completion of 111 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 500 - Information Technology

This course focuses on the many ways information technology is incorporated within contemporary organizations and used to achieve a competitive advantage in the national and international marketplace. The interrelationships between information technology, management and organizations are emphasized. Management of the system development

process and the tools and methods used to produce quality information systems also are studied. IT 500 cannot be taken for credit or as an elective if IT 510 has been completed.
Credit(s): 3

IT 503 - Digital Commerce and eBusiness

This course is a comprehensive survey of the principles, techniques and implications of digital commerce and e-business. It covers the entire spectrum of Web-centric forms of communication and trade amongst commercial, industrial, institutional, governmental, employee and consumer participants and partners. Important areas such as e-business models, security, privacy and ethics are covered along with the major Internet tools and architecture behind digital commerce. Students use a Web development tool to build and post a site and learn what an organization must do to effectively use e-commerce to achieve a competitive advantage.
Prerequisite(s): IT 500 or IT 510 or permission of instructor
Credit(s): 3

IT 505 - Core Technologies

This course familiarizes students with the basic concepts of information systems to strengthen their knowledge of hardware and software systems, including supporting information technology infrastructures. Students will gain an understanding of the application of fundamental information technology competencies related to computer networks, software and delivery systems for delivering products and service within an enterprise to customers, suppliers and clients. Additionally, students examine the skills and dispositions that shape their professional identities.
Credit(s): 3

IT 510 - Advanced Information Technology

This course focuses on the principles and practices underlying the analysis, design, implementation and management of information technology systems. Topics include information system development methodologies, systems planning, requirements analysis, systems implementation, software engineering, project management, and interface, database and process design.
Credit(s): 3

IT 511 - Object Oriented Application Development

This course provides a comprehensive introduction to the principles and practices of object- oriented software development and provides a foundation for developing quality software. Students develop skills in applying object-oriented concepts to solve software problems and implement solutions. The course also teaches the concepts and design of algorithms for problem solving and includes the topics of data structures as they are related to the algorithms that use them. The course provides the technical foundation necessary to handle the material covered in the subsequent IT courses.
Credit(s): 3

IT 515 - Innovations in Information Technology

In this course, students strengthen their understanding of leadership theory and ethical frameworks in the context of a technology enterprise. Students will apply this understanding to business cases that reflect the need for innovative technology solutions in today's workplace in order to transform the thinking of an organization when change is required or to develop ideas that enable new business strategies.
Credit(s): 3

IT 518 - Game Design and Development

An introduction to tools and techniques used in computer game design and development, and applications for entertainment games, serious games, and business simulations. Includes an analysis of the concepts and tools used computer game artificial intelligence, interaction of three-dimensional objects, story-boarding, and other areas. Students will have the opportunity to work with computer game engines, editors, and programming languages used in the professional game development community.

Prerequisite(s): IT 511
Credit(s): 3

IT 520 - Technical Communication

The course focuses on the essential oral and written technical communication skills needed for producing technical documentation and presentations in many different forms for varying business situations. The course enables students to understand the needs of stakeholders in order to develop different technical documents such as white papers, design specifications, project plans, test plans, user manuals, etc. The ability to communicate research findings using appropriate academic formatting will also be addressed.
Credit(s): 3

IT 548 - Information Security

This course provides students hands-on information security training as future executives, network professionals, system administrators and consultants. It explores the basic concepts in information security policies, models, and mechanisms for secrecy, integrity, and availability. Topics include approaches in an organization to prevent, detect and recover from the loss of information; cryptography and its applications; and security in computer networks and distributed systems.
Credit(s): 3

IT 549 - Foundation in Information Assurance

This course explores the basic concepts and prepares students with the foundation skills for the protection of networks, communication, and data, as well as the knowledge base for planning, implementing, and managing enterprise level security and system integrity. Topics include approaches in an organization to prevent, detect and recover from the loss of information, cryptography and its applications, security in networks and distributed environments.
Prerequisite(s): IT 640
Credit(s): 3

IT 550 - Management of Information Technology

This course is a detailed introduction to the major issues underlying the successful management of information technology in contemporary organizations. The course covers three major areas: (1) The interrelations between organizational structure and process, and the adoption of new information systems technologies; (2) The actual management of the IT function within the organization; and (3) IT project management which focuses on the operational steps in designing and carrying out specific IT projects. This course will utilize case studies as an introduction to real-world IT management best practices and strategies, and to guide students to understanding the impact of emerging technologies in business contexts.
Credit(s): 3

IT 552 - Human Factors in Security

This course examines the human factors present in cyber security related to ethics, integrity, practices, policies and procedures. Students will design information technology security awareness training and optimize information technology organizational factors to foster a healthy security culture within an organization. Additionally, students will recommend mitigation strategies to protect an organization from human behaviors that could potentially cause a security threat.
Prerequisite(s): IT 549
Credit(s): 3

IT 560 - Database Application for Data Analysis

This course focuses on business problem analysis to determine data needs, and focuses on developing problem solutions. Solutions consist of creating databases and using software tools to manipulate them in order to extract useful information for business decision support. Students learn how to construct interfaces to enter and retrieve data from

large databases. Various types of data analyses are covered as well as database security issues from the user perspective.
Prerequisite(s): IT 500 and IT 510
Credit(s): 3

IT 600 - Operating Systems

This course focuses on computer architecture and the operating systems of digital computers. Students learn about the operational methods of hardware; the services provided by operating systems' software; acquisition, processing, storage and output data; and the interaction between computers. Topics include widely used operating systems such as DOS, Windows, and UNIX.
Prerequisite(s): IT 510
Credit(s): 3

IT 610 - Object-Oriented Systems Analysis

This course focuses on the systems analysis tools and techniques that underlie the development of information systems. Object-oriented analysis is emphasized. The course examines approaches for establishing the scope of a system, capturing and modeling information gathered during analysis, and managing and controlling project development. Students will get a working understanding of the methods for developing and specifying application system requirements. CASE tools will be used to develop system models.
Prerequisite(s): IT 511 and IT 510 or permission of instructor
Credit(s): 3

IT 620 - Object-Oriented Systems Design

This course focuses on the principles required for developing object-oriented information systems. Topics include the principles of object orientation, including objects and classes, encapsulation, inheritance, polymorphism and communication with messages. Also covered are class hierarchies, abstract and concrete classes, model and view separation, design patterns and visual development. This course provides hands- on experience with object-oriented development environments.
Prerequisite(s): IT 511 and IT 510 or permission of instructor
Credit(s): 3

IT 625 - Information Technology Project and Team Management

This course introduces the students to the principles and practices necessary to be an effective IT project manager. The course covers project scope, time, cost, quality and human resource management techniques as applied to the kinds of project management problems and issues unique to the IT environment. Students learn how to design an actual IT project structure and will obtain hands-on experience using project management software. Emphasis is on the techniques of project management, leadership, teamwork and project risk management as applied to the IT environment. Case work is an important part of this course.
Credit(s): 3

IT 630 - Computer Simulation and Modeling

This course focuses on the theory and practice of discrete system simulation. Topics include simulation/modeling techniques and methodologies illustrated by business and industrial applications such as computer and network modeling, manufacturing simulation and queuing systems. Queuing theory and input/output statistical analysis are included. Modeling software is used.
Prerequisite(s): IT 511 and IT 510 or permission of instructor
Credit(s): 3

IT 632 - Software Design and Modeling

This course covers software development life cycle models (waterfall, spiral, agile, etc.) with an emphasis on the design phase. Given software system requirements, students will create and document a software design using industry

standard modeling techniques with emphasis on UML (class, sequence, state). Subtopics include software design patterns and software architecture (MVC).
Prerequisite(s): IT 511
Credit(s): 3

IT 633 - Mobile Application Development

This course examines the development of mobile applications, including mobile application frameworks, effective mobile application design, and data persistence. Students will construct a mobile application for the Android, iOS, or Windows mobile application market using Java, C# or Objective-C.
Prerequisite(s): IT 511
Credit(s): 3

IT 634 - Distributed Application Development

This course explores how to develop and deploy distributed web applications, including web services and HTML5 applications that run on a mobile device.
Prerequisite(s): IT 511
Credit(s): 3

IT 640 - Telecommunications and Networking

Telecommunications is a business resource that must be well managed. This includes the technical aspects and the application of telecommunications technology to solve specific business problems and enhance the strategic position of a business enterprise. Topics include the importance of telecommunication in today's business environment, the analysis, design and implementation of telecommunications systems, the scope of the telecommunications industry and current trends; telecommunications hardware, the OSI network model, networking technologies and telecommunications software, protocols and standards.
Credit(s): 3

IT 641 - Telecommunications for Business

This course is an introduction to telecommunications technology, standards, policy and strategy for business managers in a global environment. Topics covered include the basics of data communications and networking, uses and applications of telecommunications and the convergence of data communications and other types of communications. These include phone, multi- media and other systems. Technology and standards of telecommunications are covered in this course from the perspective of business managers.
Prerequisite(s): IT 500 or IT 510 or permission of instructor
Credit(s): 3

IT 642 - Information Security Management

Information Security Management will provide the techniques and skills necessary to build, review or revise an Information Security Organization using a combination of policies, architecture, risk assessments and business goals. These skills are necessary for organizations that have a need to protect information which is necessary in order to keep the business viable. Topics include risk management, project management and staff development. This course is Lab Intensive.
Prerequisite(s): IT 549
Credit(s): 3

IT 643 - Network Assessment and Defense

This course covers the fundamental skills and knowledge in evaluating internal and external threats to network security and design, how to enforce network level security policies, and how to ultimately protect an organization's information. It includes a broad range of topics from secure network fundamentals, protocols and analysis, standards and policy, compliance and operational security; threats and vulnerabilities; application, data and host security, access control and identity management; and cryptography. Students who have completed the course will have a full understanding of

defensive measures taken to secure their organization's information, and along with the proper knowledge necessary to comprehend overall network security posture and the basic practices in vulnerability assessment. This course is Lab Intensive.
Prerequisite(s): IT 549 and IT 640
Credit(s): 3

IT 647 - Web Site Construction and Management

This course is an introduction to the construction and management of interactive Web sites. It involves technical issues such as standards, HTML/ XML, scripting, embedded rich media and database connectivity; design issues such as audience analysis, content organization, accessibility, page layout, styling and templates and management issues such as organizing, branding, managing and marketing the Web site. The course focuses on designing Web sites with creative interfaces, aesthetic style, functional structure and navigation. There is equal emphasis on technical proficiency, creative comprehension and management concepts. This course does have hands-on labs.
Prerequisite(s): IT 500 or IT 510
Credit(s): 3

IT 648 - Website Optimization

This course covers the methodologies that are used to drive traffic to websites and how to make websites profitable. In addition, methods of monitoring websites, such as counting users/viewers, click-throughs and more are explored. Students will examine how to gather statistics about website usage, demographics and other data relative to site popularity. This course also focuses on the creation of websites that serve diverse purposes, such as marketing, customer service, recruitment and more, including websites with international audiences. The differences between general and secure sites and the linking of diverse websites also will be explored.
Prerequisite(s): IT 510 and IT 647
Credit(s): 3

IT 649 - Interface Design for Websites

This course expands the student's basic knowledge of web page and website development by providing in-depth focus on designing web applications with the user in mind. Students gain knowledge about how human factors relate to interface design. Guidelines for determining design problems and strengths, usability assessments, and best practices for common functions such as web navigation, menus, scrolling, graphics and icons are explored.
Prerequisite(s): IT 647
Credit(s): 3

IT 650 - Principles of Database Design

This course is a study of the design, development and implementation of database management systems (DBMS) that emphasize relational DBMS architecture using SQL. Students will design and implement projects and complete case exercises as they are introduced to new developments in database design.
Prerequisite(s): IT 510 and IT 511
Credit(s): 3

IT 655 - Database Application Development

This course focuses on how to develop advanced, multi-user database applications using ORACLE. Hands-on project work is stressed. Students will learn advanced administration techniques and ways to handle run-time errors and optimize database processing by manipulating system parameters.
Prerequisite(s): IT 500 or IT 510 and IT 650
Credit(s): 3

IT 657 - Enterprise Resource Planning

This course combines the practice of business management with information technology at the point where technology integrates with fundamental business skills that support business objectives. Students will examine business

management best practices and enterprise systems in organizations that support business functions. Emphasis will be placed on how information technology can support and enable integration of technology and business process re-engineering.
Credit(s): 3

IT 659 - Cyberlaw and Ethics

This course addresses ethical and legal issues related to e-commerce and e-business. Students will investigate government approaches to content control and rights, access and jurisdiction regarding personal information, digital property, U.S. and international law, antitrust law, fraud and more.
Credit(s): 3

IT 660 - Artificial Intelligence

Students study the concepts, techniques, applications and implications of artificial intelligence theory and technology. The course also focuses on the applications of rule-based expert systems in business, industry and government. Topics include knowledge representation and acquisition, heuristic search in problem solving and game playing, genetic algorithms, fuzzy logic, neural networks, automatic deduction and logic programming. Students create expert systems using Prolog.
Prerequisite(s): IT 500 or IT 510
Credit(s): 3

IT 665 - Client/Server Systems

This course focuses on the elements and methodologies used in the development of client server applications. Students design and build client applications that manipulate data in a shared database environment on a network. Topics include user interface design, object- oriented design, data management and data security. Theoretical concepts are reinforced with applications. The course is project- oriented, with students implementing projects using a front-end application development language.
Prerequisite(s): IT 511 and IT 650
Credit(s): 3

IT 675 - Data Warehouse Concepts and Design

This course presents the principles of design, development, and recommended implementation strategies of a Data Warehouse DBMS based on the dimensional modeling architecture. Data warehouse management issues will also be examined, along with an introduction to data mining as a tool for analytical decision support. Students will design and recommend implementation strategies of a data warehouse architecture.
Prerequisite(s): IT 650 or permission of instructor
Credit(s): 3

IT 697 - Experiential Learning

Experiential learning is a short-term educational professional development or training experience opportunity that allow students to explore professional development; certification preparation and/or professional practice experiences, completing a minimum of 80 hours in that experience. The primary goal of the experiential learning opportunity is to expose students to actual practices in the professional workspace outside of the classroom. The students will relate this experience to academic coursework and synthesize the practical application of knowledge in an experiential setting. This is an elective experiential learning opportunity course intended for College of Online and Continuing Education students.
Credit(s): 3

IT 700 - Capstone in Information Technology

This capstone course is the culminating experience for the M.S. in Information Technology program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed

throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): IT 650 and completion of 30 credits
Credit(s): 3

IT 710 - Information Technology Internship

This course is to enable the School of Business graduate students to gain valuable work experience within the field of Information Technology. The objective is to give the students an opportunity for practical application of Information Technology business concepts learned in classes and complement the course work taken. Secondarily, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - completing a minimum of 150 hours on the job per 3 credits.
Prerequisite(s): Grad Internship only Completion of 18 credits and instructor and CDC approval to register
Credit(s): 3

Instructional Design & Technology

IDT 510 - Instructional Design and Technology as a Profession

In this course students receive an overview of the Instructional Design and Technology (ID&T) profession. Students begin to develop research-based knowledge, skills, and dispositions that shape their professional identity as ID&T specialists. Students engage multiple methods of instruction including real-world, case-based problems resembling those they would encounter, and be expected to solve, within higher education, corporate, and client-specific settings.
Prerequisite(s): IDT 520
Credit(s): 3

IDT 520 - Theories of Learning for Instructional Design

In this course students analyze seminal learning theories and how they are applied to instructional design solutions. Various aspects of cognition, memory, behavioral conditioning, experiential learning, and the construction of knowledge are explored in the context of designing effective learning experiences that draw from appropriate principles of learning. Students, using theoretical knowledge to guide them, explore how technology can be leveraged to effectively meet the needs of diverse learners and approaches to instruction in applied settings.
Prerequisite(s): IDT 510 (Prerequisite or Corequisite)
Credit(s): 3

IDT 530 - Technology for Learning

The one constant within instructional design is change-especially when it comes to technology. In this course, students explore how technological innovation has evolved and transformed instructional design approaches. Students consider how cutting-edge digital technologies can be applied to sound design and weigh how their applications align with contemporary approaches to learning within various settings.
Credit(s): 3

IDT 540 - Assessment and Evaluation

People do not know how well they are designing instruction unless they know how learners are responding to instruction, whether they are performing, and to what extent they have acquired new knowledge and skills. In this course, students explore and construct assessments designed to measure how well learners have mastered certain outcomes. The course initially focuses on objective assessment test construction and then emphasizes authentic performance-based assessment approaches. Students also explore how professional standards-based curricula inform instructional choices and accreditation efforts.
Prerequisite(s): IDT 520
Credit(s): 3

IDT 550 - Learning Design I

Instructional designers can plan learning for diverse sets of learners in various environments. Through the use of case studies, this course prepares students to conduct a "needs assessment," to fashion learner outcomes based on institutional/client needs, and to align those outcomes with specific instructional and learning activities. Students are required to integrate technological enhancements and solutions where appropriate.
Prerequisite(s): IDT 520 and IDT 530
Credit(s): 3

IDT 610 - Multimedia Design and Production

This course serves as a foundation for research-based multimedia design and production. Students attain core principles and tools necessary for effective learning design, which will be further developed in later design and production coursework. This is a production-oriented course that focuses on the direct application of principles through the use of current and emerging multimedia design tools, emphasizing informed, deliberate decision making for effective design.
Prerequisite(s): IDT 520 and IDT 530
Credit(s): 3

IDT 620 - Learning Design II

Sound instructional design pays careful attention to how the learners are positioned to engage multiple learning environments. Research suggests that learner-centered, interactive learning environments that value one's experiences can richly inform the learning process. This course requires students to make their assumptions about the learner explicit and design conventional, technological, and hybrid based learning experiences that heighten interactivity. Finally, the challenges and benefits of standards-based design are engaged in this course.
Prerequisite(s): IDT 550
Credit(s): 3

IDT 630 - Decision Making in Multimedia Design and Production

This course provides the frameworks instructional designers use to purchase and integrate external vendor products or leverage internal assets to address an identified learning need. Educational institutions and corporations rely heavily on instructional designers to make resource based decisions that align with capacity, scope, and needs. Balancing these needs will inform the production, piloting, and implementation processes. Finally, this course focuses on the user-interface design of learning environments, improving engagement and interaction with instruction.
Prerequisite(s): IDT 610
Credit(s): 3

IDT 640 - Managing Instructional Design and Technology Projects

All instructional endeavors require the careful management of time- and fiscally-based resources, as well as collaborative efforts across multi-functional teams. This course equips instructional design and technology students with essential project management tools and strategies to plan work flow, develop effective communication protocols, assess project risks, and develop accountability structures that facilitate production processes. Students engage problem-based scenarios and will use the tools provided to best manage organizational risk and satisfy stakeholder needs and demands.
Credit(s): 3

IDT 650 - Learning Design III

Learning Design III provides students with opportunities to apply advanced design principles in a workshop-based environment. The problem-based course focuses on the application of sophisticated design tools to create solutions for various environments and contexts. This course serves as a precursor to the development of the capstone portfolio.
Prerequisite(s): IDT 620
Credit(s): 3

IDT 670 - Seminar in Instructional Design and Technology

This course explores trends, issues, and emergent technologies that inform the field of instructional design. Students critique the capacity of technologies to deliver effective learning and instruction through research-based frameworks and standards. Emphasis is placed on engaging with the field of research, asking students to enter conversations of personal interest as a professional colleague in instructional design and technology.
Prerequisite(s): IDT 510, IDT 520 and IDT 530
Credit(s): 3

IDT 690 - Capstone in Instructional Design and Technology

The capstone experience in instructional design and technology asks students to develop a comprehensive professional portfolio of design and research. Drawing from experiences in students' coursework and professional-based activities, students reflect on the artifacts and experiences that they will bring forward into their next professional setting. The capstone will provide evidence of competency across the degree program outcomes.
Prerequisite(s): Completion of 30 credits
Credit(s): 3

Integrated Health Profession

IHP 200 - Wellness Across the Lifespan

Examine the stages of human development and life events that influence health and wellness throughout the lifespan. Students focus on a developmental framework as a frame to explore early adulthood through old age and death.
Credit(s): 3

IHP 210 - Health Promotion

Health Promotion is a problem based course designed to give students an overview of health promotion issues, explore selected current topics in health and health policy from a national and global perspective and investigate the consequences these issues have for the health status of individuals, populations and society. This course will provide the theoretical foundation to look at issues to change health behaviors. Healthy People 2020 and the national health agenda will be explored. The concepts of health literacy, consumer advocacy and their impact of health promotion will be explored.
Credit(s): 3

IHP 220 - Applied Nutrition

An introductory course in normal and therapeutic nutrition designed for students in allied health programs. The course focuses on the application of basic principles of nutrition to health promotion and disease prevention, as well as the role of nutritional intervention as a therapeutic tool in specific pathologies. It will include discussions of contemporary issues in nutrition.
Credit(s): 3

IHP 310 - Pathophysiology and Pharmacology Concepts

This combined Pathophysiology and Pharmacology course will examine alterations in the normal physiology of body structures, as well as concepts of pharmacodynamics, biochemistry, and pharmacokinetics across the lifespan. The relationships among evidence and many variables impacting pathophysiology and pharmacology, such as culture, genetics, religion, gender, lifestyle, economics, and age, will also be explored. Implications related to pathophysiological and pharmacological concepts will be applied to health informatics.
Prerequisite(s): BIO 210
Credit(s): 3

IHP 315 - Patient Safety Systems and Strategies

Students explore core tenets that promote a culture of patient safety including assessment through the Hospital Survey on Patient Safety (HSOPS), incident and safety reporting systems, disclosure policies and communication and teamwork strategies including human factors and TeamSTEPPS. Additionally, students will examine methodologies to improve patient safety including Root Cause Analysis, Failure Mode Effects Analysis and utilization of a system-wide Patient Safety Plan.
Credit(s): 3

IHP 323 - Health Aspects of Human Sexuality

This course will provide an introduction to recent findings on the study of human sexual behavior, with emphasis on the interaction between psychological, social, and biological factors. Topics include sexual differentiation and development, the sexually transmitted infections and HIV, sexual orientation, and patterns of sexual behavior. Students will receive an overview of the dynamics of human sexuality, specifically, examining the influence and importance of human sexuality as it relates to individuals, communities, and global populations with specific aim towards health promotion activities.
Credit(s): 3

IHP 325 - Dimensions of Mental Health

This course examines the comorbidity of mental and physical disorders, taking a lifespan epidemiological approach. The increasing complexity in the field of mental health with clients that live and work in the community with a variety of disorders is explored. Emphasis is placed upon theories and empirical research clarifying comorbidities, risk factors, and mechanisms and strategies to help these individuals live productive and satisfying lives
Credit(s): 3

IHP 330 - Principles of Epidemiology

This course presents the basic principles of epidemiology with particular emphasis on applications in healthcare management. Topics include specific tools of epidemiology used for purposes of planning, monitoring, and evaluating population health. These include identification of disease, measures of incidence and prevalence, study designs, confidence intervals, p-values, statistical interaction, causal inference, and survival analysis. Methods for managing the health of populations using an understanding of the factors that influence population health are discussed. Strategies that health care organizations and systems can use to control these factors are also considered.
Credit(s): 3

IHP 340 - Statistics for Healthcare Professionals

This course explores the basic statistical concepts of inference, variability, and statistical significance. Statistical methods used to describe data, quantify relationships and to test for differences between means will be studied. Parametric statistics will be the main focus but some common nonparametric tests will be introduced. The course will focus on the interpretation of published research findings.
Credit(s): 3

IHP 355 - Healthcare Regulatory Compliance and Accreditation

Students will explore the history and development of key regulatory agency requirements and accreditation standards enacted to improve Patient Safety and Quality. Agencies reviewed will include The Joint Commission, Magnet, OSHA, CMS and state licensing bodies. Students will also explore how to assess compliance, manage quality and patient safety processes through development of healthcare organization plans, and ongoing evaluation and reporting requirements for key metrics and sentinel events.
Prerequisite(s): HCM 340
Credit(s): 3

IHP 410 - Population Health and Cultural Competence

This course explores a population-based approach to understanding disease management, chronic care management, and health policy making. It explores how behavioral factors, social circumstances and environmental exposures affects a population and how to mitigate these factors using culturally relevant approaches to create a culture of wellness.
Prerequisite(s): IHP 330
Credit(s): 3

IHP 420 - Ethical and Legal Considerations of Healthcare

Students in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in healthcare. Students explore concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the health care environment. The impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care systems is explored.
Credit(s): 3

IHP 430 - Healthcare Quality Management

The goal of this course is to introduce students to the management of operations and explore how healthcare organizations can use advance methods to improve healthcare processes, delivery, and outcomes. Specific focus will be on analyzing cycle times (e.g., patient wait times), measuring productivity, streamlining process flows, tracking outcomes and performance metrics, and generally improving health management processes and health outcomes. The process improvement will be measured by how it can improve quality of care and safety of healthcare delivery, reduce waste, and reduce costs. The role of technology and innovative approaches in improving continuing quality improvement in healthcare delivery will be presented.
Credit(s): 3

IHP 435 - Performance Improvement Measurement and Methodologies

This course will explore methodologies for performance improvement including PDSA, Six Sigma and Lean, principles of measurement, and selection of appropriate measures including structure, process and outcome measures. Students will determine how data should be displayed for target audience, identify statistical measures to describe data, and distinguish between common and special cause variation. Other topics will include developing operational definitions, establishing benchmarks and sampling.
Credit(s): 3

IHP 450 - Healthcare Management and Finance

This course focuses on the concepts, principles, tools, finances and strategies used in managing operations within a performance improvement model. Students will explore problem solving and decision making models as well as tools and techniques for planning, organizing, directing, controlling, reporting, and improving the productivity and performance of resources within a healthcare department. Additionally, topics will include healthcare finance reimbursement, bookkeeping, accounting principles, budgeting processes (capital and operating), and cost/benefits analysis.
Credit(s): 3

IHP 501 - Global Health and Diversity

Global Health and Diversity is a problem-based course designed to give students an overview of health promotion issues, explore selected current topics in health and health policy from a national and global perspective, and investigate the consequences these issues have for the health status of international populations and society. This course will provide the theoretical foundation to allow the practitioner to design interventions that promote health and behavior change in a target population. The concepts of health literacy, consumer advocacy, and their impact of health promotion will be explored.
Credit(s): 3

IHP 504 - Healthcare Policy and Financing

Developed for the health care administrator and providers, this course prepares students with a full understanding of financial planning, control measures and financial management to effectively examine and address the complex financial challenges within the healthcare sector. Analysis and identification of healthcare financial trends, finance sources and reimbursement models will be addressed.
Credit(s): 3

IHP 505 - Leadership in Clinical Microsystems

This course covers clinical microsystem concepts, tools, techniques, and processes within the context of a clinical or supporting microsystem. This course will use current theories to approach issues related to the redesign of healthcare services to improve quality, add value, reduce variation and improve morale, by empowering frontline caregivers. This course builds upon the Dartmouth Hitchcock Microsystem Improvement Curriculum and the QSEN Graduate Nursing Competencies.
Credit(s): 3

IHP 510 - Marketing, Communications Strategies and Outreach

This integrated course will explore healthcare strategic planning from a marketing and public relations perspectives. Topics explored will include health literacy, communicating the message, use of media and social media, and advertising. Students will understand how to conduct market needs assessment and develop and evaluate a marketing campaign.
Credit(s): 3

IHP 515 - Population-Based Epidemiology

This course focuses on research designs and methods to describe measures of disease occurrence and risk factor associations utilizing quantitative information to ascertain whether relationships exist between risk or protective factors and diseases in population. When looking at potential causal associations, it explores the role of chance, bias, and confounding and effect modification and how this may influence the design and interpretation of epidemiologic studies.
Credit(s): 3

IHP 525 - Biostatistics

This course provides students with a basic foundation of biostatistics and its role in public health and health sciences. The course covers the statistical principles that govern the analysis of data in public health and health sciences. Included in this course are exploratory data analysis, probability theory, confidence interval testing, hypotheses testing, power and sample size determination, and multivariable methods.
Credit(s): 3

IHP 600 - Social & Organizational Issues in Healthcare

Students will learn the social, ethical and organizational challenges healthcare workers at all levels face with the incorporation of technology into the healthcare setting. Students will study change management strategies, current in the Healthcare Industry, including the impact of introducing or enhancing clinical information systems, while providing quality care, and the effect of these systems on patients and on interdisciplinary teams within the healthcare setting.
Credit(s): 3

IHP 604 - Healthcare Quality and Improvement

This course focuses on the knowledge, skills, attitudes needed to assure quality patient and family centered care provided through interdisciplinary collaborative care. Students will focus on strategies that contribute to building a culture of safety assuring accountability and reliability in care processes. Health policy issues access to care, and cost issues are addressed including pay for performance, quality outcomes, and nurse sensitive outcomes, with a special focus on healthcare reforms focus on quality.

Credit(s): 3

IHP 605 - Error Science, Risk Assess & Disclosure

This course focuses on error theory and systems thinking as well as methods for risk assessment and safety improvement, including high-risk contexts for error occurrence. Students will be introduced to what is currently known about effective methods for error disclosure. Students will develop proficiency with patient safety risk assessment and improvement methods, principles of safe system design, apology and related patient safety priorities. The course includes a discussion of the legal issues prevalent in the current health care environment.
Credit(s): 3

IHP 610 - Health Policy and Law

Students in this course examine the role of health law and policy in the healthcare system. Students explore concepts and principles of law, public health, health law, health policy, finance, legal control, and risk management, as well as their application to the healthcare environment through the lens of the professional discipline. Students evaluate the impact of health law and policy and multicultural, socioeconomic, and political factors on access disparities. Students examine ways to articulate the needs of individuals, communities, and vulnerable populations to consumers, health system officials, and government officials. Students also focus on the opportunities for key stakeholders, including healthcare professionals, to shape health laws and policies.
Credit(s): 3

IHP 620 - Economic Principles of Healthcare

This course provides the student with a rigorous introduction to the micro- and macroeconomic theory to understand the healthcare landscape both from a financing and policy perspective. Topics explored include market behavior; demand theory; production and cost theory; decision-making in competitive and non-competitive markets, Gross Domestic Product determination; unemployment and inflation; and fiscal and monetary policy.
Credit(s): 3

IHP 630 - Healthcare Finance and Reimbursement

This course provides an in-depth exploration of the healthcare reimbursement system and financial principles relevant to strategic planning for the healthcare organizations. Topics explored include the healthcare reimbursement system, managed care, prospective payment, insurance, Medicare and Medicaid, financial and managerial accounting principles, and long-term financing and capital investments.
Credit(s): 3

IHP 640 - Measurement, Analysis, and Models for Performance Improvement

This course examines the principles of measurement, analysis and models for performance improvement to promote continuous quality improvement. Design and data collection will be explored including sampling methodology, operational definitions, establishment of benchmarks, and data integrity and differentiating between structure, process and outcome measures. Topics for measurement and analysis examined include using statistics to describe data (e.g. mean, median, standard deviation); using statistical process control charts to identify trends and distinguish between common and special cause variation; using tools to evaluate a process or display data (e.g. fishbone, run charts, Pareto chart, control chart, etc.); and evaluating data to support decision-making. Students will also explore models for performance improvement including PDSA, Six Sigma and Lean. Nursing students who successfully complete the course with a B- or better will receive 45 indirect practice hours.
Prerequisite(s): IHP 525
Credit(s): 3

IHP 645 - Regulatory Compliance, Accreditation and Promoting a Patient Safety Culture

This course explores the history of the patient safety movement, regulatory requirements and accreditation standards for healthcare organizations. Principles of patient safety and error science will include methods for risk assessment and safety improvement and analysis of errors through Serious Reportable Events, Root Cause Analysis and Failure

Mode Effects Analysis. Students will be introduced to advanced communication strategies including group dynamics, power structures, team and team roles, hand-offs, chain-of-command, and error disclosure. Utilizing a systems thinking approach students will explore change management, collaborative practice, human factors, just and punitive cultures, and creating a high reliability organization through standardization of processes and transparency. Nursing students who successfully complete the course with a B- or better will receive 45 indirect practice hours.
Prerequisite(s): IHP 640
Credit(s): 3

IHP 670 - Program Design, Planning and Evaluation

This course explores program design, planning and evaluation utilizing needs assessment, data analysis, resource allocation, and evaluation methodologies. This course provides the student with a strong foundation in the development of a program proposal.
Credit(s): 3

Interdisciplinary Studies

IDS 400 - Diversity

This course aims to broaden and deepen students' understanding, experience, and critical thinking skills with regard to cultural differences and cross-cultural interactions. Students will analyze diversity through the disciplines of socio-economics, physical anthropology, biology, geography, and arts and the humanities. Intercultural competence, a lifelong learning process, is introduced as a crucial skill set and benefit to the individual, interpersonal relationships, organizations, and society. Analyzing the role of culture in today's world, developing culturally responsive practices, and understanding the benefits and challenges of diversity will be emphasized.
Prerequisite(s): ENG 122 and ENG 123 - contact your advisor to register
Credit(s): 3

IDS 401 - Global Society

This course aims to expand upon students' understanding, experience, and critical thinking skills, connecting the roles of the individual at the local, national, and global levels. Students will be analyzing global issues that affect different aspects of identity - individual, national, and global - through the lenses of economics, political science, technology, and business, among other disciplines. Increased global awareness, an important knowledgebase for the 21st Century individual, is emphasized to prepare students for personal and professional relationships with individuals, groups, and organizations that present themselves through a global network. Analyzing the challenges of shifting from local to global, researching the relationship of technology and society, and understanding the importance of the individual in relation to a global society will be emphasized.
Prerequisite(s): ENG 122 and ENG 123 - contact your advisor to register
Credit(s): 3

IDS 402 - Wellness

This course aims to engage students in an integrative exploration of emerging issues and topics in wellness across several disciplines. In addition to psychology, students will analyze wellness through the lenses of biology, sociology, economics, health, and philosophy, among other areas. Students will develop the skills to examine wellness from an individual perspective as well as investigate issues surrounding wellness in contemporary society. Definitions of ability and disability, research and analysis of wellness goals, and the relationship between mind and body are emphasized to increase awareness of personal and public wellness.
Prerequisite(s): ENG 122 and ENG 123 - contact your advisor to register
Credit(s): 3

IDS 403 - Preparing for the Future

Ray Bradbury described science fiction as the "art of possibility." As a genre, science fiction is concerned with the speculative and, as such, permits a unique discussion of deeper social and philosophical themes such as identity, social control, and what it means to be human. This course will take a cross-disciplinary approach to exploring the relationships among technology, the human condition, and the future. Students will analyze contemporary technological trends and the social and cultural implications of those advancements. Because this course draws upon multiple disciplines from the general education sequence, it is recommended that students have completed all other general education requirements prior to enrolling.
Prerequisite(s): ENG 122 and ENG 123 - contact your advisor to register
Credit(s): 3

International Business

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 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.
Prerequisite(s): INT 113
Credit(s): 3

INT 309 - Legal Environment of International Business

The course is designed to provide students with an overview of the areas of public and private international law that affect international business activities. The United Nations Conventions on International Sale of Goods will be given particular attention. Not available every semester.
Prerequisite(s): INT 113
Credit(s): 3

INT 311 - International Human Resources Management

This course will examine and explore key issues that are critical to the successful utilization of a multicultural workforce. These include the international staffing process, identifying unique training needs for international assignees, reconciling home-country and host-country performance appraisal systems, identifying the characteristics associated with a good compensation program and exploring the major differences between labor relations in the U.S. and Europe. Most students interested in international human resource management should normally have already taken OL 215, a course in domestic human resource management, or some preliminary introduction to the world of international law, government, economics and marketing. Offered every other year.
Prerequisite(s): OL 125
Credit(s): 3

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 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 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 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 440 - Emerging Trends in International Business

This course is designed to be a survey of the emerging trends in international business. Class analysis will focus on both the macro- and micro- environments of the global arena. Major emphasis will be placed on regional economic integration, inter-regional trade, corporate strategic global perspectives and other major contemporary issues facing global managers today. Offered as needed. Writing Intensive Course.
Prerequisite(s): INT 113
Credit(s): 3

INT 600 - Multinational Corporate Management

This course is an introduction to the nature of international operations and issues of management for multinational activities, with particular emphasis on the cultural, political, economic and physical dimensions of foreign nations.
Credit(s): 3

INT 601 - Global Entrepreneurship

This course explores the entire process of engaging in entrepreneurial activities in the global arena. The course covers in detail five essential areas of business development in the global market: Fundamentals and Identifying Opportunities, Valuation and Risk Management, Mobilizing Resources, Managing Contingencies and Changing Contexts, and Growth, Harvesting and Exit of businesses. Each of these areas will be covered in detail and supported with actual global case studies to enhance the learning of concepts. Students will test their skills by researching the creation of a global company.
Credit(s): 3

INT 605 - Introduction to International Business & Information Technology

Students are introduced to the theories of globalization with emphasis on the impact of information technology. Through case analysis and group research, students will explore the impact of information technology on the operation of the multinational firm.
Credit(s): 3

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 655 - Understanding Emerging Markets

This course is designed to provide a unique international business experience to students through an experiential learning process structured around a required international field trip. The course combines an online preparation stage where students theoretically examine the forces underlying political and economic dynamics in emerging markets with a live case study conducted through a field trip to one or two designated emerging market economies. Through an in depth analysis of cultural, political and economic factors encapsulated in these two stages, students will learn about critical strategic issues and operating challenges as well as business conditions of emerging markets and develop perspectives on managerial issues and gain essential skills for success.
Prerequisite(s): INT 610
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 675 - International Corp Governance & Control

Students in this course will develop an expertise in the area of international corporate governance and control and become familiar with the research tools being used in the discipline. Students will have the opportunity to conduct research and present an original research paper in an area of interest within the field.
Prerequisite(s): INT 610
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 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

Justice Studies

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 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 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 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 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 496 - Administrative Law

Course exposes participants to administrative law theory and the practical aspects of administrative law practice, both within and outside the administrative agency. Coverage equips the student with the necessary skills to understand, apply, and research relevant statutory and regulatory provisions at the federal and state level, to read, interpret and draft proposed rules and regulations, to become familiar with the process known as the administrative law hearing, the concept of administrative discretion and corresponding remedies. Preliminary drafts of documents, briefs, and opinions relative to the appellate stage of an administrative law proceeding will also be covered.
Credit(s): 3

JUS 600 - Police in the American Experience

A comprehensive examination of the role of police as gatekeepers in the justice system with particular attention given to their role, function and responsibilities inside the legal system commences the course analysis. How police and law enforcement carry out their duties in a free society will be the subject of debate and advocacy as will the perennial issues surrounding police behavior - police misconduct, police abuse of discretion and police alienation from communities. An equally important aspect of the course will relate to the legal issues that surround police practice on a day-to-day basis. Police search and seizure, confessions and witness cooperation, identification and investigative field practices, and the law or arrest and detention will be assessed from a professional, statutory and constitutional perspective. Attention will be given to the efficacy of judicially ordered remedies in the conduct of police and whether other methods of intervention may generate better results. A comprehensive view of litigation tactics and strategies in police misconduct cases from initial investigation to appeals, receive significant coverage.
Credit(s): 3

JUS 601 - Correctional Policy and Practice

Concepts related to correctional law and its applications are the central theme of the course. Aside from the usual review of correctional law issues, relating to prison modalities and regimen, discipline and due process, constitutional protections during incarceration, with special analysis of 8th and 14th Amendment claims, the course expends considerable time on the role of function of institutional processes and operations in the correctional sphere - allowing an even handed discussion of the rights and responsibilities of both the correctional officers and supervisory personnel and the inmates within their custody. Further treatment includes emerging questions in the prison environment including aids in the facility, free expression and political speech, the right to vote, family and conjugal visitation, matters involving parole and furlough as well as the theory of rehabilitation, both medical and mental in prison operations. Lastly, the course evaluates the diverse schools of thought in the matter of punishment including its

legitimacy and its condemnation and addresses the more controversial questions in prison practice and therapeutic activity as punishment.
Credit(s): 3

JUS 602 - Courts and Judicial Process

This course is a study of select issues and problems concerning the judicial function and appellate process in the federal system. Initially, the course is devoted to a study of legal doctrine affecting the appellate process, including: jurisdictional issues of particular interest at the appellate level; final orders and interlocutory appeals; prudential considerations limiting appellate review; issues of federalism affecting relations between federal and state courts; waiver of appealable issues; the proper scope and standard of review (with emphasis on administrative agency appeals); and the remedial authority of the courts. The course ends with a focus on the judicial process from a more reflective and philosophical perspective, including: a critique of the judicial philosophies of some leading jurists; a consideration of the function of courts and judges in a democratic society; and preparation of a short paper dealing with some significant aspect of the judicial process.
Credit(s): 3

JUS 603 - Law, Ethics, and Justice System

An inquiry into the interplay of law, morality, ethical reasoning and Western Legal tradition. The course exposes the tradition and foundations of the American legal system with special emphasis on its jurisprudential foundations. Questions of right, justice, equity, law as moral command and order, natural law reasoning and the dignity of the human person are central to the instruction. The course delivers a critical look at how our legal and justice institutions have come about and provides a method for dealing and delving into perennial legal and moral problems that plague cultures. Overview of the major legal theories about the nature of law and its place in the political system. Among the issues considered is the origin of law, its relationship with divine law, obligations of obedience and disobedience, and the relationship between political sovereignty and law.
Credit(s): 3

JUS 604 - Legal and Justice Research

A review of the American legal system, including the courts and the legislatures, role and functions of its personnel, form and substance of law from a procedural and substantive perspective, and primary and secondary sources of the law. Students will be exposed to federalism, the function of law making, and dispute resolution in the judicial system. The course also surveys the processes of the judicial, legislative, and executive branches and the role of administrative agencies. Another facet of the course is dedicated to the mastery of legal method and the research tools essential to that success including: judicial reports, including federal and state court reports and citation forms; case finding aids, including federal, state, and Supreme Court digests and encyclopedias; citers such as Sheppard's Citations; digests; annotated law reports; legal periodicals, including periodical indexes and research procedure; the nature, function and characteristics of treatises; research procedures; state and federal administrative law; federal, state and local court rules; miscellaneous research aids and non-legal research aids. The student will also be exposed to the various types of law including crimes, civil actions, contract and business actions as well as other typologies of law. Course participants will have ample opportunity to hone and develop critical legal skills by argument, advocacy, interpretation, and preparation of legal documents. This course is equated with CJ 675.
Credit(s): 3

JUS 605 - Organized Crime

A graduate level examination of the dynamic referred to as 'organized crime' picking up where the undergraduate course ends. Specific crimes, like racketeering, extortion, bribery, official corruption, graft, drugs, prostitution and other illicit trafficking will be analyzed. Investigative techniques and prosecutorial strategies that relate to the identification and elimination of organized crime are a major component of the course content.
Credit(s): 3

JUS 606 - Planning/Tactics: Homeland and WMD

A graduate level examination to provide students with a thorough understanding of the strategic, political, legal, and organizational challenges associated with the defense of the U.S. homeland, the efforts that are under way to meet these challenges, and possible policy options. The course starts by examining the range of potential threats to the U.S. homeland, focusing on potential terrorist acts. The course then examines strategies and means for addressing these threats, including both military and non-military options. The course goes on to analyze organizational issues and impediments to effective policy coordination. Finally, the course addresses the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.
Credit(s): 3

JUS 607 - Terrorism and Strategic Response

The course will help 'bound the problem' of Homeland Security by examining how terrorism has spurred sharp changes in US strategy, policy and governmental design, and how those changes should continue over the near and longer term. Elements of Threat and Vulnerability Assessments will be thoroughly discussed as well as various procedures for assessments and the method of tailoring the assessment to the facility/area under study. Manners of protecting the facility/area in question will then be addressed as well as evacuation plans and emergency plans.
Credit(s): 3

JUS 608 - Employment Law

Course content includes the various business entities and the steps necessary for creation and operation, from initial and amended articles of incorporation, state filing requirements, stock certificates and securities, stock ledgers and books, resolutions, dividends and stock splits, employment agreements, as well as introducing other business forms from partnerships to limited liability corporations. In the employment sector, coverage will examine constitutional and statutory protection related to employee rights from benefits and pensions to discrimination remedies. Collective bargaining and other labor questions will be keenly assessed as well as emerging workplace questions involving maternity and family leave, wages and compensation, COBRA, free expression and religious rights and novel forms of disability claims.
Credit(s): 3

JUS 620 - Emergency Management

This course is an introduction to the strides made by federal, state, and local governments to educate the public about natural disasters. It provides a scope of preparedness to prevent the inherent discontinuity of citizens' lives caused by major disasters. The course presents theories, principles, and approaches to emergency management. The philosophy of Comprehensive Emergency Management will be discussed with four attendant steps, which include mitigation, preparedness, response and recovery. The role, duties, and importance of the Emergency Manager will also be discussed.
Credit(s): 3

JUS 621 - Contemporary Issues in Homeland Security

This course is designed to involve the examination of current issues and concerns with the ever-shifting Homeland Security policy and its impact upon the practice in the field. Innovations and reactions from politicians, citizens, and practitioners will serve to offer students insight into the challenges of implementing and maintaining homeland security.
Credit(s): 3

JUS 699 - Practicum in Justice Studies

An independent opportunity for mature and scholarly graduate students to build on and further develop research, writing, and analytical thinking skills by authoring a serious work of scholarship. Student is required to use advanced research and writing skills in the resolution of a current substantive or procedural legal problem. Student works directly under guidance of a graduate faculty member and prepares, executes and submits for departmental review, the proposed course of study.

Credit(s): 3

JUS 700 - Justice Studies Thesis

Intensive production of a graduate level thesis under supervision of a Director and Committee and in accordance with departmental and university policy constitutes the Thesis course. Far more substantive than a research paper, the thesis may either be quantitative or qualitative in design, but in any case need address a pertinent issue of originality in the field of law and public policy. Thesis will be authored under standards promulgated by the Modern Language Association (MLA) or under the rules and guidelines published by the Uniform System of Citation of Harvard Law School. Student need consult with the Program Director for guidance and instruction on other requirements.
Credit(s): 3

Language (Spanish)

LSP 112 - Beginning Spanish II

Prerequisite(s): LSP 111
Credit(s): 3

Liberal Arts

LA 101 - Liberal Arts and Sciences
This course will provide an overview of the three basic approaches to academic inquiry: Humanities, Social Sciences, and Natural Sciences. The Humanities study the human condition as expressed through man/woman as the creator of artifacts (authors create books, composers create music, philosophers create thought systems, etc.) The social sciences study the behaviors of individuals, organizations, and societies in relations to themselves and each other. The Natural Sciences study nature and laws that we believe apply to it through empirical observation and testing of hypotheses. The major focus of this course will be on how these three approaches to academic inquiry intersect and can inform the development of a well-educated individual.
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 122
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 122
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 122 or ENG 123
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 122 or ENG 123
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 Allen Poe, Ralph Waldo Emerson, Henry David Thoreau, Harriet Ann Jacobs, Frederick Douglass, Walt Whitman, and Emily Dickinson.
Prerequisite(s): ENG 122 or ENG 123
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 122 or ENG 123
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 122 or ENG 123
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 122 or ENG 123
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 122 and completion of 60 credits or permission of instructor
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 122 or ENG 123
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 122 or ENG 123
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 122 or ENG 123
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 122 or ENG 123
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 122 or ENG 123
Credit(s): 3

LIT 312 - Early American Literature

While the authors and texts studied in this course may vary, the readings will cover the historical period from 1620- with the settlement of Plymouth Plantation- through the Constitutional Convention of 1787 and the early days of the new Republic. Although there may be some attention to the literature of early discovery, the emphasis will be on literary texts of major historical interest and on authors who pursued the American Dream of economic, religious, political, and artistic freedom.
Prerequisite(s): ENG 122 or ENG 123
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, Chesnutt, London Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century.
Prerequisite(s): ENG 122 or ENG 123
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 122
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 122
Credit(s): 3

LIT 320 - Hemingway's Paris Years

This course will focus on Hemingway's path as a budding modernist in Paris, as well as his role as a witness to major political and historical events in the first half of the 20th century such as WWII and the D-Day invasion. The focus will be on Hemingway's expatriate experience and the development of his literary style and reputation.
Prerequisite(s): ENG 122
Credit(s): 3

LIT 322 - Popular and Contemporary Fiction

This course will analyze today's popular and contemporary fiction. What makes a book a "best seller"? What makes literature sell in the millions of copies? Writers who strike it rich generally write books that are fast paced and easy to read, following a set of conventions that readers recognize, and touch a nerve within their society. Writers who win the hearts of the literati and schoolmarms generally try to touch that nerve also, but they do so with language and plots that are inventive, artistic, and memorable. With a focus on current and past best sellers, this course will introduce you to a variety of literary sub-genres (true crime, memoir, road novel, extreme adventure, western, roots quest). The books we will read often return to themes of individualism, race, and violence in American culture- prominent elements in our psyches, popular culture, and pulp fiction- though we will certainly discuss other themes as well.
Prerequisite(s): ENG 122
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 122

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 122
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 122
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 literacy 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 122
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 123 and one literature course or permission of instructor
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 123 and one literature course or permission of instructor
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 123 and one literature course or permission of instructor
Credit(s): 3

LIT 480 - Independent Study

This course allows the student to investigate any Literature subject not incorporated into the curriculum. Offered every semester.
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

LIT 500 - Graduate Studies in Literary Theory

This course is an introduction to the major schools of contemporary literary theory, and an examination of principal exponents of these theories. The student will become familiar with the most important features of psychoanalytic criticism, Marxism and feminism and examine the meaning of structuralism and post-structuralism. In addition, the course affords an opportunity to practice applying the theories to specific literary texts.
Credit(s): 3

LIT 502 - Topics in American Literature

This course traces the development of American literature from the nation's founding to the late Twentieth Century. Readings may include classics by Bradford, Bradstreet, Wheatly, Crevecoeur, Emerson, Thoreau, Dickinson, Hawthorne, Whitman, Melville, Douglass, James, Crane, Chopin, Gilman, Fitzgerald, Faulkner, Hurston, O'Connor, Pynchon, Major, Morrison, Cisneros, and Alexie among others. Different authors are highlighted in each term, and all readings are situated within specific historical, cultural, philosophical, political, and literary contexts.
Credit(s): 3

LIT 503 - Topics in British Literature

This course examines major prose and poetry of English writers from the Anglo-Saxon period to the late Twentieth Century. Readings may include classics by Chaucer, Spencer, Milton, Shakespeare, Wollstonecraft, Wordsworth, Keats, Shelley, Tennyson, Eliot, Bronte, Browning, Hardy, Woolf, Barnes, Barry, and Mieville among others. Different

authors are highlighted in each term, and all readings are situated within specific historical, cultural, philosophical, political, and literary contexts.
Credit(s): 3

LIT 506 - Graduate Studies in 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.
Credit(s): 3

LIT 507 - Graduate Studies in 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 Wycherley. Students will encounter Renaissance and Restoration drama, epic poetry, the sonnet, along with early experiments in prose fiction.
Credit(s): 3

LIT 508 - Graduate Studies in 18th Century British Literature

This course surveys the literature of the 'long 18th century,' from the Restoration to the beginning of Romanticism, and studies developments in English literature such as the novel, the essay, satire, journalism, and popular theatre. Authors studied may include Congreve, Defoe, Swift, Pope, Johnson, Fielding, Smollett, and Austen. This course may also cover developments in the visual arts. Themes of the course will vary, but may include civil liberty, sexuality and gender, colonialism, city and country, and the enlightenment movement.
Credit(s): 3

LIT 509 - Graduate Studies in Romantic Literature

The Romantic Era in Britain, while short, was an intense and influential literary period. In this course we will read poetry, fiction, and nonfiction responding to shaping events such as the French Revolution and its aftermath, the British abolition of slavery, and industrialization. We will read authors such as Wordsworth, Keats, Austen, Blake, Wollstonecraft, Shelley, and Byron.
Credit(s): 3

LIT 510 - Graduate Studies in 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 major poets and prose writers, and explores the social, political, and intellectual changes reflected in the literature of the Victorian period. Authors may include Alfred, Lord Tennyson, Browning, Barrett Browning, Dickens, Charlotte Bronte, and Wilde.
Credit(s): 3

LIT 511 - Graduate Studies in 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.
Credit(s): 3

LIT 512 - Graduate Studies in Early American Literature

While the authors and texts studied in the course may vary, the readings will cover the historical period from 1620, with the settlement of Plymouth Plantation, through the Constitutional Convention of 1787 and the early days of the new Republic. Although there may be some attention to the literature of early discovery, the emphasis will be on literary texts of major historical interest and on authors who pursued the American Dream of economic, religious, political and artistic freedom.
Credit(s): 3

LIT 513 - Graduate Studies in the American Renaissance

While the authors and texts studied in the course may vary, this course examines literature from the early 1800s to 1865, the conclusion of the Civil War. During this period, American literature developed a home-grown Romanticism influenced by European intellectual and aesthetic movements, as well as a new cultural sensibility of its own. Authors may include Irving, Poe, Hawthorne, Emerson, Thoreau, Melville, Douglass, Dickinson, and the latter-day transcendentalism of Whitman.
Credit(s): 3

LIT 514 - Graduate Studies in 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 towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and the new theories of evolution. Authors may include Twain, James, Chesnutt, London, Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century.
Credit(s): 3

LIT 515 - Graduate Studies in 20th Century American Literature

This course will explore literature by major American writers, from the early 20th century to the present. Students will read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. We will proceed chronologically, beginning with poetry about World War I and ending with post-modern literature about contemporary issues such as race, religion, technology, and war.
Credit(s): 3

LIT 519 - Graduate Studies in Shakespeare

Students will study selected Shakespearian comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked.
Credit(s): 3

LIT 528 - Graduate Studies in Multi-Ethnic Literature

Since the beginnings of American literature, writers have been concerned with defining and creating American identity through their art. Since the 1960s, during and after the Civil Rights movement, numerous writers have defined their American identity in relation to specific ethnic identities, writing works that explore how dual or multiple cultural identities coexist within themselves and within American culture, sorting through the stories they've heard and created about who they are. In this course, we will read fiction, poetry, and essays by twentieth-century American authors who identify with African American, Native American, Asian American, Jewish, Latino and Chicano heritages. In addition to race and ethnicity, we will discuss how class, native language, religion, gender, sexuality, and history figure into these writers' images of an American self and community.
Credit(s): 3

LIT 530 - Graduate Studies in Gender and Text

This course explores a variety of texts written since 1945 by women, including authors such as Toni Morrison, Lorraine Hansberry, Marilynne Robinson and Adrienne Rich. Students will analyze how race, sexuality, class, nationality, motherhood and other factors influence writers' notions of gender. In addition to immersing students in contemporary women's literature, this course aims to provide students with a window into the history, politics and culture of post-1945 America, a period which saw the Cold War, the 'second wave' and the 'third wave' of American feminism, as well as the in intellectual theories that helped illuminate literature about gender past and present.
Credit(s): 3

LIT 545 - Graduate Studies Postcolonial Encounters

Postcolonial Encounters focuses on the interdisciplinary aspects of literatures that have been historically silenced by the mechanisms of the colonial powers. This course will attempt to retrieve from the margins those voices that Gayatri Spivak (following Antonio Gramsci) has called 'subaltern.' As such, our task will be to theorize the notions of power and powerlessness, margin an periphery, first and third world, nationality, race, identity, and globalization via the close readings of various postcolonial texts.
Credit(s): 3

LIT 550 - Graduate Studies in 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 literacy 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.
Credit(s): 3

LIT 555 - American Modernism

Using a thematic approach, this course explores important aspects of literary modernism as it pertains to the American historical, social, technological, intellectual, and political experience between the end of World War I and the 1950s. The course immerses students in modernism via fiction, poetry, and critical essays by major American authors and poets of the period. It also asks students to identify and articulate the relationship between race, gender, regional perspectives, and ethnicity in the context of modernist American literature.
Credit(s): 3

LIT 650 - Graduate 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.
Credit(s): 3

LIT 651 - Graduate 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 a seminar format.
Credit(s): 3

LIT 652 - Graduate Seminar in Global Literature

This course uses a thematic approach to the works from many literary traditions outside British and American. Specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format.
Credit(s): 3

LIT 685 - Graduate Thesis in Literature

This year-long course offers students the opportunity for graduate level research and writing in some chosen area of American, British, or world literature. Students must formulate a written thesis proposal and assemble a three-person academic support committee, equipped with relevant expertise. 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 bi-weekly basis to review progress on research and written work. The final result will be a scholarly essay of 40-60 pages, to be presented as an academic paper in a public forum.
Credit(s): 3

LIT 690 - MA in English Capstone

Students register for this course in their final term, as a culmination of their work in the program. They satisfy the requirement by completing a thesis, submitting a portfolio of their literary-critical writing along with a retrospective evaluative essay, or passing an examination on English and American Literature.
Prerequisite(s): Completion of 30 credits in the program
Credit(s): 3

Management

MGT 320 - Business Sustainability

As a fundamental principle of smart management, business sustainability will be examined as an organizational imperative. This course will examine how to shape, implement, and manage a sustainability strategy in consideration of business practices, stakeholder engagement, culture, and accountability.
Prerequisite(s): ENG 123
Credit(s): 3

MGT 480 - Sustainability Business Strategy Capstone

In this integrative capstone course students will synthesize their prior coursework to apply what they have learned through a triple bottom line solution toward an industry-based case or project.
Prerequisite(s): Completion of 111 credits
Credit(s): 3

MGT 510 - Cultivating Organizational Culture

Business leaders are responsible for cultivating, maintaining, and fostering an organizational culture that accurately represents the organization internally and externally, encourages and supports people, and holds organizational members accountable to the vision, mission, and goals of a business. This course provides students with the skills, theories, and practices necessary to identify a strong culture that permeates the ethics, decision-making, and behaviors of the organization. Students will work through advanced cases and apply these experiences to their own learning and organizations.
Credit(s): 3

MGT 550 - Managing Through Communication

This course focuses on effectively managing people and organizations using communication as a tool. Students enhance their skills and techniques in motivating, leading change, relationship development and team building, through

effective communication of core visions, active listening and providing feedback. Students develop strategic management and communication skills that positively affect stakeholder behavior. Students gain comprehensive, hands-on-experience in constructing documents and presentations that inform, persuade and influence their intended audience to achieve strategic goals.
Credit(s): 3

MGT 600 - Resource Planning and Decision Making

This course serves as an advanced exploration into ill-structured situations requiring strategic plans and effective resource management. Students are asked to develop strategies around personnel management, budget allocation, performance metrics, and goal setting. This course prepares students for the advanced concentration courses in their area and serves as a precursor to the integrated capstone experience.
Prerequisite(s): QSO 500
Credit(s): 3

MGT 605 - Construction Budgeting, Estimating & Bidding

This course examines budgeting, estimating, and bidding strategies for various types and sizes of construction projects. Using a project-based approached, students are exposed to project budgetary considerations; conceptual, rough order magnitude, and definitive estimating; pricing for equipment, labor, and materials; bid preparation and strategies; and conducting a competitive analysis. Students completing this course are prepared to create budgets, estimates, and bid proposals for any type of construction project.
Prerequisite(s): MGT 600 and QSO 640
Credit(s): 3

MGT 610 - Construction Materials & Methods

This course explores the different facets of construction materials and methods. Using a case study approach, students will analyze the construction process, including work methods, techniques, and strategies; methods of equipment selection; reading and interpreting plans and specifications; and material specifications. Additional topics include the procurement of materials, codes, and regulations. Students completing this course obtain the skillsets applicable to real-world construction projects.
Credit(s): 3

MGT 615 - Construction Law & Contracts

This course examines legal aspects of the construction industry, including interpretation of the law, contract administration, and risk management. Using a case study approach, students will analyze cases to apply legal concepts and principles, interpret the law, and determine the performance and flexibility of contracts. Additional topics include ethics, dispute resolution, liability, labor laws, insurance, and bonds. Students completing this course are exposed to pertinent laws and contractual requirements and limitations associated with construction management.
Credit(s): 3

MGT 620 - Principles of Emergency Management

This course examines the nation's emergency management system at all levels of government. Using exemplars and anti-exemplars, students will study how the system works to prevent disasters that are preventable, and how it works to mitigate the consequences of those disasters that are not. The National Incident Management System and the National Preparedness System will be studied and emphasized. Topics will include: communications, leadership, disaster management methods and program building models, the all-hazards concept and analysis, community resiliency, the whole-community concept, and the five national frameworks (Prevention, Protection, Mitigation, Response and Recovery) under the National Preparedness System. Students who complete this course will have a comprehensive understanding of the nation's emergency management system, and of how communities mitigate against, respond to, and recover from all disaster events.
Prerequisite(s): MGT 600
Credit(s): 3

MGT 622 - Emergency Planning and Preparedness

This course uses real-world disaster planning strategies and structures to prepare students for roles encompassing the construction of community or organizational disaster-preparedness programs. Various types of threats and hazards to communities and organizations will be studied. Using a scenario-based approach, students will examine existing real-world planning strategies intended to prevent or mitigate the consequences of a disaster event on communities. Students will use the latest guidelines and strategies from the Department of Homeland Security (DHS) and the Federal Emergency Management Agency (FEMA). Emphasis is on assessing risk, threats, and vulnerabilities to safeguard against disaster incidents. Emphasis will be on using FEMA systems and tools to assess and construct community disaster preparedness plans. Topics include: all aspects of the all hazards analysis, proper emergency management program building, including the use of community working groups, The National Preparedness System, the National Incident Management System, resilience planning, the whole community concept, the construction of community emergency management plans with FEMA standards, and roles and responsibilities of local, state, and federal government. Students who have completed this course will be well-prepared to plan and prepare for different types of emergencies, using the same FEMA guidelines and tools for disaster planning and program building currently in use by emergency managers throughout the county.
Prerequisite(s): MGT 620
Credit(s): 3

MGT 625 - Disaster Response and Recovery

The course explores issues and challenges in disaster response and recovery, including evacuation or relocation in the aftermath of a crisis. Using a case-study approach, students analyze real-world critical incidents requiring fast response measures and recovery support and determine the degree of success, in part, on the coordination and cooperation of various departments and agencies. Topics include National Response Framework (NRF), National Disaster Recovery Framework (NDRF), resource management, stakeholders, infrastructure, leadership, communication, and mitigation activities. Students completing the course have a broad view of a response and recovery mission from beginning to end.
Prerequisite(s): MGT 620
Credit(s): 3

MGT 628 - Applied Emergency Management

The course dissects various types of crises within communities, organizations, and governmental agencies. Using a scenario-based approach, students differentiate between the types of crises and develop a systematic response to a critical incident using emergency management planning and preparedness strategies as well as analyzing the crisis in relation to FEMA and NIMS guidelines. Topics include FEMA's Continuity of Operations. Students completing the course have a thorough understanding of the level of preparation in developing an emergency management plan from the planning stages into the final phase of recovery.
Prerequisite(s): MGT 622 and MGT 625
Credit(s): 3

MGT 630 - Construction Quality Management & Productivity

This course focuses on quality management and productivity levels of construction projects. Students will analyze real-world cases to evaluate techniques, tools, and practices in implementing and monitoring quality control processes as well as equipment management to include managing and quantifying labor and equipment productivity. Additional topics include scheduling, cost and cost control measures, safety, risk management, and quality measurements. Students completing this course recognize the relationship between quality and productivity.
Prerequisite(s): QSO 640
Credit(s): 3

MGT 700 - Critical Issues in Management Capstone

The Capstone Project engages students on a project of significant importance that is a current problem or initiative for a health care organization. This capstone course serves as a vehicle for the student to demonstrate the knowledge, skills, attitudes, and behaviors consistent with the best practices in management of organizations. Working as part of a small team (similar to the executive teams that manage health care organizations), you are responsible for all aspects of the

project, including: diagnosing the critical challenge, defining an appropriate scope of work, managing institutional expectations, producing an appropriate recommendation to meet the challenge, and presenting the project to the course room mentor. Completion of MSM core curriculum at GPA 3.0 or better
Prerequisite(s): Senior standing - 30 credits or more
Credit(s): 3

MGT 701 - Critical Issues in Management Capstone

This capstone course is the culminating experience for the M.S. in Management program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): MGT 510, MGT 600 and completion of 30 credits
Credit(s): 3

Management Information Systems

MIS 215 - Client Systems and Support

This course is designed to introduce students to the systems analysis of client systems and database administration through the lens of social media tools and overall web knowledge base. Specific elements within the course will focus on utilizing social media, website analytics, surveying, and establishing FAQs for forums. Students are required to apply principles of management of data resources that illustrate support of effective information systems in organizations.
Credit(s): 3

MIS 300 - Enterprise Information Systems/Database

This course provides students with a structure, flow, and use of data within an enterprise in computer-based environments with a heavy emphasis on ensuring data integrity.
Prerequisite(s): DAD 220
Credit(s): 3

MIS 320 - Electronic Business

This course explores aspects of any organization's electronic interactions with its stakeholders. Key topics in this course would include: e-business strategy, business models, cyber services, ebusiness relationships, and e-marketing and e-payment.
Credit(s): 3

MIS 350 - Business Intelligence and Reporting

This course provides a conceptual and practical overview of analytical tools, techniques, and practices used to support data-driven decision making in an organization. Emphasis is placed on the identification and verification of data sources, retrieval, cleaning, and manipulation of data, and the process of identifying data elements for a given audience.
Prerequisite(s): DAD 220 and IT 204
Credit(s): 3

MIS 490 - Management Information Systems Capstone

This capstone course is the culminating experience for the Management Information Systems program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): Complete 111 credits

Credit(s): 3

Marketing

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 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 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 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 469 - Emerging Trends in Retailing (Capstone)

This capstone course covers the emerging trends and issues that affect retail strategies, management and operations. Students will engage in collaborative research to explore those issues. Speakers and retail experts in the areas of Real

Estate, Retail Site Location, Asset Protection, Legal Issues, Information Technology and Global Sourcing will address the class.
Prerequisite(s): MKT 322
Credit(s): 3

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. Secondarily, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - 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 500 - Marketing Strategies

This course is a study of the activity by which organizations discover consumer and other organizations' needs and wants, and then provide satisfaction through a mutually beneficial relationship. Students will explore the topics of selecting a target market, conducting marketing research, and designing product, price, promotional, and distribution strategies through the development of a marketing plan.
Credit(s): 3

MKT 555 - Social Media

This course provides students with a broad approach to the history, theory, technology, impact, and strategic uses of social media. Social media (such as Twitter, Facebook, blogging, podcasting, and so on) are relatively inexpensive and accessible technologies that enable individuals, almost instantaneously, to create, publish, edit, and/or access messages intended for audiences ranging from a single recipient to millions of readers or viewers. Students will learn how to explore the possibilities and limitations of various social media and will learn how to apply and adapt basic and advanced marketing strategies to construct and critically evaluate social media texts, their impact, and their practical use in marketing contexts. Students will also examine the general strategic uses of social media for advertising, marketing, public relations, journalism, and civic and political participation. Finally, students will gain basic hands-on experience with several forms of the most current social media technology.
Credit(s): 3

MKT 605 - Integrated Marketing Communications

This course is concerned with the development, evaluation, and implementation of integrated marketing communication strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures, techniques and models in topics that include various communication functions, media alternatives and the integrated marketing communication concept.
Prerequisite(s): MKT 500
Credit(s): 3

MKT 609 - Advertising and Public Relations

This course is concerned with the development, evaluation, and implementation of advertising and public relations strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures. Management of integrated advertising and public relation communication strategies are described in topics that include various communication functions, media alternatives and branding initiatives.
Prerequisite(s): MKT 500
Credit(s): 3

MKT 610 - Promotions Management

This course addresses the specific activities involved in managing an advertising campaign, including research, media selection, copywriting, layouts and the role of ad agencies.
Prerequisite(s): MKT 500 or MBA 560
Credit(s): 3

MKT 615 - Relationship Selling Strategies

This course allows students the ability to become familiar with the selling environment. A decision making perspective is accomplished through a modular format that consists of the discussion and analysis of basic concepts, identifying critical decision areas and presenting analytical approaches for improved professional selling and sales management initiatives as they apply to customer satisfaction strategies.
Prerequisite(s): MKT 500
Credit(s): 3

MKT 618 - Marketing Analytics

This course will look at a number of quantitative tools and techniques and their application in a marketing context. The course will focus on understanding the relationship between marketing factors and variables and the consumer. Students will learn how to analyze data in order to guide and support marketing related decision.
Prerequisite(s): MBA 501
Credit(s): 3

MKT 620 - Consumer Behavior

This course focuses on the market's consumer behavior by investigating its psychological, sociological, economic, and anthropological influences, both theoretical and research based. Designing effective marketing strategies will be explored using the knowledge of these influences.
Prerequisite(s): MKT 500 or MBA 560
Credit(s): 3

MKT 625 - Strategic Internet Marketing

This course will introduce students to the Internet marketing landscape. Through exploring platforms, players and technology, the students will have a better understanding of the business models used in online marketing. Understanding consumer behavior in an online environment will help in creating integrated online strategies. All these, together with theories of online campaign development and management, with a hands-on approach to marketing automation and intelligence will provide the frame work for a comprehensive understanding of strategic internet marketing.
Credit(s): 3

MKT 630 - Market Research

This course addresses the identification of the value of research and the problem to be resolved. Numerous mathematical analysis techniques and research design issues are incorporated.
Prerequisite(s): MKT 500 and QSO 510
Credit(s): 3

MKT 635 - Websites and SEM/SEO

This course will provide an introductory overview into the world of search engine marketing (SEM) and search engine optimization (SEO). SEM/SEO strategies will be discussed in detail as students learn the benefits and pitfalls of search marketing and how marketers can use it as a viable tool for reaching customers.
Credit(s): 3

MKT 645 - Online Marketing Channels

This course will expose students to online marketing channels, such as, social media platform and players, and measurement and analysis. Marketing channels such as internet display advertising, remarketing, email marketing, affiliate marketing, mobile marketing, video marketing, virtual worlds, gaming, and public relations will also be examined.
Credit(s): 3

MKT 650 - Retailing

Addresses the fundamentals of merchandising and promotion from both the perspective of the proprietorship and a chain store manager. Incorporates the topics of franchising, telemarketing, marketing strategies and re-search into the course.
Prerequisite(s): MKT 500
Credit(s): 3

MKT 655 - 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): MKT 555
Credit(s): 3

MKT 660 - Marketing Strategies for Not-For-Profit Organizations

Students in this course apply marketing concepts and practices to not-for-profit organizations. This course also explores sources of financial support and strategies for their development.
Prerequisite(s): MKT 500
Credit(s): 3

MKT 666 - Social Media Marketing Campaigns

This course will develop the student's ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tools to meet the marketing objectives of the organization. The course will focus on key elements such as a) audience, b) campaign objectives, c) strategic plan, d) tactics, e) tools, and f) metrics to measure the campaign.
Prerequisite(s): MKT 655
Credit(s): 3

MKT 668 - Services Marketing

The world's economy is undergoing substantial change. Globally, many manufactured products have service components. Domestically, a shift in emphasis from a base in manufactured goods to an economy based in services is in progress. Whether a firm is marketing manufactured goods, services, or a combination, services marketing can provide a competitive advantage. Therefore, understanding the service aspect of business is a requirement for every marketer, in every company, in every industry. This course presents concepts, theories, models and measurements of services marketing using current literature in the field, cases and experiential opportunities. It stresses the global perspective and covers both B2B and consumer services.
Credit(s): 3

MKT 670 - Product Management

This course addresses the growing role of the product manager within the marketing organization and his or her role in new product development and management.
Prerequisite(s): MKT 500
Credit(s): 3

MKT 675 - Ethical and Legal Issues in Marketing

This course examines a range of ethical issues facing marketing managers as seen through the viewpoints of various comprehensive ethical theories. The goal is for students to develop their own ethical framework for making marketing decisions within the knowledge of the various ethical theories and U.S. marketing laws. Traditional topics such as ethics in marketing research, product liability, selling, advertising, and pricing are covered. Emerging ethical issues such as international marketing, competitive intelligence, socially controversial products, privacy, and corporate policies are also examined. However, topics may change to reflect current business concerns. The course is taught using a seminar format utilizing cases and readings.
Prerequisite(s): MKT 500
Credit(s): 3

MKT 678 - Brand Management

Strong brands are increasingly recognized as one of a company's most valuable assets. Brands create expectations in consumers, and by their nature implicate the company in delivering on those expectations. Therefore, the tasks of creating, building and managing brands are critical success factors for a firm. This course seeks to develop in students an understanding of the theories, models, and strategies that enable a firm to achieve its branding goals. Through a combination of text and current research publications, students will be exposed to current and emerging brand theories and models. By analyzing cases, and reading and reviewing current business literature, students will gain understanding into how those theories and models translate into strategies and implementations.
Prerequisite(s): MKT 500 or MBA 560
Credit(s): 3

MKT 679 - Advanced Marketing Research and Analytics (Capstone)

This course is the capstone for the Marketing Research and Analytics concentration. The course will use the background knowledge from the Marketing Analytics and Marketing Research courses to assess marketing strategies based upon the analysis and interpretation of consumer behavior data.
Prerequisite(s): MKT 618 and MKT 630
Credit(s): 3

MKT 690 - Corporate Communications

This course provides students with an understanding of contemporary issues facing corporations, including consumerism, environmentalism and globalism, and the role of public relations in helping an organization thrive in its environment. The four-part public relations process of research and fact-finding, planning and programming, implementing and communicating and evaluating is reviewed.
Credit(s): 3

MKT 700 - Marketing Capstone

This capstone course is the culminating experience for the M.S. in Marketing program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): MKT 675 and completion of 30 credits
Credit(s): 3

Mathematics

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 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 125 - Quantitative Reasoning & Problem Solving

This course focuses on the development of sound quantitative reasoning and problem solving skills, as applied to everyday situations. While this course will have computational elements, the focus is to be placed on conceptual understanding and creative problem solving through relevant applications. Problem solving strategies, inductive/deductive reasoning, analysis of quantitative information and arguments, and communication are the enduring threads.
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 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 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 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 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 375 - Mathematical Modeling

This course introduces students to the art of mathematical modeling. Using a scenario-based approach, students will examine model construction, analysis, interpretation, and evaluation in wide variety of contexts. Graphical, numerical, and symbolic techniques are employed to investigate real-world data and phenomena.
Prerequisite(s): MAT 325, MAT 330 and MAT 350 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 410 - Operations Research

This course introduces students to deterministic modeling in the field of operations research. Using a scenario-based approach, students will explore linear, integer, and nonlinear programming as applied to classical and contemporary optimization problems.
Prerequisite(s): MAT 375 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 420 - Dynamic Models

This course introduces students to dynamical models within the field of science. Linear and nonlinear models and systems are explored through the lens of classical and contemporary science applications. Emphasis is placed on stability, bifurcations, and linearization.
Prerequisite(s): MAT 375 with a grade of C or better
Credit(s): 3

MAT 430 - Seminar in Applied Mathematics

In this culminating course, students apply mathematical and/or statistical skills to a particular focus area by completing a research project in applied mathematics. The topic of the project is selected from a list of topics in the applied sciences (economics, engineering, physics, chemistry, biology, epidemiology, pharmacology, physiology, music, or the social sciences); application of technology tool is required to model the problem, analyze data, obtain quantitative results, and complete the project.
Prerequisite(s): MAT 375 and one (1) course in MAT 300, MAT 410, or MAT 420 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 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

Music

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

Nursing

NUR 300 - Scholarly Inquiry

This course is designed to introduce the licensed registered nurse to the role of the bachelor's prepared nurse in complex health care setting. The Transformational model of learning will be the foundation to develop scholarly inquiry in order to improve practice. Skill development in critical reflection, assessing evidence, professional writing, study habits, and work-life balance will be essential for success. The goal is to provide a knowledge base in nursing theory to improve nursing practice. The role of the Bachelor's prepared nurse as a patient advocate, clinical expert and a leader in evidence-based practice and transformation of health care will be emphasized. The course will discuss the capstone course and development of a project.
Prerequisite(s): Must be enrolled in Nursing program
Credit(s): 3

NUR 305 - Information Management and Patient Care Technologies

This course explores patient care technologies, information systems, telecommunication technologies, and communication devices that support safe nursing practice. Topics covered include standardized terminology; electronic health record, patient portal, meaningful use, and pay for performance; data integrity, abstraction and mining; use of clinical decision support tools to promote patient safety, and ethical and legal issues related to information technology.
Prerequisite(s): Must be enrolled in Nursing program
Credit(s): 3

NUR 310 - Nursing Leadership and Management

This course explores the complex structures of organizations and the roles of nurses within health-care organizations. The course provides students with an in-depth understanding of how healthcare organizations are formed and how current and emerging factors influence the structure and function of the organization. The course will also integrate nurse leadership and management theories and skills. The emphasis will be on the nurse functioning within a complex organizational system to influence and improve organizational outcomes. Students will have the opportunity to develop leadership and management skills, including areas of critical thinking, problem-solving and decision-making, change and conflict management, teamwork and collaboration, delegation and competency, power and influence, resource management (planning, budget, staffing, and culturally diverse workforce), and career development. Must be enrolled in Nursing program.
Prerequisite(s): Must be enrolled in Nursing program
Credit(s): 6

NUR 315 - Pathophysiology for Nurses

This course introduces the student to common health problems in individuals. Adult conditions will be reviewed. Cellular disruptions resulting from environmental, genetic, and stress conditions will be analyzed. The understanding of nursing process to assess, diagnose, plan and implement treatments for disease processes will serve as the foundation for decision-making and management. Diagnostic evaluations and holistic management of selected disease processes will be explored.
Prerequisite(s): Must be enrolled in Nursing program and have taken BIO 205, BIO 211, and BIO 212
Credit(s): 3

NUR 320 - Patient-Centered Assessments

In this course, students analyze effective health assessment methods, communication strategies, and interdisciplinary collaboration techniques used in a variety of health care settings. Students conduct comprehensive evidence-based health assessments encompassing environmental, genetic, multicultural, ethnic, and socioeconomic factors and consider the skills members of collaborative interdisciplinary teams need to promote evidence-based quality care for individuals, groups, communities, and diverse populations. Students also explore ways of adapting their communication style to meet the specific needs for their audience. Must be enrolled in Nursing program.
Prerequisite(s): Must be enrolled in Nursing program
Credit(s): 6

NUR 325 - Patient Assessment and Health Literacy

The student will analyze health assessment methods and communication strategies for diverse populations across the continuum of care in this course. An overview of assessment techniques and patient education will be explored in order to support informed health care decisions. Development of interpersonal effectiveness and cultural competence will be the focus of competency for the student. The goal of health literacy will be to develop verbal and written communication strategies that nurses can use to effectively meet the individualized needs of the patient to promote health and address illness. The student will review standards of care and regulations which oversee the provision of safe and effective care. This three-credit hour course will include 45 hours of practical application of the knowledge, skills, and attitudes acquired in the course.
Prerequisite(s): NUR 315 and must be enrolled in Nursing program
Credit(s): 3

NUR 330 - Research and Evidence-Based Practice

Undergraduate students will be introduced to theory-guided and evidenced-based nursing practice. Students will acquire the skills to become proficient consumers of nursing research. Focus is placed on understanding established research methodologies, ways of knowing in nursing, and developing the knowledge, attitudes, skills, and behaviors to retrieve and understand published studies for application to evidence-based nursing practice.
Credit(s): 6

NUR 330AP - Research and Evidence-Based Practice AP

Advanced Pathway students will be introduced to graduate level theory-guided and evidence-based nursing practice. Students will acquire the skills to identify clinical problems, search for and critique relevant research evidence and make evidence - based recommendations for nursing practice. Focus will be placed on becoming proficient at critical analysis of qualitative and quantitative research findings, the development of an annotated bibliography, and the creation of an Integrative review of the literature. Students must receive approval from the Department of Nursing & Health Professions to register for this course.
Prerequisite(s): Must have Dean of Nursing approval and 3.5 GPA
Credit(s): 6

NUR 350 - Community and Population Health

In this course, the student will develop the ability to assess, analyze, and recommend change for health issues for groups and in communities. Topics will include local and regional conditions that affect vulnerable populations through the lifespan. Case management and care coordination will be discussed. Application of community health principles will be the foundation for recommending interventions. The prevention will include diverse, environmental disease treatments and healthcare policy strategies. This three credit hour course will include 45 hours of practical application of the knowledge, skills, and attitudes acquired in the course.
Prerequisite(s): Must be enrolled in Nursing program.
Credit(s): 3

NUR 350AP - Community and Population Health AP

In this course, the student develops the ability to assess, analyze, and recommend change for health issues encountered in groups and communities. Topics include local, regional, and global conditions affecting vulnerable populations throughout the lifespan. Application of community health principles are the foundation for recommending interventions. Diverse environmental, disease treatments, and health care policy strategies are the goal for prevention. Focus is on the leadership role of the nurse in collaborating to improve and promote health. This course includes 45 hours of practical application of knowledge, skills, and attitudes required of the baccalaureate-prepared nurse.
Prerequisite(s): Must be enrolled in Nursing program and must be an Advanced Pathway Student
Credit(s): 3

NUR 400 - Systems Leadership for Continuous Quality Improvement

This course will explore organizational and systems leadership within the complex clinical microsystems to promote high quality patient care utilizing the knowledge, skills and attitudes to promote care coordination, negotiation, change management, team building and collaboration within the interdisciplinary team. Topics will include quality improvement and safety concepts using structure, process and outcome measures, and performance improvement methodologies to promote quality outcomes for diverse populations. This three credit hour course will include 45 hours of practical application of knowledge, skills, and attitudes.
Prerequisite(s): Must be enrolled in the Nursing program.
Credit(s): 3

NUR 410 - Community and Global Health

In this course, students focus on developing the knowledge, skills, and techniques needed to function as effective team members in public- or community service-based health care settings. Students consider collaborative and innovative strategies for enhancing and improving current health care system approaches based on national and global holistic

needs assessments and identify ways to advocate for quality patient and community outcomes and apply tribal, community, and global wellness strategies to professional practice.
Prerequisite(s): Must be enrolled in Nursing program
Credit(s): 6

NUR 410AP - Community and Global Health AP

Global Health and Diversity is a problem-based course designed to give students an overview of health promotion issues, explore selected current topics in health and health policy from a national and global perspective, and investigate the consequences these issues have for the health status of individuals, populations, and society. This course will provide the theoretical foundation to allow the practitioner to design interventions that promote health and behavior change in the individual client within the community setting. The concepts of health literacy, consumer advocacy, and their impact of health promotion will be explored.
Prerequisite(s): Must be enrolled in Nursing program.
Credit(s): 6

NUR 440 - Research & Evidence-Based Practice

Undergraduate students will be introduced to theory-guided and evidence-based nursing practice. Students will acquire the skills to become proficient consumers of nursing research. Focus is placed on understanding established research methodologies, ways of knowing in nursing, and developing the knowledge, attitudes, skills, and behaviors to retrieve and critique published studies for application to evidence-based nursing practice. This three credit course will include 45 hours of practical application of knowledge, skills, and attitudes required of the baccalaureate-prepared nurse.
Prerequisite(s): Must be enrolled in Nursing program
Credit(s): 3

NUR 440AP - Research & Evidence-Based Practice AP

Undergraduate students will be introduced to theory-guided and evidence-based nursing practice. Students will acquire the skills to become proficient consumers of nursing research. Focus is place on understanding established research methodologies, ways of knowing in nursing, and developing the knowledge, attitudes, and skills, and behaviors to retrieve and understand published studies for application to evidence-based nursing practice. Students will be expected to demonstrate competency in one Master's level program outcome. This course will include 45 hours of practical application of knowledge, skills, and attitudes required of the baccalaureate-prepared nurse.
Prerequisite(s): Must be enrolled in Nursing program Advanced Pathway Student cumulative 3.5 GPA and Dean Approval
Credit(s): 3

NUR 480 - Policy, Law, Ethics, and Regulation

Students in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in professional, healthcare practice. Students explore concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the healthcare environment through the lens of the professional discipline. Students evaluate the impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care access disparities and examine ways to articulate the needs of individuals, communities, and vulnerable populations to consumers and appropriate officials. Students also focus on the importance of cultural competence and ethical decision-making within healthcare delivery systems. Must be enrolled in Nursing program.
Prerequisite(s): Must be enrolled in Nursing program
Credit(s): 6

NUR 490 - Transformational Capstone

The Transformational Capstone course will utilize a seminar process, portfolio development, and final project to illustrate achievement of all program outcomes. In keeping with the Transformational Learning Theory, the summative activities will provide evidence of the student's progression to a baccalaureate-professional nurse. This three credit

hour course will include 90 hours of practicum experience to demonstrate synthesis of the knowledge, skills, and attitudes acquired in the program.

Prerequisite(s): Completion of 111 credits and must be enrolled in Nursing program
Credit(s): 3

NUR 502 - Teaching and Learning in Nursing

This course covers instructional frameworks, learning environments, and classroom and student management and motivation techniques. Learners explore theories associated with optimizing the teaching experience and student outcomes and gain an understanding of the teaching, learning, communication, and motivation strategies used for specific learning situations and student populations. Learners identify various learning barriers and formulate appropriate teaching strategies to address them, including acknowledging and using emotional intelligence. As part of this course, learners are required to teach in an online course room. Must be enrolled in MSN program.
Prerequisite(s): Must be enrolled in MSN program
Credit(s): 3

NUR 506 - Evidence-Based Practice

Graduate students will build upon previous learning of nursing research and evidence-based practice in order to become proficient in critiquing, generating, and translating research evidence into nursing practice. Emphasis will be placed on identifying researchable clinical questions, analysis of research findings for evidence-based practice, ethical issues in nursing research, and the selection of methods that may be used to generate research evidence for practice.
Prerequisite(s): NUR 515 and IHP 525 or MBA 501
Credit(s): 3

NUR 507 - Transition to Graduate Nursing Practice

This course is designed to assist the registered nurse with a BSN degree to transition to graduate study in order to maximize their performance and opportunities for success. The course will cover such topics as the standards for scholarly writing, using evidence, study habits, and managing a graduate-level workload. The role of the Master's-prepared nurse as a clinical scholar, clinical expert and as leader in evidence-based practice and transformation of health care will be emphasized. The course will introduce the final capstone course and the development of a professional portfolio.
Prerequisite(s): Must be enrolled in Nursing program
Credit(s): 3

NUR 515 - Advanced Nursing Concepts

In this course, students will analyze the history and evolution of nursing conceptual models and theories. Students examine the linkages between empirical, aesthetic, ethical, personal, and sociopolitical patterns of knowing with the conceptual models and paradigms of nursing. Students will explore the components of conceptual-theoretical-empirical structures for theory—generating, theory-testing research, and application to practice. Students who successfully complete the course (B- or better, course work & projects) will receive 45 indirect practice hours.
Prerequisite(s): NUR 507
Credit(s): 3

NUR 530 - Systems Leadership and Collaborative Practice

This course provides students with the strategies and tools necessary for leadership roles in systems management and inter-professional practice. Ethical leadership concepts, analysis of diverse organizational systems across the healthcare continuum, change agency and communication skills are emphasized in the processes of coalition building, negotiating conflict, workforce planning and inter-professional team relationship building to produce quality patient outcomes. The course will enhance student ability to think systematically and develop comprehensive understanding of core competencies required to initiate and sustain change in organizations.
Prerequisite(s): Must be enrolled in Nursing program
Credit(s): 3

NUR 601 - Advanced Pathophysiology

This course in organ systems physiology is designed to teach the fundamentals of normal function that are essential to understanding clinical problems. It will integrate advanced concepts of health assessment, including anticipatory guidance, prevention, and detection of risk factors and disease. Students will continue to develop critical thinking skills to make effective, patient-centered, clinical decisions through case studies. Examples from pathophysiology are used to illustrate physiological concepts that will be analyzed, interpreted, and evaluated. This course includes all major organ systems. It assumes previous academic preparation in anatomy and physiology, an understanding of basic algebra and simple physiology, as well as experience in conducting a health history and physical assessment. Discussion sessions and problem-set case studies provide opportunities to synthesize content and discuss clinical problems.
Credit(s): 3

NUR 602 - Advanced Pharmacology Across the Life Span

Content focuses on current concepts in the pharmacologic therapies of common health care problems seen in primary and acute care health care. Basic pathophysiology, clinical pharmacology, modes of therapy, and monitoring parametrics are explored. Diagnosis and management of health care problems and their treatment regimens are discussed. Case studies are utilized to clarify, reinforce, and correlate therapeutics with specific health care problems.
Prerequisite(s): NUR 601
Credit(s): 3

NUR 603 - Epidemiology

This course provides and in-depth exploration of the concepts and methods of epidemiological research. Students will critique the principles of epidemiology with an emphasis on health promotion and disease prevention research. Epidemiologic concepts, bio-statistical principles and research design strategies are emphasized. Students will critique current epidemiologic study designs and develop an epidemiologic proposal with implications for health promotion.
Credit(s): 3

NUR 606 - Communications and Collaboration

This course introduces advanced communication strategies for patient safety success in the current healthcare environment. Course topics include: enhanced communication skills, individual and group design/presentation techniques, hand-off, chain of command, critical thinking strategies and skills, stress and time management, group process and group dynamics. This course challenges the students to use creative and critical thinking to become a creative patient safety/problem-solver and leader working within a complex healthcare environment.
Credit(s): 3

NUR 607 - Advanced Health Assessment

In this course, students will build on previous clinical experience, as well as undergraduate course work to master health assessment skills and communication strategies. Students conduct comprehensive, evidence-based health assessments encompassing environmental, genetic, multicultural, ethnic, and socioeconomic factors. Students also explore ways of adapting their communication style to meet the specific needs of their audience. The course also focuses on mastering the physical and mental health exam and formulating plans to ensure effective patient-centered care. Periodic hands on simulation assignments will be utilized formatively to practice knowledge and skill acquisition. *This course may incur additional costs for practice simulation software.
Prerequisite(s): NUR 601
Credit(s): 3

NUR 635 - Teaching and Learning for Nurse Educator

This course explores the process of teaching and learning in nursing education. Nurse educator roles and expectations are examined. Theories and philosophies of learning and different types of teaching strategies are evaluated for their application in a variety of nursing education settings and levels of education, and for their impact on diverse learners.

Emphasis is placed on who the learner is and how they learn, who the faculty is and what the faculty role entails, and the use of appropriate evidence-based teaching strategies.
Prerequisite(s): Must be enrolled in MSN program
Credit(s): 3

NUR 640 - Assessment and Evaluation in Nursing Education

This course examines basic principles of assessment and evaluation of learning in academic, online, and clinical settings. Students will explore content about assessment versus evaluation; formative and summative assessments; test development, item analysis, developing and using grading rubrics; standardized testing in nursing – ATI, HESI, NCLEX - and evaluation of clinical performance. The course also explores legal and ethical issues related to evaluation and grading. Students who successfully complete the course (B- or better, course work & projects) will receive 45 indirect practice hours.
Prerequisite(s): IHP 525 and NUR 635
Credit(s): 3

NUR 645 - Curriculum Design in Nursing

Explore strategies for the development of curricula in nursing education. Learn how to synthesize evidence from the science of nursing education with nursing professional standards and institutional missions and philosophies in developing nursing curricula. Students gain a comprehensive view of the nurse educator's responsibility in curriculum development, evaluation, and revision.
Prerequisite(s): NUR 635 and NUR 640
Credit(s): 3

NUR 650 - Care Coordination and Outcome Management

This course is designed to prepare CNL students to lead and collaborate with members of the healthcare team to deliver high quality, coordinated care to diverse populations of patients as they transition through a variety of healthcare settings. The course will focus on the relationship between care coordination, the patient experience, and the national quality outcomes that hospitals and nursing professionals should be meeting. Students will explore concepts related to transition management, team-based care, and quality improvement measures across healthcare settings, with care coordination as a central element of the patient-centered experience.
Credit(s): 3

NUR 680 - Nursing Capstone Seminar

Students critical analyze proposals for healthcare quality and safety plans, or clinical problems as developed by student participants. To be taken concurrently with NUR 681
Prerequisite(s): Senior standing (30 or more credits)
Credit(s): 3

NUR 681 - Nursing Capstone Project

Students design and analyze a healthcare issue, proposal of policy options, recommendations for action or an evaluation strategy for a selected healthcare setting. Students are evaluated according to criteria, negotiated in advance, that demonstrate current industry best practices. To be taken concurrently with NUR 680.
Prerequisite(s): Senior standing (30 or more credits)
Credit(s): 3

NUR 682 - Generalist Nursing Capstone

Explore the MSN/Generalist role with an authentic demonstration of program outcomes and competencies. Students synthesize prior learning to implement a scholarly project to facilitate change in a healthcare setting of their choice. Analysis of the project's results and dissemination of findings in a comprehensive written summary and presentation complete the successful achievement of program outcomes.
Prerequisite(s): NUR 607 and NUR 530 or IHP 505 and completion of 36 credits

Credit(s): 3

NUR 683 - Patient Safety and Quality Capstone

Explore the MSN/Patient Safety & Quality role with an authentic demonstration of program outcomes and competencies. Students synthesize prior learning to implement a scholarly project to facilitate change in a healthcare setting of their choice. Analysis of the project's results and dissemination of findings in a comprehensive written summary and presentation complete the successful achievement of program outcomes.
Prerequisite(s): IHP 645 , IHP 670, and completion of 36 credits
Credit(s): 3

NUR 684 - Clinical Nurse Leader Capstone

Observe and explore the Clinical Nurse Leader (CNL) role under the guidance of a CNL preceptor during a 400 hour clinical immersion experience. Synthesize prior learning by implementing a scholarly project developed during your program of study. Students gain practical experience with a focus on an authentic demonstration of the CNL role and the AACN Clinical Nurse Leader certification exam competencies.
Prerequisite(s): NUR 607 and NUR 650 and completion of 33 credits
Credit(s): 3

NUR 685 - Nurse Educator Capstone

Observe and explore the Nurse Educator role under the guidance of an experienced nurse educator preceptor during a 120 hour teaching immersion experience. Synthesize prior learning by implementing a scholarly project developed during your program of study. Students gain practical experience with a focus on an authentic demonstration of the nurse educator role and the NLN Certified Nurse Educator exam competencies.
Prerequisite(s): NUR 645 and completion of 33 credits
Credit(s): 3

Organizational Leadership

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 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 122 and OL 125
Credit(s): 3

OL 265 - Intro to Managing Not-for-Profit Orgs

This introduction course will examine the theory and practice of leadership and decision-making in the nonprofit sector. Students will be exposed to core classic and contemporary theories on leadership, management, governance and organizational effectiveness of nonprofit organizations.
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 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.
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 330 - Grant Writing

The ability to secure funding through grant writing is essential for nonprofit organizations. This course covers strategy for aligning the needs of the nonprofit organization to available funding sources. Additionally, the course reviews how to identify a need for funding, source grant opportunities, mutual benefits between a nonprofit and a funder's mission, and the grant writing process.
Credit(s): 3

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 and MKT 113 or MKT 105 completion of 90 credits
Credit(s): 3

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 445 - Nonprofit Management Seminar

The nonprofit management seminar provides students with an opportunity to apply knowledge toward identifying solutions and strategies for addressing challenges facing nonprofit leaders. Students will assume a leadership role of a nonprofit organization in a simulated experiential environment.
Prerequisite(s): OL 265, OL 330 and completion of 21 credits in Organizational Leadership
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 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)

OL 500 - Human Behavior in Organizations

This course is a study of individuals and groups and their interaction. Students examine theories of motivation, communication, leadership, power and change with practical relation to contemporary issues. They also study organizations for key design variables and reward systems aimed at improved performance and organizational efficiency through employee motivational programs, participative management and cooperative decision making.
Credit(s): 3

OL 501 - Business Foundations

This course is a foundational survey of the principles, vocabularies, and mechanics of how business firms function. The course is designed to give students with little or no business background the exposure and acumen necessary for advanced coursework in business-related topics and to appreciate the complex interactions of markets and firms. Financial aspects of business including the accounting system, financial statements, and financial reporting are covered in addition to the major macro- and micro-economic theories and market concepts that influence business.
Prerequisite(s): Advisor must be contacted to register must be enrolled in MS Management or MS Human Resource Management program
Credit(s): 3

OL 600 - Strategic Human Resource Management

This course emphasizes the strategic role of the human resource manager in performing functions of recruitment, hiring, training, career development and other contemporary processes within the organizational setting. It serves as an introduction to the areas of compensation, collective bargaining, affirmative action and other regulatory procedures and requirements as they relate to contemporary applications in organizations.

Credit(s): 3

OL 610 - Employee and Labor Relations

This is a study of public and private labor relations and methods of dispute resolution that stresses labor agreement administration, grievance procedures and arbitration. It includes the examination of the history of union-management relations, bargaining and negotiation strategies. The limitations of the use of power also are studied.
Prerequisite(s): OL 500 and OL 600
Credit(s): 3

OL 620 - Total Rewards

This course examines the compensation and benefits functions within the organizational structure and ways they impact the management function. Topics include job analysis, surveys, wage scales, incentives, benefits, HRIS systems and pay delivery administration. Students design a compensation and benefits program as a course outcome.
Prerequisite(s): OL 500 or OL 501 and OL 600
Credit(s): 3

OL 630 - Entrepreneurship and Small Business Management

This course is a study of entrepreneurship and small businesses from a management standpoint and includes the analysis of research, marketing, taxes, forms of business, capital and venture capital opportunities. Students complete a real- world project or Small Business Institute consultancy.
Credit(s): 3

OL 635 - Consulting

Students examine consulting, from defining what a consultant is to analyzing the problems and expenses involved in starting a consulting business. Topics include promotion, establishment of a client list, computers that support consulting and contracts.
Credit(s): 3

OL 640 - Franchising

Topics include research, analysis, evaluation, financing and legal requirements of existing and potential franchises. Also included are methodologies of the franchise agreement, the operating manual, the Uniform Franchise Offering Circular (UFOC), and research and marketing theory and practice. Students prepare a research paper based on a real or proposed franchise. The course also examines international franchising. Background preparation: 3 credit hours in marketing and business law or the equivalent.
Credit(s): 3

OL 645 - Law, Ethics, and Politics in HR

This course contends with the question, "Is legal compliance synonymous with ethical behavior in HR?" The interrelationship of legal governance, ethical practice, and political influence in human relations management are a central focus of the course. Students will develop relevant expertise in employment law and HR ethics by actively applying their knowledge to vexing issues facing HR professionals today. Topics related to employment law, workplace health, safety, and security, corporate social responsibility, and ethical guidelines and conduct for HR professionals will be addressed in the course.
Prerequisite(s): OL 600
Credit(s): 3

OL 655 - Talent Development and Workforce Planning

Organizations are engaged in continual and dynamic changes in today's business environment, increasing the demand for human resource professionals to leverage strategies to recruit, train, develop, and support a diverse workforce. This course integrates advanced talent management and development skills with strategic workforce planning, asking

students to analyze gaps in employee competencies, plan strategic talent development strategies, and forecast workforce needs. Issues such as employee engagement, creating an employment brand, supporting talent through career development, and creating effective succession plans will be emphasized.
Prerequisite(s): OL 600
Credit(s): 3

OL 660 - Redesigning Middle Management

This course addresses the 10 management roles defined by Mintzberg and the three skill areas identified by Katz as applied to the middle management role traditionally found in organizations. Based on research and a review of the literature on Total Quality Management, Reengineering, and the Learning Organization, the course will outline and enable students to develop a new role for middle managers in a contemporary organizational setting.
Prerequisite(s): OL 500 and OL 600
Credit(s): 3

OL 663 - Leading Change

This course focuses on transforming organizations by introducing Kotter's eight processes by which leaders effect change. Because organizations, leaders, and employees differ, various techniques and strategies are examined. The course integrates Kotter's processes for leading change, organizational development and transformation theory and practice, and analysis of an organization which has effected systematic change. The use of work teams as a key change factor will have special emphasis.
Credit(s): 3

OL 665 - Leading/Managing Not-For-Profit Orgs

This course is a study of planning, budgeting, control and other management activities in the context of the not-for-profit institution.
Credit(s): 3

OL 667 - Human Resource Information Systems

Information systems and data management are essential components of an effective human resource management plan. This course introduces students to the process for researching information systems technology, conducting needs assessments of the organization, selecting an appropriate HR information system (HRIS), and integrating the system effectively. Additionally, a large focus of the course is on the analysis, use, and protection of data in an HRIS. The goal of this course is to provide the necessary skills for students to effectively research, integrate, and leverage various HR information systems for a variety of purposes in and beyond the course.
Prerequisite(s): OL 600 and OL 620
Credit(s): 3

OL 668 - Human Resources in Global Contexts

Organizations increasingly rely on an international workforce and global markets to succeed. As the workforce has become increasingly diverse, cultural competence is a necessary component of any HR strategy. This course situates strategic human resource management in the global stage, focusing on a wide range of issues related to global markets, global security, managing an international workforce, effective cross-cultural management and communication, and diversity in the workplace. The emphasis is placed on how businesses can become more competitive by leveraging an effective HR plan for diversity and international business.
Credit(s): 3

OL 670 - Organizational Leadership

This course combines theory and practice by encouraging students to learn traditional and contemporary leadership theories and apply them to the analysis of the behavior of business managers, entrepreneurs and other recognized individuals. This course includes readings, cases, exercises and numerous examples of effective leadership models. Areas covered include the societal evolution of leadership; the leadership roles of strategy, vision and transformational

change; the development of leaders; the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and current popular approaches to leadership theory.
Prerequisite(s): OL 500
Credit(s): 3

OL 675 - Leadership and Ethics

Leadership and Ethics is a course that focuses on the ways current and emerging leaders assess the values that influence their actions. The course draws on the rich tradition of great thinkers as well as the extensive body of leadership literature to examine the critical role ethics plays in leadership. The course, conducted in seminar format, is a process course. It is only through thoughtful reading, reflections, writing, and discussion that students are able to recognize and shape the qualities they see valuable for their own leadership roles, both personally and professionally.
Credit(s): 3

OL 676 - Women in Leadership

This course is designed to create a supportive environment where both women and men can learn about challenges and opportunities facing women in the workplace. Historically, women have had less access to leadership positions; however, over the past fifty years they have made tremendous strides to succeed in all levels of organizations. Topics will include why women matter and reasons for inequities in the workforce, the historical context of women and leadership, do men and women lead differently, work/life/family balance issues, professional skill development (networking, mentoring, negotiation, risk-taking), entrepreneurship and executive leadership, advancing societies by advancing women and strategies and tactics for women to act as change agents.
Credit(s): 3

OL 690 - Responsible Corporate Leadership

Students investigate the nature of the environments in which business enterprises conduct their operations in order to determine the actual and desirable levels of attentiveness and responsiveness of business managers to the relationship between the enterprise and society.
Credit(s): 3

OL 750 - Organizational Leadership Capstone

This capstone course is the culminating experience for the M.S. in Organizational Leadership program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): OL 600, OL 663, OL 670, OL 690 and completion of 30 credits
Credit(s): 3

OL 751 - Human Resource Management Capstone

This capstone course is the culminating experience for the M.S. in Human Resource Management program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): OL 645, OL 667 and completion of 30 credits
Credit(s): 3

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 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 246 - Understanding Non-Western Philosophy

This course, which focuses on classics from non-Western traditions, is meant to enrich students' understanding of philosophical works that have shaped entire cultures. Selections are drawn from the literary, religious and philosophical works of Africa and western, southern and eastern Asia, giving students a greater appreciation of the contemporary world and basic philosophical issues. Global marker.
Credit(s): 3

PHL 316 - Business Ethics

This course is a philosophical study of moral issues in business. Topics include corporate responsibility, conflicts of interest, morality in advertising, preferential hiring (e.g., minorities and women), personal morality versus employer loyalty, and cultural theoretical issues and their impact on business decisions. Offered every semester.
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.
Prerequisite(s): Computer Science, Environmental Science and Geoscience Majors only
Credit(s): 3

PHY 101L - Principles of Physics Lab

This course will use laboratory techniques to study the fundamental principles of physics. Topics such as motion and forces, gravity and projectiles, and energy and work will be covered along with other topics important to physics.
Prerequisite(s): PHY 101 Computer Science, Environmental Science and Geoscience Majors only
Credit(s): 1

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.
Prerequisite(s): Environmental Science and Geoscience Majors only
Credit(s): 3

PHY 205 - Principles of Geology

This course will introduce students to the Earth's structure and composition, minerals and rocks, surface processes, elementary petrology, and the principle of plate tectonics. Additionally, historical geology, including paleontology, glaciation, earthquakes and seismology, rivers and drainage, and groundwater will be discussed.
Prerequisite(s): PHY 103 co-req of PHY 205L Environmental Science and Geoscience majors only
Credit(s): 3

PHY 205L - Principles of Geology Lab

This online laboratory course component will allow students to integrate and apply theory based knowledge related to the study of rocks, minerals, and geologic mapping.
Prerequisite(s): PHY 103 co-req of PHY 205 Environmental Science and Geoscience majors only
Credit(s): 1

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 309 - American State and Local Government

Many political issues in the United States, such as education, public safety, environmental protection, and transportation, are first handled and addressed by state and local governments. This course explores the structure, function, and distribution of power between state and local governments and the federal government of the United States. Particular emphasis is placed on the necessary collaboration of state and local governments and their roles as partners with the federal government in effecting improvements in policies and services as well as the exploration of the legal and constitutional relationships between state and local governments.
Prerequisite(s): POL 210
Credit(s): 3

POL 313 - Political Theory and Applications

This course covers the study of the conceptual foundations of political systems and behavior including the historical contributions of Western political theorists toward critically analyzing contemporary political institutions and ideas. Special emphasis is placed on exploring how the social and cultural contexts in which these theorists lived and worked helped to shape their political ideas.
Prerequisite(s): ENG 123 and POL 210 or PHL 210
Credit(s): 3

POL 327 - US Government and Contemporary Issues

This course extends upon the foundational American politics course. Special emphasis is placed on watershed moments in U.S. political history that have shaped policies and practices today. Students will be asked to focus a critical eye toward governing in today's world by assessing the current political climate and current policies in the interest of identifying and applying possible solutions.
Prerequisite(s): POL 210
Credit(s): 3

POL 328 - The Legal System in America

This course is a foundational overview of the court and judicial systems, major laws in United States political history, and the lawmaking and amendment process. While an overview of major laws will be covered in the course, students will be asked to assess the legal system in general terms to recognize patterns in civil liberties, judicial interpretations, and judicial activism. A specific focus on how social movements and public opinion have influenced court decisions will also be included.
Prerequisite(s): POL 210
Credit(s): 3

POL 360 - Introduction to Comparative Politics

This course examines the development of different political systems including the relationship between factors (culture, economics, geography, etc.) that influence political development and national identity. Students will study key components of what separates political systems from one another, as well as differences within individual political systems and how they are applied by different nations. Special attention will be paid to understanding how democratic nations vary in their political institutions (legislative, judicial, executive) and how these applications influence public policy and how countries are viewed by one another.
Prerequisite(s): POL 210 and POL 211
Credit(s): 3

POL 364 - Globalization and World Politics

This course is an exploration of globalization and how it relates to political systems, economic systems, technology, culture, and participation/activism in government. Students will be introduced to concepts of war and peace, terrorism, nationalism, etc., and how these issues affect and intersect with policy regarding international relations. Contemporary issues in globalization will be explored and analyzed for efficacy.
Prerequisite(s): POL 210 and POL 211
Credit(s): 3

POL 370 - Analysis and Research in Political Science

In this course, students will examine applied aspects of research methods and statistical analysis that are commonly utilized in political science research. Through case studies utilizing contemporary issues, students will investigate procedures used to gather and analyze data, provide analysis and conclusions based on social scientific inquiry, and acquire real-world skills required to design and conduct research in the field of political science.
Prerequisite(s): POL 210 and POL 211
Credit(s): 3

POL 371 - Political Parties and Interest Groups

Political parties and interest groups play a critical function as mediators between citizens and government. The effectiveness of various groups in representing citizen interests and influencing voting behavior is a central question of this course. Students will examine political parties, interest groups, voting blocks, activist groups, and special interest mobilization from an applied approach, analyzing the ways these groups have influenced voting trends and participation with the goal of improving civic engagement.
Prerequisite(s): POL 210
Credit(s): 3

POL 372 - Campaign Finance and Fundraising

Financing a successful campaign requires dedicated fundraising at the beginning, middle, end and every stage in between. It is increasingly important that all members of a campaign understand the importance of fundraising and the regulations around campaign finance. This course takes these topics head on and introduces students to successful fundraising tactics, the role money has played in campaigns, elections, and policy development, and the key laws and regulations around campaign finance.
Prerequisite(s): POL 210
Credit(s): 3

POL 374 - Campaign Organizing and Mobilization

This course provides students with opportunities to both investigate successful strategies of historical and contemporary campaigns as well as pragmatically develop their own best practices for campaign leadership and management. The course introduces students to advanced concepts in campaign organizing such as mobilization, volunteer development, voter targeting, technology tools and systems for organizing, grassroots organizing, and messaging, among others.
Prerequisite(s): POL 210
Credit(s): 3

POL 491 - Political Science Capstone Experience

This capstone course is the culminating experience for the B.S. in Political Science program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): Completion of 111 credits
Credit(s): 3

POL 500 - Research and Analysis in Political Science

Political science emphasizes the use of research and data to propose and promote positive changes to public policy. In this course, students will examine a variety of contemporary political challenges and issues through the lens of the public good. Students will be asked to conduct research on and propose solutions for common issues that effectively address the issue in a non-partisan manner while using various research methods and tools used across the field of political science.
Credit(s): 3

POL 510 - The Study and Practice of Political Science

This course introduces students to graduate-level study of political science including foundational concepts and approaches to the discipline. Students will explore the contemporary role of political science in the United States, common theoretical lenses and methodologies used to study political science, and use of empirical data and research to address problems across the various domains relevant to political science and public policy.
Credit(s): 3

POL 520 - American Governmental Institutions

This course focuses on the analysis of key actors in U.S. politics including the presidency, Congress, the judiciary, interest groups, and political parties. Emphasis is also placed on the interaction among the various institutional actors and the influence that internal and external processes, the electorate, and governmental and nongovernmental organizations have on the political system. The course takes a case-study approach to the study of American institutions by examining critical historical developments that have influenced and are reflected by modern governance in the United States.
Prerequisite(s): POL 500
Credit(s): 3

POL 530 - Contemporary Political Thought

Contemporary political thought is heavily informed by specific philosophies and ideologies. In this course, students will discern how various political platforms and policies reflect specific political philosophy, as well as the effects of competing philosophies on public processes, policies, and dialogue. Topics covered include pluralism, the role of national and state government, the role of the individual in a democratic society, extremism, justice, and power.
Prerequisite(s): POL 500
Credit(s): 3

POL 540 - Global Political Systems

This course examines the functions, behaviors, policies, and roles of various global political systems, both national, international, and transnational. Students will analyze the goals of foreign policies, internal conflicts and their reflection on national and international interests, geopolitics and environmental protections, the efficacy of international organizations and diplomacy, and the bearing of these elements on current, contemporary issues on the international stage.
Prerequisite(s): POL 500
Credit(s): 3

POL 550 - Political Parties, Interest Groups, and Lobbying

Political parties, interest groups, and the mass media have been characterized as the "transmission belts" that connect politicians to the public, as well as a vehicle for achieving political objectives. In this course, students will examine how these groups differ in their role and approaches and how they affect public opinion and political decision-making. Topics include the history and development of political parties and interest groups, their relationship with governmental and non-governmental institutions, and how they have influenced and are influenced by an ever-changing political landscape.
Prerequisite(s): POL 500
Credit(s): 3

POL 612 - State, Local, and Urban Politics

State and local governments play an important role in the formation and implementation of public policies. In truth, state and local governments have a larger effect on the daily lives of most U.S. citizens than the Federal government. This course examines the politics, institutions, and policy processes of state and local governments. Topics covered include large urban settings where larger social, political, and economic demands and constraints lead to more complex and dynamic political systems in comparison to rural settings which have much different issues to contend with.
Prerequisite(s): POL 500
Credit(s): 3

POL 614 - The Politics of Marginalization

This course is designed to familiarize students with the processes whereby individuals, groups, or communities may become disenfranchised from opportunities within society as well as the modes of power available for various minority communities. Topics include the study of political theory and policy regarding access to resources based on factors such as social class, education, race, and gender, among others. Specific focus will be made on developing strategies for avoiding exclusionary practices in the public realm.
Prerequisite(s): POL 500
Credit(s): 3

POL 632 - Campaign Management

The campaign management course involves a study of the strategic processes by which campaign decisions are made including planning, development, roles and responsibilities of team members, execution, implementation, and analysis of field data. Students will take both a theoretical approach as well as develop action plans for hypothetical campaigns.

This course prepares students to develop the strategic tools necessary for campaign leadership and management through an examination of lessons learned in effective and non-effective campaigns.
Prerequisite(s): POL 500
Credit(s): 3

POL 634 - Campaigns, Elections, and Strategic Messaging

This course involves an integrated and advanced study in historical and contemporary theoretical approaches to campaigns and elections. Topics for investigation include fundraising, recruitment and capacity planning, use of various communication tools such as social media, long-term strategies of staying on message, and analyzing audience and public speaking scenarios, among others. Emphasis will be placed on the impact of these factors on how messages are interpreted through historical case studies. Students will also be engaged in recommending strategies for addressing these concerns.
Prerequisite(s): POL 500
Credit(s): 3

POL 790 - Capstone in Political Science

This capstone course is the culminating experience for the M.S. in Political Science program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): Senior standing (completion of 30 or more credits)
Credit(s): 3

Psychology

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 200 - Foundations of Addictions

This course introduces students to various types of addictive behaviors as well as their causes and consequences in relation to the individual, family, community, and society. It includes an overview of theories on addiction and approaches to identification, prevention, and treatment.
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 PSY 223
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 226 - Sport Psychology

The course offers and in-depth examination of the major psychological issues associated with athletic competition. Topics include motivation, anxiety, aggression, commitment, self-control, leadership and excellence. While using athletic competition as its focus, the course also established the relationship between athletic competition and the pursuit of excellence in any human endeavor. This course also has a significant research component designed to help students develop a sound understanding of the research methodology that supports theories of athletic competition.
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 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 323 - Psychology of Gender

This course explores gender differences from a social psychological perspective. Students will consider individual, interpersonal, and cultural influences on gender similarities and differences in behavior. The course includes a review of theory, research, and applications in the psychology of gender.
Prerequisite(s): PSY 257
Credit(s): 3

PSY 324 - Cross-Cultural Psychology

This course examines psychological issues in various cultural contexts and explores how ethnic and cultural backgrounds influence patterns of human thought and behavior. The course includes a focus on the psychological dynamics involved in the formation and reduction of prejudices, discrimination, and stereotyping.
Prerequisite(s): PSY 257
Credit(s): 3

PSY 326 - Social Cognition and Perception

This course investigates how people make sense of the social world. Students will examine how social factors influence how people perceive and interact with information collected from the environment and how these mental processes affect judgments and decision-making.
Prerequisite(s): PSY 257
Credit(s): 3

PSY 327 - Social Influence

This course explores the research and theories related to how people influence and are influenced by their social environment at the individual, interpersonal, and societal levels. Students will explore concepts including attitudes, conformity, obedience, attraction, social categories, and norms.
Prerequisite(s): PSY 257
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 405 - Contemporary Issues in Social Psychology

This course focuses on recent advances in both basic and applied research in social psychology. Students will apply their knowledge and skills to current issues in social psychology.
Prerequisite(s): PSY 257
Credit(s): 3

PSY 406 - Contemporary Issues in Addictions

This course focuses on current research, issues, and trends related to addictive behaviors. Students will also examine ethical/moral issues to be anticipated within the addictions field.
Prerequisite(s): PSY 200
Credit(s): 3

PSY 407 - Contemporary Issues in Applied Psychology

This course focuses on recent advances in applied psychology and ethical debates in the field. Students will apply their knowledge and skills toward current issues within their selected area of interest in psychology.
Prerequisite(s): Completion of two (2) of the following: PSY 201, PSY 205, PSY 225, PSY 226, or PSY 258
Credit(s): 3

PSY 442 - Community Psychology

Community Psychology as a discipline and as professional practice is continually changing - it is the understanding that context matters. This course will encourage students to contribute to this body of applied knowledge. Social issues, community support systems, and policies and interventions that foster collective and individual wellness are the focus of this interactive and interdisciplinary subject.
Prerequisite(s): PSY 108 and PSY 224
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

PSY 500 - Foundations of Psychology

This course prepares students for graduate study in psychology, with a focus on honing and applying writing, analytical thinking, and critical reading skills. It provides an overview of the field of psychology as a science and a profession. Students evaluate the key concepts and theoretical perspectives that have shaped the field, as well as contemporary issues.
Credit(s): 3

PSY 510 - Research Methods in Psychology I

In this course, students will learn methods commonly used in psychological research. As part of these methods, students learn how to gather and analyze data across a variety of settings. These newly acquired skills and techniques will be reinforced by application to a contemporary issue in psychology.
Prerequisite(s): SCS 501, SCS 502 and PSY 500
Credit(s): 3

PSY 520 - Research Methods in Psychology II

In this course, students will develop a deeper understanding of the research process and data analysis by applying skills learned in Research Methods in Psychology I and building on them with new skills and techniques including advanced research design and use/interpretation of higher-level statistical tests (ANOVA, regression, etc.). These newly acquired skills and techniques will be reinforced by application to a contemporary issue in psychology.
Prerequisite(s): PSY 510
Credit(s): 3

PSY 530 - Social Psychology

The focus of this course is on contemporary social psychology issues and research related to people's interactions with the environment, technology, and society, as well as classic studies and theories in the field—including those related to conformity, obedience, identity, and attitudes that remain relevant. Students will evaluate the perspectives, relevancy, and usefulness of social psychology to real world issues and problems.
Prerequisite(s): PSY 520
Credit(s): 3

PSY 540 - Cognitive Processes

Students will investigate topics in cognitive psychology, including memory, language, attention, learning, and decision-making. Students will evaluate the perspectives, relevancy, and usefulness of cognitive psychology to real world issues and problems.
Prerequisite(s): PSY 520
Credit(s): 3

PSY 545 - Forensic Psychology

This course provides candidates with foundational knowledge of the forensic psychology field, including its historical roots and current trends with a focus on the evolution of practical and research based approaches in clinical settings. Candidates will also explore the roles and responsibilities of specialty areas in forensic psychology and how they unfold related to legal, ethical, and diversity issues.
Prerequisite(s): Completion of 18 or more credits

Credit(s): 3

PSY 550 - Measurement and Assessment

In this course, students will have the opportunity to learn and apply psychometric techniques commonly used in psychology. This course will instruct students on measurement techniques and strategies for psychological purposes, as well as the analysis and assessment of gathered data.
Prerequisite(s): PSY 510 and PSY 520
Credit(s): 3

PSY 560 - Theories of Personality

This course will emphasize contemporary theories, research, and approaches in personality psychology, connecting these to classic theorists such as Freud as well as other historical traditions and perspectives. The past and present impact of these theories within the ever-changing field of psychology will be explored, as well as the impact they have on culturally diverse clients and special populations.
Prerequisite(s): PSY 520
Credit(s): 3

PSY 570 - Ethical Practice in Psychology

This course provides a comprehensive overview of the principles of ethical practice within the field of psychology. Topics include experimentation, confidentiality, respect, resolving ethical dilemmas, professional standards of conduct, and the psychology of ethical behavior.
Prerequisite(s): SCS 501, SCS 502 and PSY 500
Credit(s): 3

PSY 612 - Motivation in the Workplace

This course will cover the psychological theories of motivation and their relevance to the workplace and wider field of industrial-organizational psychology. Students will explore factors that motivate individuals in organizational settings, strategies to identify motivation problems, and ways to address those issues using psychological techniques. Emphasis will be placed on the practical application of motivational theories to affect change for diverse populations.
Prerequisite(s): Completion of 18 or more credits
Credit(s): 3

PSY 614 - Psychology of Leadership

This course combines theory and practice to address contemporary issues and connects them to psychological theories in the field of organizational leadership. It will utilize research, case studies, and real-world situations to illustrate how psychological practices can be used in assessing and improving leadership in organizations. Students will construct a foundation for their personal leadership style with the understanding that it can and should evolve over time.
Prerequisite(s): Completion of 18 or more credits
Credit(s): 3

PSY 616 - Organizational Consulting

This course will explore the relevant skills needed for a successful organizational consultation by an industrial organizational psychologist. Students will examine the process for diagnosing an organization using psychological methods (measurement), developing a strategy to address any issues (assessment), and practically carrying out that plan (application). Emphasis will be given to the need for ethical standards and the importance of professional responsibility in consulting.
Prerequisite(s): Completion of 18 or more credits
Credit(s): 3

PSY 618 - Seminar in Industrial & Organizational Psychology

This course is a culmination of the student's work in industrial organizational psychology. It will bring together the skills learned in the previous courses and requires that students demonstrate their proficiency in the areas of motivation, organizational leadership, and consulting. Therefore, students will synthesize information to develop a more sophisticated and integrated approach to industrial-organizational issues and problems.
Prerequisite(s): PSY 612, PSY 614 and PSY 616
Credit(s): 3

PSY 622 - Assessment for Forensic Psychology

This course introduces candidates to topics in forensic assessment, including historical context, relevant theories, techniques, tools, and procedures. Candidates will analyze criminal justice, family and child custodial law, and pathology-based case study based data sets using contemporary assessment approaches to gain practical insights. Candidates will be required to consider ethical, multicultural, and age-based variables while interpreting case-based results.
Prerequisite(s): PSY 545
Credit(s): 3

PSY 624 - Intersection of Law and Psychology

This course focuses on the crossroads at which the legal system and psychology meet. The forensic psychologist's roles and challenges within the legal system will be covered as well as ethical dilemmas. Candidates will explore how psychologists can impact court proceedings with respect to providing expert testimony and determining mental states of the witnesses or the accused. Candidates will also review U.S. Supreme Court cases that influence current policies that influence the mental and physical well-being of incarcerated persons.
Prerequisite(s): PSY 545
Credit(s): 3

PSY 626 - Psychology in the Courtroom

This course is a seminar in which candidates will synthesize their learning from the three previous concentration courses to gain a full understanding of the forensic psychologist's roles as trial consultant, jury selection, and assessing eyewitness account integrity in the courtroom. Students will demonstrate mastery of concentration content through a comprehensive project.
Prerequisite(s): PSY 545, PSY 622 and PSY 624
Credit(s): 3

PSY 632 - Developmental Psychology

Research and theoretical perspectives are used to help students understand contemporary topics central to childhood and adolescent development, including cognition, biology, social factors, and emotions. Students will evaluate the perspectives, relevancy, and usefulness of developmental psychology to real world issues and problems.
Prerequisite(s): Completion of 18 or more credits
Credit(s): 3

PSY 634 - Cognitive Neuropsychology

This course covers the neuropsychological approach in examining the connection between the brain and cognitive processes, as well as dysfunctions, from birth to adolescence. It will explore the techniques used to study the brain and behavior as well as contemporary research and issues in the field.
Prerequisite(s): Completion of 18 or more credits
Credit(s): 3

PSY 636 - Intervention Strategies

This course introduces students to the major intervention strategies in child and adolescent development. Contemporary strategies will be covered, and traditional approaches and strategies of the field will be examined as needed. Students will also practice applications of the strategies to real-world scenarios.

Prerequisite(s): Completion of 18 or more credits
Credit(s): 3

PSY 638 - Child and Developmental Psychology Seminar

This course is a culmination of the student's work in child and adolescent psychology. It will bring together the skills and knowledge learned in the previous courses and requires that students demonstrate their proficiency in the areas of developmental psychology, cognitive neuropsychology, and intervention strategies.
Prerequisite(s): PSY 632, PSY 634 and PSY 636
Credit(s): 3

PSY 790 - Capstone in Psychology

This capstone course is the culminating experience for the M.S. in Psychology program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): PSY 550 and must have completed at least 30 credits
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

PAD 331 - Public Administrative Ethics and Theory

This course will examine the underlying theories of public administration and their impact on community goal achievement. Students will examine supervisory and leadership behaviors in public administration and consider the ethical implications of public administration.
Credit(s): 3

PAD 332 - Municipal Government Operations

This course will examine the functions, hierarchy and management of various local government departments. Students will learn the interrelationship of various community departments as well as the roles of leadership and community boards within local government.
Credit(s): 3

PAD 340 - Public Fiscal Management

This course will analyze methods of securing public funds, the process of budget makings, and the techniques used by government and public administration in managing public funds.
Credit(s): 3

PAD 341 - Disaster Recovery and Response

This course will examine government and community behaviors, responses and recovery efforts following emergencies and disasters. Specific emphasis will be place of service delivery models and strategies, coordination of assistant services, and the dynamics of the recovery process.

Credit(s): 3

PAD 630 - Foundations of Public Administration

This course is designed to introduce students to the foundations and constraints that form the environment of the public administration. It will encourage and enable the view of governance issues through the eyes of a public administrator. The course is structured to provide basic skills and set the context of contemporary political, social, economic, and administrative realities. It explores responsive, equitable, effective, efficient, and accountable governance processes, public policies, and institutional-based programs. It also examines, from a multidisciplinary perspective, those essential competencies, values, and issues important to public service organizations and the importance of public policy at the local, state, national and international levels.
Credit(s): 3

PAD 631 - Strategic Management in Public Service

This course is designed to provide an academic foundation to applied strategic management in public service. Identifying the factors that differentiate public service from the private sector, strategic planning and the implications those differences have for managers. Emphasis is placed on applied strategic planning and management including how to create a mission statement, conduct a SWOT analysis, conduct a stakeholder analysis, writing goals and objectives, and how to design and implement a performance measurement and management system. Current approaches to strategic management used by federal, state, local, and non-profit organizations are emphasized.
Credit(s): 3

PAD 632 - Foundations of Public Policy

This course is an introduction to the public policy process. Students will develop an understanding of what "political" and "public policy" mean. Topics discussed include why some problems reach the public agenda, why some solutions are adopted, why others are rejected, why some policies appear to succeed while others appear to fail. The course also examines the complexity of policymaking at the national, state, and local levels.
Credit(s): 3

PAD 633 - Intergovernmental Relations

This course is designed to demonstrate the challenges and strategies for governance and administration in an institutional environment of fragmented authority and dispersed power. It defines the balance of shared powers between the layers and institutions of government poses and the considerable challenges to policymakers and administrators. Major dimensions of intergovernmental relations: the vertical dimension of federal, states, and local governments, that cooperate, coordinate, and compete for shares of power, and the horizontal dimension in which sub-governments interact with one another. The course examines the structure of American political institutions, the nature of complex policymaking, governance by networks, and the consequences of competition between governments.
Credit(s): 3

Public Health

PHE 101 - Fundamentals of Public Health

This course introduces students to the field of public health: its historical evolution, fundamental theories, concepts and practice in the US, and its core values and ethical principles. The structure of the public health system, the ten essential services, and the core knowledge areas (epidemiology, biostatistics, social and behavioral sciences, environmental health, and healthcare policy and administration) are outlined in order for students to comprehend the breadth of complex factors impacting health and the tools available to protect and promote health.
Credit(s): 3

PHE 321 - Biological Concepts for Public Health

This course explores the major determinants of human disease from an integrated ecological perspective that brings together population-based approaches to the study of infectious disease and genetically determined diseases. Students learn about how infectious diseases are transmitted, risk factors and biological processes for common diseases, and the impact of these and control strategies on public health.
Credit(s): 3

PHE 327 - Research and Assessment in Public Health

Students in this class will develop the introductory knowledge and skills to apply assessment instruments, data collection, research designs, and statistical analysis to assess need, assets, and capacity for health education programs. Existing data sets will be introduced that will increase access to information to develop and implement health promotion projects that are fiscally feasible while meeting specific health promotion needs of a targeted population.
Credit(s): 3

PHE 330 - Public Health Education and Communication

The purpose of this course is to develop communication skills relevant to public health and examine the impact of mass media, social media, and the internet on health outcomes. Communications is a crucial tool in dealing with global public health challenges. Strong communication skills are necessary in the developing effective public health education, sound advocacy and successful policy development and implementation. In addition, the course explores how communication is currently being used by public health organizations and agencies.
Credit(s): 3

PHE 340 - Social and Behavioral Health

The course provides an overview of the contribution of the social and behavioral sciences to health behavior. Social and behavioral science fundamentals (principles, theories, research, and techniques) that are employed to address current and past public health problems are examined. Key concepts such culture, race/ethnicity, gender, poverty/disparities, factors related to behavior change, community, organizational climate, family are examined from a social and behavioral sciences perspective.
Credit(s): 3

PHE 423 - Evaluation Methods in Public Health

This course will cover contextual issues surrounding evaluation, evaluation designs and methodological issues, steps involved in conducting an evaluation, communicating the results, and ensuring that evaluation findings are used by intended users.
Prerequisite(s): PHE 425
Credit(s): 3

PHE 425 - Programming Planning in Public Health

The purpose of this course is to provide basic knowledge in public health sciences, and practical skills to effectively plan, implement, and manage programs that address public health problems in a variety of settings. The course explores key concepts, theories, and methods in planning and implementing successful health promotion programs and healthy public policy.
Credit(s): 3

PHE 489 - Public Health Capstone

Taken in the student's final term, the capstone course is the culminating experience for the Bachelor of Science in Public Health. This course builds on the theories and concepts of all courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project/paper, while assessing their level of mastery of the stated outcomes of their degree program in public health. In addition, students present their capstone project and reflection on the experience to their instructor and their peers in the course. Students will also post their capstone project and presentation into their e-Portfolio.

Prerequisite(s): Completion of 111 credits
Credit(s): 3

PHE 500 - Principles of Public Health

This course is a required, foundational course. It acquaints the student with the history of public health, the structure of the public health system, the ten essentials services, and the core knowledge areas in order to gain an understanding of the complex factors impacting health behaviors in the community. This course is designed to introduce the students to the range of public health professions and to motivate their interests in public health courses. The course also will introduce the development of a professional portfolio.
Credit(s): 3

PHE 505 - Research Methods in Public Health

The course introduces students to the basics of research design and methodology in public health. It provides coverage of quantitative and qualitative methods. Topics include: development of a hypothesis, sampling, data collection and structure, survey design and administration, and analytic interpretation. In public health, carefully designed research studies and their results are critical in the development of evidence-based policies, programs, and interventions. Students apply their knowledge acquired in the course by developing a research proposal. Research skills are in high demand by public health employers..
Credit(s): 3

PHE 510 - Public Health Biology

This course explores the biological basis of disease. It focuses on the impact of diseases on public health decision-making. The pathogenesis of various disease conditions are covered and how such pathogenesis could either be prevented or interrupted.
Credit(s): 3

PHE 525 - Social and Behavioral Sciences

The course provides a foundation in the application of social and behavioral sciences to public health. Social and behavior theories are examined in terms of understanding health-related behavior and applying these theories to health promotion. The course covers existing social inequalities in health status related to race, social class and gender and the critical intersection between social risk factors, behavioral risk factors and the development and implementation of public health interventions.

Credit(s): 3

PHE 540 - Principles of Environmental Health

This course offers students an overview of basic concepts in environmental sciences, an understanding of the health impact of various environmental exposures, and the public health approach to controlling and eliminating environmental health risks. The effects of agents on disease, water quality, air quality, food safety, and land resources are explored.
Credit(s): 3

PHE 610 - Health Policy and Management

Students in this course examine the health services system in the U. S., the role of healthcare policy and management, and the health delivery system. The recent healthcare reform legislation and its implications are explored. Topics include: the origins of the US healthcare system, health behaviors and disease, the management of health service personnel and organizations.
Credit(s): 3

PHE 630 - Program Planning and Evaluation in Public Health

This course explores the key approaches used to conduct and evaluate effective public health programs. Topics include: collection of primary data, analysis of data, presentation of findings for the target audience, and information systems and technology in the planning and evaluation processes.
Credit(s): 3

PHE 690 - Public Health Capstone

This is the synthesis course of the Master of Science in Public Health program, which allows each student the opportunity to apply the theory, principles and science of public health in a capstone project. This culminating experience requires the student to synthesize and integrate knowledge acquired in coursework and other learning experiences.
Prerequisite(s): PHE 610, PHE 630 and completion of 30 credits
Credit(s): 3

Quantitative Studies and Operations Management

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 322 - Logistics Management

This course provides an overview of the field of logistics including its nature, scope, and process, including logistics management functions and the interrelationships among strategic support and operational logistics. Students examine the logistics functions of business involved in the movement and storage of supplies, work-in-progress, and finished goods. Additionally, it explores the trade-offs between cost and service and the purchase and supply of raw materials.
Prerequisite(s): QSO 300
Credit(s): 3

QSO 325 - Continuous Improvement Tools and Techniques

This course examines continuous improvement tools and techniques used in problem solving supporting sustainable operations. Topics include lean techniques, quality management, TQM, JIT, and
product experimental design.

Prerequisite(s): QSO 300 and QSO 320
Credit(s): 3

QSO 328 - Sustainable Operations

This course focuses on manufacturing and service operations control and the importance of making operations decisions that support the long-term sustainability of organizations while meeting the needs of the customers. Students explore topics such as brand management, closed loop supply chains, competition, environmental management, safety and compliance, and social responsibility.
Prerequisite(s): QSO 330
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 349 - Project Contracting and Procurement

This course addresses the process of acquiring products, resources, services, or results from outside the project team. How to plan procurement management, conduct procurements, control procurements, and close procurements is covered.
Prerequisite(s): QSO 340 or QSO 345
Credit(s): 3

QSO 355 - Resource Estimating and Scheduling

Project managers are responsible for keeping projects on time, on budget, and within scope. This course reviews the critical processes of activity definition, resource estimating, and scheduling.
Prerequisite(s): QSO 340 or QSO 345
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 415 - Trends in Operations Management

This course focuses on contemporary topics in operations management. Examples of topics that will be explored included assessing and managing disruptive change, agile project management, automation, innovation, and technology trends.
Prerequisite(s): QSO 325 and QSO 330
Credit(s): 3

QSO 420 - Integrated Cost and Schedule Control

This course reviews cost and schedule control techniques that are integrated with project scope as well as overseeing a cost and schedule plan aligned to that scope. The importance of measuring a project's performance using Earned Value Management (EVM) is reviewed.
Prerequisite(s): QSO 340 or QSO 345
Credit(s): 3

QSO 425 - Reverse Logistics

This course provides students with an overview of today's best practices in reverse logistics. An application perspective is examined in manufacturing, retail and in the military. Students examine the nature, scope, practices, procedures, and processes of adding a reverse logistics operations center to a forward logistics supply chain.
Prerequisite(s): QSO 322
Credit(s): 3

QSO 435 - Adaptive Project Management

Adaptive project management recognizes the nature of changing business processes and goals and the need for iterative techniques to ensure business results are achieved. Agile frameworks including Scrum are reviewed.
Prerequisite(s): QSO 300 or QSO 205 and QSO 340 or QSO 345
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 450 - Transportation Management

This course provides an overview of the transportation industry to include providers, users, and government agencies. It examines contemporary public policy issues, along with managerial strategies in transportation. Additional focus will be given to micro and macroeconomic issues in the transportation industry. Topics include the economic aspects of rail, water, air, ground, and other transport modes, inventory, and supply.
Prerequisite(s): QSO 322
Credit(s): 3

QSO 455 - Integrated Supply Chain Management

This course examines key issues associated with the design and management of supply chains. Students examine modern supply chain management practices. Emphasis is placed on the exploration of how to integrate suppliers, factories, warehouses and stores so that products are distributed to customers in the right quantity and at the right time. A key topic area is the service logistics and distribution component of the supply chain.
Prerequisite(s): QSO 425 and QSO 450
Credit(s): 3

QSO 489 - Capstone in Operations Management

This capstone course is an integrative course in which students synthesize their coursework and demonstrate how operations management acts as a strategic player in an organization. Students will have earned 15 credits in QSO prior to registration.
Prerequisite(s): Completion of 15 or more credits in Quantitative Studies and Operations Management (QSO)
Credit(s): 3

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 500 - Business Research

This course presents an overview of the various primary and secondary research methodologies used in the business world and the application of statistical techniques to those strategies. The focus of this course is the design and execution of a practical, primary research. It is recommended that this course be one of the first three taken in degree programs in which it is required.
Credit(s): 3

QSO 510 - Quantitative Analysis for Decision Making

This is a survey of the mathematical, probabilistic and statistical tools available for assisting in the operation and management of industrial organizations.
Prerequisite(s): MBA 501
Credit(s): 3

QSO 520 - Management Science through Spreadsheets

This is an application-oriented course that will provide students with a working knowledge of the most commonly used Management Science/Operations Research techniques such as linear programming, integer programming, goal programming, nonlinear programming, network modeling, queuing theory and simulation. The students will learn how to combine the power of the management science and spreadsheets to model and solve a wide variety of business problems.
Prerequisite(s): QSO 510
Credit(s): 3

QSO 530 - Applied Statistics for Managers

This course will provide the students with statistical tools and techniques that will enable them to make an immediate impact in their careers. This course will be realistically oriented and numerous business examples and cases will be analyzed.
Prerequisite(s): MBA 501

Credit(s): 3

QSO 600 - Operations Management

This is a study of the concepts of production and operations and of a variety of methods and techniques used in their management. Background preparation: 6 credit hours in economics.
Prerequisite(s): QSO 510
Credit(s): 3

QSO 610 - Management of Service Operations

This course is intended to help students prepare for management opportunities in service firms that represent the fastest-growing sector of the economy. The material focuses on the role and nature of service operations, and the relationship of operations to other business functions. The students will develop skills and learn techniques for effective management of service operations.
Prerequisite(s): QSO 510
Credit(s): 3

QSO 620 - Six Sigma Quality Management

This course is designed to provide an understanding of the design and implementation of quality control and improvement systems. It is an introduction to current quality management approaches, statistical quality control and quality improvement techniques. ISO-9000 also will be discussed. Case studies and the use of computer technology will be integral to the course.
Prerequisite(s): QSO 510 or QSO 530
Credit(s): 3

QSO 625 - Six Sigma for Black Belt Certification

This course teaches advanced concepts in Six Sigma while incorporating Lean Management tools. Students learn waste elimination, value stream mapping, Six Sigma roles and responsibilities, team management, and the various elements of the Define-Measure-Analyze-Improve-Control (DMAIC) phases of a Six Sigma project. The Design for Six Sigma (SFSS) approach to design a new process is also reviewed. The course is designed to help students prepare for a Six Sigma Black Belt certification exam. However, it neither guarantees to help satisfy the eligibility requirements for taking a Six Sigma Black Belt certification exam nor ensures success on a Six Sigma Black Belt certification exam.
Prerequisite(s): QSO 620
Credit(s): 3

QSO 630 - Supply Chain Management

This course analyses the role and activities of those involved in supply chain management decision making. It emphasizes the importance of transportation planning, inventory control, warehouse management, development of customer service standards, and procurement in the design and operation of supply and distribution systems. The importance of information systems and the internet in supporting such activities is also discussed. Special attention is given to the close working relationships with managers in other functional areas including information systems, marketing, and international operations.
Prerequisite(s): QSO 510
Credit(s): 3

QSO 635 - International Supply Chain Management

The U.S. economy is becoming increasingly global in nature. We are marketing and distributing more products in foreign nations, locating plants and other facilities internationally, and are buying from foreign companies. This course provides a comprehensive understanding of the supply chain management function related to the international environment in terms of business/cultural customs, legal considerations, purchasing strategies, financial aspects, and international distribution.
Prerequisite(s): MBA 501

Credit(s): 3

QSO 640 - Project Management

This course includes the study of concepts, tools, and practices of project management. The course adopts a managerial process approach to Project Management, which consists of initiating, planning, executing, controlling and closing the project. Major topics will include project scope, project time, project cost, project quality, project risk, project resources, project communications and how to be an effective project manager. Cases are utilized to integrate the learning in the course and provide decision- making experience for the student.
Credit(s): 3

QSO 645 - Project Management for PMP Certification

This course teaches the following concepts contained in A Guide to the Project Management Body of Knowledge, (PMBOK® Guide) - Fifth Edition, Project Management Institute, Inc., 2013: the five process groups (Initiating, Planning, Executing, Monitoring and Controlling, and Closing), the ten knowledge areas (Integration, Scope, Time, Cost, Quality, Human Resources, Communications, Risk, Procurement, and Stakeholder), process inputs and outputs, process tools and techniques, and professional and social responsibilities. The course is designed to help students prepare for the Project Management Professional (PMP)® exam. The course satisfies the educational requirement of 35 hours of project management education for the PMP exam. However, it does not guarantee success on the PMP exam. PMBOK and PMP are registered marks of the Project Management Institute, Inc.
Credit(s): 3

QSO 680 - Seminar in Project Management

Project management is a core skill in today's fast-moving business environment. Project managers are required to manage complex, time- pressured projects and programs using advanced tools and techniques for maximum effect. Through this course, the students will learn advanced methods to initiate, plan and control projects. They will gain experience planning complex projects using both manual and PC-based tools.
Prerequisite(s): QSO 640
Credit(s): 3

QSO 690 - Topics in Operations Management

This course is designed to prepare students to function as high-impact manufacturing and/or service managers. The course theme is Total Quality Management and focuses on manufacturing systems, quality controls and inventory management with the goal of finding constant approaches to productivity improvement through in-depth investigation of JIT and OPT and their adaptability to manufacturing and service systems.
Prerequisite(s): QSO 600
Credit(s): 3

QSO 700 - Operations and Project Management Capstone

This capstone course is the culminating experience for the MS in Operations and Project Management program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): QSO 680, QSO 690 and completion of 30 credits
Credit(s): 3

QSO 710 - Internship in Operations/Project Management

This course will enable the School of Business graduate students to gain valuable work experience within the operations or project environment. The objective is to give the students an opportunity for practical application of operations/project management concepts and techniques learned in the classes and complement the course work.
Credit(s): 3

Reading

RDG 503C - Emerging and Early Literacy Development K-4

This course will examine several major theoretical perspectives on literacy development from Kindergarten through 4th grade. Students will explore literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content.
Credit(s): 3

RDG 503NC - Emerging and Early Literacy Development K-4

This course will examine several major theoretical perspectives on literacy development from Kindergarten through 4th grade. Students will explore literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content.
Credit(s): 3

RDG 504C - Content Area Literacy Grades 4-8

In this course, students study effective practices that support the development of reading comprehension and writing strategies for content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements.
Credit(s): 3

RDG 504NC - Content Area Literacy Grades 4-8

In this course, students study effective practices that support the development of reading comprehension and writing strategies for content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements.
Credit(s): 3

RDG 531C - Literature for Children Pre-K-8

This course will include an in-depth study of literary genre and categories found in children's literature, preschool through intermediate levels. Students will read and analyze literature according to a set of established criteria; explore the work of noteworthy authors, poets and illustrators; and be introduced to a variety of strategies for integrating literature into the curriculum and for encouraging students to become lifelong readers.
Credit(s): 3

RDG 531NC - Literature for Children Pre-K-8

This course will include an in-depth study of literary genre and categories found in children's literature, preschool through intermediate levels. Students will read and analyze literature according to a set of established criteria; explore the work of noteworthy authors, poets and illustrators; and be introduced to a variety of strategies for integrating literature into the curriculum and for encouraging students to become lifelong readers.
Credit(s): 3

RDG 532 - Young Adult Literature

This course is a focus on literature designed for the adolescent reader. Students read examples of adolescent fiction, interview adolescents about their selections, study criteria for selection and evaluation of writing done for or by adolescents, and learn strategies for teaching adolescents.
Credit(s): 3

RDG 535 - Content Area Literacy Grades 5-12

This course focuses on the development of reading and writing skills in support of the content areas in grades 5-12. Students will become familiar with effective practices to support the development of literacy strategies for students on the secondary level.
Credit(s): 3

RDG 582 - Assessing and Instructing Students with Literacy Difficulty

This course presents methods and materials to assess the needs and plan instructional interventions for students with literacy difficulties. Students will learn to analyze and interpret formal and informal literacy assessments and use instructional techniques to improve literacy in students with a range of literacy difficulties (K-12). This course includes an examination of literacy development among diverse learners.
Prerequisite(s): RDG 503C, RDG 503NC, or EDU 501
Credit(s): 3

RDG 701 - Reading Internship: K-4

Students will complete a one credit reading internship that covers field-based literacy experiences at the elementary level at the conclusion of all course work. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades K-4.
Credit(s): 1

RDG 702 - Reading Internship: 5-8

Students will complete a one credit reading internship that covers field-based literacy experiences at the middle school level at the conclusion of all coursework. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades 5-8.
Credit(s): 1

RDG 703 - Reading Internship: 9-12

Students will complete a one credit reading internship that covers field-based literacy experiences at the high school level at the conclusion of all course work. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades 9-12.
Credit(s): 1

Science

SCI 100 - Perspectives in the Natural Sciences

This introductory course serves as an entry point into the natural sciences which concentrates on the natural world that both surrounds us and includes us. Students explore the big ideas in natural science as well as the methods that the field employs to solve problems. The course emphasizes and explores empirical modes of study as a way of looking at the world and aims to foster science literate citizens.
Credit(s): 3

SCI 200 - Applied Natural Sciences

This applied course actively involves students in the process of science and builds upon foundational natural science concepts in introductory survey courses. Students will have the opportunity to engage in inquiry based learning which utilizes natural science methodologies and apply these toward problem solving skills in contemporary topics.
Credit(s): 3

SCI 207 - Atmospheric Science

This course will focus on the fundamental principles of the physics, chemistry, and fluid dynamics underlying weather and climate. Additionally, the continual movement of weather and its associated elements, and the development of climate change will be addressed.
Credit(s): 3

SCI 212 - Principles of Physical Science I

Various concepts within the physical sciences are discussed ranging from the teachings of Aristotle to the theories of Einstein. Topics include the influence of the scientific method in generating knowledge, the contributions of Galileo, Copernicus, Newton, Kepler and others concerning energy, forces, and motion, gravity, the solar system, and cosmology and relativity.
Credit(s): 3

SCI 213 - Principles of Physical Science II

This course focuses on the atomic and molecular aspects of the physical sciences. Topics include the atomic and molecular structure of matter, the nature of electricity and magnetism, basic thermodynamics, chemical reactions, and basic organic chemistry.
Credit(s): 3

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 economies.
Credit(s): 3

SCI 225 - Spatial Awareness

This course will examine the study, use, and design of map formats and specialized products such as fence-diagrams and cross-sections, as well as symbology, coordinate systems, and how maps record the historical patterns of human behavior. The course will also review maps as a tool to analyze human activity and societal development, and include important aspects of map data collection, processing, the Global Positioning System (GPS), quantitative mapping, and GIS-based mapmaking techniques. Additionally, students will review how humans process the concept of space.
Credit(s): 3

SCI 310 - Geostatistics and Data Analysis

This course will review geostatistical methods for their use in the spatial analysis of geological and environmental data. Students will explore the application of geostatistics for the description of spatial patterns and identification of scales of variability, spatial interpolation, and stochastic modeling of environmental attributes, and the creation of risk maps and their use in geoscientific decision making.
Prerequisite(s): PHY 205 and MAT 240
Credit(s): 3

SCI 320 - Geosciences Methodologies

This course will explore the scientific methodology, empirical reasoning, and specific application of research methods in the geosciences. Students will explore key instrumentation and their application in laboratory settings, as well as survey techniques, sample collection, and elementary modeling.
Prerequisite(s): SCI 310
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): ENV 101 or SCI 219
Credit(s): 3

SCI 350 - Leadership and Ethics in the Geosciences

As professionals, students will be expected to use their knowledge and skills to enhance understanding of Earth for the well-being of society and the environment, as such, this course will focus on leadership and ethics as it relates to the practice of the geoscience. Topics will review project management techniques related to scheduling and budgeting projects, group dynamics, organizational behavior, and compliance.
Prerequisite(s): SCI 320
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 425 - Geoscientific Research Methods

This is the pre-capstone course for Geosciences majors. Through the emphasis in this course on the acquisition and integration of geoscientific research, students will learn to synthesize knowledge and skills from prior program coursework to develop a research project in a chosen area of specialization. This course focuses on helping students propose a topic for research, conduct preliminary research, and develop a capstone research proposal. This course prepares students for the formal capstone submission in the following course, Geosciences Capstone.
Prerequisite(s): SCI 320
Credit(s): 3

SCI 489 - Geosciences Capstone

This capstone course is the culminating experience for the B.S. in Geosciences program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course extends students' research proposals created in Geoscientific Research Methods into a formal capstone project and is structured to support student success in fulfilling program requirements.
Prerequisite(s): SCI 425 and completion of 111 credits
Credit(s): 3

Social Science

SCS 100 - Perspectives in the Social Sciences

How do social scientists examine issues impacting human behavior? This course will focus on the questions social scientists ask in their research of individuals, families, and larger society, as well as how social scientific inquiry has developed over time. This exploration of social science will focus on the ways in which researchers consider behavioral phenomenon and use research to study various concepts. Students will examine the relevance of social science to current issues, develop evidence-based questions about human behavior, and explore basic social scientific research approaches.

Credit(s): 3

SCS 200 - Applied Social Sciences

Social scientists consider a number of factors when deciding to invest time and resources into investigating a problem. Students will engage in inquiry based learning by selecting a current issue and exploring it from the perspective of social scientists (psychologist, sociologist, anthropologist, etc.). Students will use a systematic approach to engage in an evidence-informed investigation pertaining to a current issue.
Credit(s): 3

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 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

SCS 501 - Foundations in Statistics

The focus of this course is to enable students to develop a foundation of basic statistical literacy. Students will be able to assess the role of statistics in quantitative research and mixed methodologies, as well as develop the competency to perform basic statistical calculations. An awareness of the relationship between computation and interpretation will be addressed. Students will focus on the analysis of real-world data and research situations to illustrate the process of interpreting the meaning underlying the data, and how statistics can be utilized to address important questions.
Credit(s): 3

SCS 502 - Foundations in Research Methods

In this course, students will examine applied aspects of research methods and experimental design at the graduate level, which includes qualitative, quantitative, and mixed methods that are commonly utilized in social science research. Students will investigate procedures used to gather and analyze data and acquire real-world skills required to design and conduct research in future courses.
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 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 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
Credit(s): 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): SCI 219 or SOC 112
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 328 - Sociology of Aging

Students in this course examine the basic social processes and problems of aging. Social and psychological issues and issues involved with death and dying are discussed. 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 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

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
Credit(s): 3 - 12

Special Education

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 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 501C - Students with Exceptionalities

Students will be introduced to the issues related to children with disabilities and the educational implications for participation within the general education classroom will be examined. The course includes the history of Special Education, as well as current trends and research. Federal and state legislation will be reviewed as well as the NH State Standards for Children with Disabilities. Students will review the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with

Disabilities Act (ADA) including title II of the ADA and section 504 and The Rehabilitation Act Amendments of 1973, as amended.
Credit(s): 3

SPED 501NC - Students with Exceptionalities

Students will be introduced to the issues related to children with disabilities and the educational implications for participation within the general education classroom will be examined. The course includes the history of Special Education, as well as current trends and research. Federal and state legislation will be reviewed as well as the NH State Standards for Children with Disabilities. Students will review the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with Disabilities Act (ADA) including title II of the ADA and section 504 and The Rehabilitation Act Amendments of 1973, as amended.
Credit(s): 3

SPED 520 - Assessment of Student Performance

This course is designed to provide an overview of practical performance assessments that can be used to measure student progress in the general education setting. Learners will become familiar with a repertoire of authentic assessments and knowledge of progress monitoring tools including but not limited to formative and summative assessments, diagnostic tools, performance tasks, criteria checklists, rubrics, student portfolios and the use of multiple sources of data in measuring student performance. The course will examine a variety of accountability measures including standardized tests, observation, curriculum based measures, utilization of Response to Intervention (RTI) as a system for planning, instruction, progress monitoring and interventions. The role Professional Learning Community Models (PLC's) in targeting both behavioral and academic achievement will be explored. The overall goal of the course is to prepare educators to utilize assessment data in the design of classroom instruction and monitoring of student progress for a broad range of students.
Prerequisite(s): EDU 503C or EDU 503NC, EDU 543, RDG 582, and SPED 501C or SPED 501NC
Credit(s): 3

SPED 521 - Effective Learning Environments

This course examines teaching strategies and techniques for early childhood, elementary education, middle school, and high school. Students will conduct an in-depth study of behavior theory and practical applications 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 developmental age of the child. Alignment with the regular education curriculum includes a review of the Grade Level Expectations and the Grade Span Expectations. 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.
Credit(s): 3

SPED 525C - Critical Issues/Students with Disabilities

This course will analyze various disabilities and determine how they impact student learning within the general curriculum. Students will examine strategies and techniques (including assistive technology) to assist the student in the general education classroom. Tiered support systems will be discussed as a general education instructional framework that can serve the needs of all students. The role of the family and school as partners will be developed as a critical technique to serve the needs of students with disabilities, as well as the importance of facilitating effective meetings and communication efforts that must be part of the role of the special educator.
Credit(s): 3

SPED 525NC - Critical Issues/Students with Disabilities

This course will analyze various disabilities and determine how they impact student learning within the general curriculum. Students will examine strategies and techniques (including assistive technology) to assist the student in the general education classroom. Tiered support systems will be discussed as a general education instructional framework

that can serve the needs of all students. The role of the family and school as partners will be developed as a critical technique to serve the needs of students with disabilities, as well as the importance of facilitating effective meetings and communication efforts that must be part of the role of the special educator.
Credit(s): 3

SPED 526C - Multisensory Literacy Strategies

This course is designed to help educators become more knowledgeable about how literacy develops and to understand why research-based, structured language strategies are necessary for teaching reading to students of diverse abilities. The course will demonstrate that reading is not an intuitive skill and that educators need to develop appropriate multisensory instructional strategies for the student who is either at risk or is a struggling reader. The overall goals are to introduce the scientific rationales and specific instructional methods for teaching the major components of literacy: phonological awareness, phonics, decoding and fluency, vocabulary, comprehension and writing.
Prerequisite(s): RDG 582
Credit(s): 3

SPED 526NC - Multisensory Literacy Strategies

This course is designed to help educators become more knowledgeable about how literacy develops and to understand why research-based, structured language strategies are necessary for teaching reading to students of diverse abilities. The course will demonstrate that reading is not an intuitive skill and that educators need to develop appropriate multisensory instructional strategies for the student who is either at risk or is a struggling reader. The overall goals are to introduce the scientific rationales and specific instructional methods for teaching the major components of literacy: phonological awareness, phonics, decoding and fluency, vocabulary, comprehension and writing.
Prerequisite(s): RDG 582
Credit(s): 3

SPED 540C - Classroom and Behavior Management

This course focuses on the principles and approaches that foster a positive learning environment and help to reduce the challenging behaviors that often confront teachers in the classroom. The course will provide both the theoretical foundations of behavior as well as the evidence-based strategies that have proved most effective for classroom management. The concept of positive behavioral interventions and supports will be explored, including the preventive steps that can be used to avert behaviors from escalating. Educators will also become knowledgeable about the federal requirements and guidelines for the discipline of students with disabilities under I.D.E.A. In addition, the course will emphasize the critical connection between student behavior, classroom management and well-designed instructional practices.
Credit(s): 3

SPED 540NC - Classroom and Behavior Management

This course focuses on the principles and approaches that foster a positive learning environment and help to reduce the challenging behaviors that often confront teachers in the classroom. The course will provide both the theoretical foundations of behavior as well as the evidence-based strategies that have proved most effective for classroom management. The concept of positive behavioral interventions and supports will be explored, including the preventive steps that can be used to avert behaviors from escalating. Educators will also become knowledgeable about the federal requirements and guidelines for the discipline of students with disabilities under I.D.E.A. In addition, the course will emphasize the critical connection between student behavior, classroom management and well-designed instructional practices.
Credit(s): 3

SPED 561 - Consultation and Collaboration

This course presents the Assessment and IEP process from referral to completion. Students will be expected to clearly define roles and responsibilities within the school for the special education teacher, paraprofessional, 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. Students will be able to write a formal evaluation report.

Credit(s): 3

SPED 580C - Special Education Assessment

Students will gain an awareness of procedures involved in the evaluation of students to determine eligibility for special education services. Students will be introduced to a variety of assessment tools and gain an understanding of what the tests measure and how they are used in the identification of specific disability categories. The course includes theoretical and legal foundations, the characteristics of learners with and without disabilities across cognitive, social, emotional and sensory areas. Students will recognize the impact of family and cultural backgrounds on classroom and test performance. Students will become familiar with the administration, scoring, interpretation and reporting of selected diagnostic testing used in special education evaluations.
Prerequisite(s): SPED 520
Credit(s): 3

SPED 580NC - Special Education Assessment

Students will gain an awareness of procedures involved in the evaluation of students to determine eligibility for special education services. Students will be introduced to a variety of assessment tools and gain an understanding of what the tests measure and how they are used in the identification of specific disability categories. The course includes theoretical and legal foundations, the characteristics of learners with and without disabilities across cognitive, social, emotional and sensory areas. Students will recognize the impact of family and cultural backgrounds on classroom and test performance. Students will become familiar with the administration, scoring, interpretation and reporting of selected diagnostic testing used in special education evaluations.
Prerequisite(s): SPED 520
Credit(s): 3

SPED 601 - Content-Based Literacy

This course is designed to help educators become more skilled and versatile in their application of teaching strategies within the regular education classroom, including discussion formats, varied questioning techniques, flexible groupings and differentiated instructional methods. Learners will understand the rationale and importance of using research-based strategies that enable a wide range of learners to access the Core Curriculum in general education classrooms. The course will examine curriculum and instructional design in relationship to students' diverse learning styles and cognitive, readiness and cultural differences. The overall goal is prepare educators to design and demonstrate lessons that incorporate engaging learning materials and methods and varied assessment tools that enable a broad range of students to achieve understanding, application and mastery of key curriculum concepts and skills.
Credit(s): 3

SPED 610 - Executive Function and Study Skills

Students with language-based learning disabilities often struggle with the cognitive and self-regulating tasks associated with executive function. These tasks range from organizing time, materials, information; preparing for work, managing frustration, accessing memory and self-monitoring one's progress and work. This course introduces educators to research-based strategies that increase and improve executive function through the use of effective study skills. While the course will explore relevant research on language-based learning disabilities and executive function, the emphasis will be placed on the practical teaching skills drawn from Landmark's Six Teaching Principles. These principles, which will be integrated throughout the course, encourage teachers to provide structured opportunities for students to achieve success, use multiple instructional modalities, create skill-based micro unit tasks, ensure student skill automatization through practice and review, provide models, and include the student in the learning process.
Credit(s): 3

SPED 624C - Professional Collaboration

This course has been designed to assist special education teachers in examining their consultative roles and responsibilities when working in inclusive settings. Students will be introduced to, and examine the nature of collaboration, developing relationships between general and special educators, and paraprofessionals. The focus of the course will be on practical application and establishing strong relationships between general and special educators.

The course also includes facilitating engagement of parents, and families as well as appropriate community agencies. The purpose of the course is to prepare special educators to interact and collaborate with a variety of stakeholders that are typically associated with students placed in inclusive settings. In order for special education teachers to be successful they must have the skills and ability to support students in the general education setting which means collaborative interaction, decision making, accountability and team work. Knowledge of general education curriculum requirements, related assessments, researched based interventions and use of data are all topics that will be covered as part of this course.
Prerequisite(s): SPED 501C
Credit(s): 3

SPED 624NC - Professional Collaboration

This course has been designed to assist special education teachers in examining their consultative roles and responsibilities when working in inclusive settings. Students will be introduced to, and examine the nature of collaboration, developing relationships between general and special educators, and paraprofessionals. The focus of the course will be on practical application and establishing strong relationships between general and special educators. The course also includes facilitating engagement of parents, and families as well as appropriate community agencies. The purpose of the course is to prepare special educators to interact and collaborate with a variety of stakeholders that are typically associated with students placed in inclusive settings. In order for special education teachers to be successful they must have the skills and ability to support students in the general education setting which means collaborative interaction, decision making, accountability and team work. Knowledge of general education curriculum requirements, related assessments, researched based interventions and use of data are all topics that will be covered as part of this course.
Prerequisite(s): SPED 501NC
Credit(s): 3

SPED 630 - Expressive Language-Skills and Writing

This course focuses on the strategies and skills for supporting expressive language skills for students with dyslexia and other language-based learning disabilities, primarily for writing. The course introduces the concepts of scaffolding the writing process, using a hierarchy of skills to build appropriate foundational skills sets, and understanding the hidden demands of writing for students with language-based learning disabilities. Students in this course will draw from relevant research on expressive language arts to develop practical teaching strategies for their own learning environments.
Credit(s): 3

SPED 635 - Reading Interventions for Students with LBLD

This course provides an overview of effective reading interventions drawn from research-based practice for students with dyslexia and other language-based learning disabilities. Students in the course will integrate appropriate assessment strategies, engage with the current research analyses on reading and language-based learning disabilities (LBLD), and develop practical strategies for supporting learners in developing the phonemic awareness, sound-symbol relationships, and decoding patterns that improve reading fluency.
Credit(s): 3

SPED 640 - Language-Based Learning Environments

Creating a supportive, effective, and well-structured language-based classroom is a key strategy for supporting students with language-based learning disabilities, though the principles apply to effective instruction for a variety of learners. This course will provide an in-depth analysis of teaching principles and academic planning strategies implemented successfully as well as other K-12 language-based environments. Emphasis will be placed on the establishment of proper classroom resources as well as how to arrange them within the physical classroom space.
Credit(s): 3

SPED 650 - Social-Emotional Competencies and Students with LBLD

Students with language-based learning disabilities often exhibit deficits in social skills, therefore a structured approach to developing proficiency in essential social and emotional competencies becomes an important part of a teachers' skill set. This course focuses on Social and Emotional Learning (SEL) as an essential piece in student development. This course will also provide an overview of the concept of Social and Emotional Learning (SEL) derived from evidenced based instruction and research. Emphasis will be placed on developing individual strategies for students and establishing a classroom culture based on SEL practices.

Credit(s): 3

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

SPED 680NC - 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 580NC
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 200 - Sport Business

Explore the business of the sport industry. Exposing students to the functional areas such as, sales, financing, funding, sponsorships, and human resources. Examine the distinctions between sport products across varying sports and levels within the management of the business.
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 123
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 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 123
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 123 or permission of instructor
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 123 or COM 212
Credit(s): 3

SPT 350 - Sales within Sport

Explore the critical skill of selling within the sport industry, including sales strategies, promotions, negotiating, communication and interpersonal skills, sales process, and creating sales pitches.
Credit(s): 3

SPT 360 - Brand Management

Learn how to develop and drive a brand through social media, advertising, marketing, player recognition and the various verticals within a business, with a focus on gaining market share and increased customer loyalty through consumer insights, strategic thinking, and innovation.
Credit(s): 3

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 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 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 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 492 - Sport Management Internship II

Internship continuation course for online students.
Prerequisite(s): SPT 491
Credit(s): 3

SPT 501 - Research Methods in Sport Management

This course examines the methods and techniques used in research in sport management and the sport industry. Including the basic aspects of reading, evaluating, and writing research; this course will explore the concepts developed in relevant literature as they apply to sport management. Topics include problem selection, literature review, instrumentation, methodology, statistical issues, and types of research in physical activity.
Credit(s): 3

SPT 510 - Sport and Society

Students investigate the interrelationships between sport, culture and society in an attempt to better understand the role and function of sport in contemporary society. Students receive a broad overview of selected socio-cultural factors that influence participation in sports. Major ethical issues of sport in society will be explored.
Credit(s): 3

SPT 512 - Principles in Athletic Administration

This course provides the graduate student with an overview of the role and responsibilities of intercollegiate athletics; human resources; finance; governance; operations and the management, planning, organization and administration of interscholastic and recreational athletics.
Credit(s): 3

SPT 515 - Event Planning and Management

This experiential learning course contains both practical and theoretical frameworks used in the field of event management, from designing an event to strategic planning and integrated marketing campaigns, to negotiating

contracts, and constructing supplier agreements. This course will also enhance students' skills related to project, operations, volunteer and risk management. Students will implement an integrated approach to planning and managing a special grassroots event at the conclusion of the term. Instructor permission required.
Credit(s): 3

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 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 600 - Management of Sport Organizations

This course focuses on the application of management concepts and theories to sports organizations and the sports industry. It includes issues of organizational design, public policy, labor relations, collective bargaining, ethical issues in sport and the globalization of the sports industry.
Credit(s): 3

SPT 601 - Sport Facility Management and Operations

This course is designed to provide students with an understanding of the business of sport facilities and operations. Elements of managing sport facilities, including arenas, stadiums, and athletic complexes will form the content of this course. As well, students will focus on facility management and administration considerations, systematically moving through planning and design, organizational and operational concerns, personnel planning, financial management, program development and scheduling, risk management, and marketing. Also covered will be the operations of specific facility areas including maintenance, crowd control and security, box office management and concessions.
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 610 - Sport Law

Students learn about the law as it applies to professional and amateur sport organizations. The course includes the analysis of contracts, tort law, antitrust law, labor law and collective bargaining.
Credit(s): 3

SPT 612 - Advanced Topics/Athletic Administration

This course is designed to examine the current issues facing interscholastic athletic administrators. Information regarding the various components and activities in the organization and administration of athletic programs for prospective athletic administrators will be covered; including: recruitment, governance, compliance, and current research literature and research methods appropriate for administration athletics.
Credit(s): 3

SPT 615 - Special Event Management and Leadership

This course is designed to provide students with a hands-on opportunity to engage in sport event management and leadership. Students will discuss leadership, organizational vision, and strategic management principles associated with special sporting events while also engaging in and learning about their leadership style through the creation and execution of a special event of choice.
Prerequisite(s): Permission of instructor
Credit(s): 3

SPT 620 - Finance and Economics of Sport

This course will provide students with an understanding of financial and economic theories and principles utilized in the sport industry. Topics will include the preparation of financial plans, strategic budgeting, capital and operating budgets, sources of revenue, economic theories, supply and demand concepts in the sport industry; economic impact, and other financial and economic theories pertinent to sport industry professionals.
Credit(s): 3

SPT 700 - Sport Management Capstone

This capstone course is the culminating experience for the M.S. in Sport Management program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.
Prerequisite(s): SPT 501, SPT 565, SPT 600, SPT 608 and completion of 30 credits
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

Sustainability and Environmental Compliance

SEC 510 - Environmental Issues

A fundamental understanding of the various processes necessary to support life on Earth. Examine how human activities and philosophies (individual, business, cultural, and others) generate environmental issues and threaten these processes, and offers sustainable alternatives to these activities. Topics include ecology; populations; agriculture; desertification and deforestation; water and ocean pollution; air pollution, including ozone depletion and acid rain; global warming; natural resource depletion; solid and hazardous wastes; energy, including fossil fuels and nuclear power; economic implications; and sustainability.
Credit(s): 3

SEC 610 - 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; electricity; the atmosphere, including greenhouse effects; transportation; nuclear power; and economic implications.
Credit(s): 3

SEC 620 - Environment Compliance/Sustainability

This course introduces students to a broad range of strategies used by both large and small businesses to achieve and maintain compliance with environmental laws and sustainability goals, with an emphasis on companies doing business in the United States. Students learn the importance of environmental due diligence as a tool for minimizing acquired liabilities in business mergers and acquisitions; the value of environmental auditing as a means of identifying compliance and sustainability issues in ongoing business operations; and the power of both environmental management systems and environmental certification programs as strategies for achieving and maintaining environmental compliance and sustainability, and for securing a competitive advantage in a marketplace increasingly populated by sustainability-conscious consumers.
Credit(s): 3

Taxation

TAX 650 - Federal Taxation of Individuals

This course studies the theory and practice of federal income taxation of individuals.
Credit(s): 3

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): TAX 650
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

TAX 665 - Estate and Gift Taxation

This course deals with the federal taxation of gratuitous transfers during a taxpayer's lifetime and property transfers at death. After gaining knowledge of the relevant statutes, regulations and case law, the student will develop estate and gift planning strategies to address estate and gift planning aspects of business and life events.
Prerequisite(s): TAX 650
Credit(s): 3

TAX 670 - Tax Research Methodology/Practice & Procedures

This course explores the methods and techniques of federal tax research. In addition, students will learn the rules and procedures for representing clients before the Internal Revenue Service.
Credit(s): 3

TAX 700 - Special Topics in Taxation

This course offers an in-depth study of special topics in federal taxation. Major, contemporary problem areas of taxation are explored.
Prerequisite(s): TAX 670
Credit(s): 3

University- Administrative

UNIV 150 - Learning Counts

Prior learning assessment (PLA) is the process of earning college credit for learning that was acquired from non-classroom experiences like work, professional training, military careers, volunteering, and personal life. This course will help students to identify areas of learning they may want to have evaluated for college-level equivalency. This course will also guide students through the preparation and compilation of all components required for the evaluation of a portfolio or prior learning through http://www.LearningCounts.org . Students will learn critical reflection skills to rethink the value of their learning and its implications for future learning. Adult learning theory, models, and concepts will be discussed and applied to case studies. This course is facilitated by an instructor who provides guidance for the student in preparing his or her portfolio-based request for credit. Successful completion of this course will result in a credit recommendation of three lower-level credits
Credit(s): 3

Workplace Conflict Management

WCM 510 - Negotiation/Advocacy in the Workplace

This course introduces the processes and practice of negotiating and advocating effectively in settings where continuation and strengthening of the relationship matter. Course content will include the uses, strengths, and weaknesses of distributive and integrative bargaining; the sources and uses of power in negotiation; and gender and cultural influences on negotiation style and practice.
Credit(s): 3

WCM 610 - Intro Org Conflict Management

This survey course introduces the analysis, interpretation, and management of conflict in contemporary organizational settings. Using interdisciplinary lenses, the course explores systemic, interpersonal, and other causes of conflict; conflict's influence on workplace communication and decision-making; and the relationship between conflict, leadership, and career advancement.
Credit(s): 3

WCM 620 - Managing Difficult Conversations at Work

The art and practice of dialogue building is the act of engaging conflict effectively and transforming difficult conversations into better decisions, healthier work relationships, and stronger organizations. This course examines approaches for de-escalating conflict conversations, choosing if and when to intervene, tapping the creative potential in conflict, and creating workplace environments that foster constructive conflict engagement.
Credit(s): 3