Welcome to Southern New Hampshire University

Message from the President

In this catalog, you will find descriptions of Southern New Hampshire University's graduate programs and courses. A university catalog offers the most comprehensive description of any institution. Spend time with it and you will learn about SNHU's history and mission, its services and outreach, its facilities, and the many opportunities the university provides students for meeting their life and career goals.

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

Here's what you should know about graduate study at SNHU: Theory will always be informed by real-world experience, faculty will know your name and care about your success, the cost of your education will offer excellence with value and what you learn in the classroom today will contribute to your success tomorrow. Graduate programs are not all the same. Take some time with this catalog, speak with our graduates and visit our campus and you'll see why more and more students are choosing our graduate programs.

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

Sincerely,

Dr. Paul LeBlanc

2003-2004 Graduate Catalog

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Academic Calendar - Graduate Day School

	Graduate Includes M.B.A., M.S., M.Ed. and D.B.A.*	CED NW	CED Ph.D.	ICED
Fall 2003				
Classes Begin	Mon, Sep 8, 2003	Wed, Sep 3, 2003	Wed, Sep 3, 2003	Mon, Sep 8, 2003
Holiday	Thu, Nov 27, 2003			Thu, Nov 27, 2003
Classes End	Sat, Nov 29, 2003	Fri, Dec 19, 2003	Fri, Dec 19, 2003	Sat, Nov 29, 2003
Winter 2003				
Classes Begin	Mon, Dec 1, 2003			Mon, Dec 1, 2003
Holiday Recess	Sun, Dec 21, 2003 to Sun, Jan 4, 2004			Sun, Dec 21, 2003 to Sun, Jan 4, 2004
Classes End	Sat, Mar 6, 2004			Sat, Mar 6, 2004
Spring 2004				
Classes Begin	Mon, Mar 15, 2004	Tue, Jan 13, 2004	Tue, Jan 13, 2004	Mon, Mar 15, 2004
Holiday	Mon, May 31, 2004			
Classes End	Sat, Jun 5, 2004	Wed, May 19, 2004	Wed, May 19, 2004	Sat, Jun 5, 2004
Summer 2004				
Classes Begin	Mon, Jun 7, 2004			
Holiday	Sun, July 4, 2004			
Classes End	Sat, Aug 21, 2004			
Fall 2004				
Classes Begin	Mon, Sep 13, 2004	Fri, Sep 10, 2004	Wed, Sep 8, 2004	Mon, Sep 13, 2004
Holiday	Thu, Nov 25, 2004			Thu, Nov 25, 2004
Classes End	Sat, Dec 4, 2004	Thu, Dec 23, 2004	Thu, Dec 23, 2004	Sat, Dec 4, 2004
Winter 2004				
Classes Begin	Mon, Dec 6, 2004			Mon, Dec 6, 2004
Holiday Recess	Sun, Dec 19, 2004 to Sun, Jan 2, 2005			Sun, Dec 19, 2004 to Mon, Jan 3, 2005
Classes End	Sat, Mar 12, 2005			Sat, Mar 12, 2005
Spring 2005				
Classes Begin	Mon, Mar 21, 2005	Tue, Jan 11, 2005	Tue, Jan 11, 2005	Mon, Mar 21, 2005
Holiday	Mon, May 30, 2005			Mon, May 30, 2005
Classes End	Sat, Jun 11, 2005	Sun, May 16, 2005	Sun, May 16, 2005	Sat, Jun 11, 2005
Summer 2005				
Classes Begin	Mon, Jun 13, 2005			
Holiday	Mon, July 4, 2005			
Classes End	Sat, Aug 27, 2005			

Statement Regarding Varied Program Calendars

*PCMH and Field-based M.Ed. calendars are issued by the VT center.

Since academic calendars vary among programs, graduate students are asked to contact their Centers of Record for the specific calendar and schedule of courses offered for their chosen programs.

Southern New Hampshire University

Mission

Southern New Hampshire University provides its graduates with the intellectual and social foundations which prepare them to lead fulfilling lives as competent, committed and compassionate members of a global society. Dedicated to teaching, scholarly activity and community service, Southern New Hampshire University is accessible, innovative and offers challenging educational experiences of high quality.

Southern New Hampshire University is a private, independent institution where teaching undergraduate and graduate academic programs of high quality and personal support of students is the primary objective. The university's instructional programs blend theory with practice, preparing graduates for professional achievement as well as personal growth.

In business, liberal arts, teacher education, hospitality and related disciplines, the university is committed to the education of the whole person in a caring, academically challenging, and friendly environment. So that its students may make positive contributions to society, the university emphasizes the importance of intellectual, professional, and ethical development, community service, cultural involvement, and social responsibility.

Through learning partnerships among students, faculty and staff, students become actively involved in the learning process which encompasses opportunities for intellectual exploration, community service and work experience. The university faculty includes individuals who bring research as well as practical, professional experience to the learning environment.

The university offers a diverse living and learning environment that reflects a broad range of ages, races and cultures, and is responsive to societal needs for variation in modes of delivery of instruction. The multi-cultural, multi-national community promotes mutual respect and understanding of others as an integral part of its globally oriented educational purpose.

Southern New Hampshire University leads in the development of educational programs and services, which reflect the changing demands, and needs of students and society, enabling graduates to compete in the global economy.

History of the University

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

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

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

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

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

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

New Hampshire College continued to evolve throughout the 1990s. Academic programs now are offered at off-campus locations to better serve adult learners. Programs are offered in Dover, Laconia, Manchester, Nashua, Portsmouth and Salem, N.H.; Brunswick, Maine; and Roosevelt Roads, Puerto Rico. The University also offers degree programs in Dubai, United Arab Emirates, Thailand, and Malaysia.

New undergraduate liberal arts and teacher education majors were added in 1992. The institution's reach was extended globally to students by an innovative, Internet-based Distance Education program, launched in 1996.

The campus saw a growth spurt in 1996 and 1997 with the construction of four new technologically wired buildings, including a residence hall, a new building for the School of Business, a School of Hospitality building, and a structure that houses the Center for Language Education, the Center for International Exchange and Public Safety. All of the university's operations at the north campus were moved to the main campus.

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

New Hampshire College became Southern New Hampshire University on July 1, 2001. Undergraduate and graduate programs were reorganized as programs of the School of Business, the School of Liberal Arts, the School of Community Economic Development, and the School of Hospitality, Tourism and Culinary Management. New residence housing and an addition to the Athletic Complex were completed. A new academic facility, Robert Frost Hall, containing the McIninch Art Gallery and a new Center for Financial Studies, was completed in 2002. The university transferred five education programs from nearby Notre Dame College when that institution closed.

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

Southern New Hampshire University now has an enrollment of nearly 1,650 undergraduate day students, 1,600 graduate students and 4,000 continuing and distance education students. The high percentage of enrolled international students has resulted in a cultural diversity that enriches the learning experience for all.

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

Southern New Hampshire University's graduate offerings include master's degree programs in accounting, business administration, business education, community economic development, education, hospitality administration, information technology, international business, sport management and more, as well as doctoral programs in international business and community economic development.

Goals of the University

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

- Offer a quality curriculum that enables students to enter the professional world, or that enable those already established to enhance, advance or change their careers.
- Teach and inquire into the foundation for important truths, principles, ideas, facts and performance methods, so that students can make significant contributions to their chosen fields.
- Provide challenging courses of study, encouraging students to become life-long learners, critical thinkers and problem solvers, who can adapt creatively and appropriately to all situations, structured or unstructured.

- Help students to understand themselves, society and different cultures, so that they can participate affectively in the changing world around them.
- Encourage students to identify the personal qualities and ideals which will enable them to function ethically and responsibly.
- Ensure that students speak and write clearly and accurately, use computers efficiently and employ library resources effectively.

To achieve these goals, the faculty is committed to the art of teaching and scholarship. 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.

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

The university offers a number of credit-bearing programs overseas, in Dubai, Malaysia and Thailand, and has exchange student agreements with such institutions as London Metropolitan University and cooperative education relationships with foreign institutions.

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

Academic support services at Southern New Hampshire University include:

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

Southern New Hampshire University student affairs services include:

- Athletics and Athletic Facilities
- Campus Ministry
- Center for International Exchange
- Public Safety
- Residence Life
- Student Organizations & Leadership

• Wellness Center (which offers health, counseling and educational services)

McIninch Art Gallery

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

Accreditation and Membership

Southern New Hampshire University is accredited by:

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

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

Southern New Hampshire University is also:

• approved for the education of veterans and the children of veterans.
• approved for the rehabilitation training of disabled students.
• listed in the Department of Education's Education Directory, Part 3, Higher Education.

Campus

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

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

Admissions

Admissions Requirements

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 comparative foreign postsecondary 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.

In addition to the information in this section of the catalog, applicants need to refer to admission information that is specific to their chosen school or program of study.

Non-English Documents

To assure full consideration, all documents not written in English must be accompanied by a literal English translation and submitted at least six months prior to the first day of classes of the semester for which the applicants are seeking admission. Certified copies of all certificates and/or diplomas must be included.

The Application Process

- **Application Form:** A completed application form can be found at the graduate office of admissions or on our Web site, at www.snhu.edu. Applications can be completed online.
- **Application Fee:** Application fee may be required. (*Make check payable to Southern New Hampshire University.*) See application fees for details.
- **Personal Statement:** A personal statement or resumé as described in the program.
- **Official Transcripts:** Official transcripts from all institutions previously and currently attended. This includes transcripts from institutions where credits were transferred. All transcripts are to be submitted in sealed envelopes from the original institutions.
- **Recommendation Forms:** The required number of recommendation forms for the program. These forms are to be submitted in sealed envelopes with the recommender's original signature over the seal. See specific programs for more details.
- **Certifications and Licenses:** A copy of current teacher certification or other professional licenses held, if applicable.
- **Tests Results:** Official test results for required admissions tests for the program to which you are applying. Not required for applicants who hold master's degrees. Not required for all programs. See specific programs for details.

- **International Applicants:** Non-native English language speakers must also submit official results of the Test of English as a Foreign Language (TOEFL). A minimum score of 500 is required. The university's TOEFL code number is 3649.

All international applicants, in addition to the application process, are required to provide documentation showing they are able to meet the costs of the program. These costs are indicated on the I-20 form. The costs may appear to be somewhat higher than the total of tuition and room and board because they also include general living expenses, such as medical insurance, textbooks, pocket money, etc.

Contact the International Admission Officer for more details.

Application Deadlines

Master's degrees . . . . Rolling admissions
Doctoral degrees . . . . May 1
Ph.D. in CED . . . . Jan. 31*
* Ph.D. in CED: Applicants must complete the application process by Jan. 31 to be considered (not guaranteed) for internal financial tuition support if admitted in September of the same year. Applications will be considered after Jan. 31, but applicants will not be able to request financial assistance if admitted the following September.
See the specific programs for details.

Application Fees

M.S. in CED $20
Ph.D. in CED $25
D.B.A. in International Business $25
M.S. in Field-Based Education $40
M.S. in Community Mental Health $40
All application fees are non-refundable.
See the specific programs for details.

Required Tests

- M.Ed. applicants are required to take either the Miller Analogy Test (MAT) or the Graduate Record Exam (GRE). Students who previously have earned a master's degree are not required to take the MAT or GRE.
- D.B.A. applicants must take the Graduate Management Admission Test (GMAT)
- Non-native English language speakers must also submit official results of the Test of English as a Foreign Language (TOEFL). A minimum score of 500 is required by the university.

See the specific programs for details.

Interviews

The School of Community Economic Development requires all applicants to attend a faculty interview.

Graduate Teacher Education Programs require all applicants to attend a faculty interview.

Although interviews are not required as part of the admission process for all graduate programs at Southern New Hampshire University, we welcome students to visit the campus. Advisors are available throughout the year to discuss programs with students.

Program Requirements

See specific programs for details.

School of Business

Laptop computers are required of all M.S. in information technology majors for use in graduate IT courses.

Students must have previously completed the following courses, or their equivalents:

Microeconomics	.3 credits
Macroeconomics	.3 credits
Mathematics	.6 credits
Statistics*1	.3 credits
Accounting	.6 credits
Computer Systems Technology	.3 credits
Business Law	.3 credits
Advanced Procedural Programming Language*2	.6 credits
Foundations of Export/Import Strategies*3	.3 credits
Data Structures and Algorithms	.6 credits

*1 *Required for M.S. in finance, a grade of "B" or better earned within the past five years is required.*

*2 *Required for M.S. in information technology*

*3 *Required for M.S. in international business*

Note: Required for M.S. program in business education: All applicants in the business education program must have earned an undergraduate degree in a business discipline or in business education, or have at least one year of business teaching experience, from an accredited institution, with a GPA of 2.5 or better. All applicants must submit a resumé.

School of Community Economic Development

- All applicants to the program must have at least two years experience working in community development or a related field.
- A $20 application fee is due for master of science degrees in CED.
- A $25 application fee is due for the Ph.D. degree in CED.
  A student applying for enrollment in the Ph.D. in CED program must hold a master's degree from an accredited institution in community economic development or a related field, such as planning, public policy or business, with a GPA of 3.5 or above.
- Three recommendation letters are required.
- An interview is required of all applicants.
- A two- to four-page personal statement describing work experience, goals and expectations is required.
- Applicants must have demonstrated an ability to do independent research.
- Applicants must have five years of experience in community economic development or five years of professional experience in a related field

Teacher Education Programs

- All applicants must have earned an undergraduate degree from an accredited institution with a 3.0 or better.

Field-Based Graduate Program in Education

- All applicants must have a teaching certificate, evidence of teaching experience, or access to a teaching situation.
- A $40 application fee is due.

PCMH

- A $40 application fee is due.
- Two letters of reference are due.
- An essay responding to items described on the application form is required.

Non-Degree Students

Non-degree students who have earned baccalaureate degrees are permitted to undertake a maximum of six graduate credits at Southern New Hampshire University. Selections are subject to university approval. Students matriculated in the degree program will receive priority during course registration. Non-degree students who later decide to seek a degree at the university must follow the regular admission procedures.

Transfer Credits

Graduate credits earned at any accredited institution in the last five years are transferable at the discretion of Southern New Hampshire University. Minimum grades of "B" or better are required. All transferable credits must be comparable to and may serve as a substitute for course requirements at SNHU. A maximum of six (6) graduate credits may be transferred into any degree program. Only three (3) graduate credits may be transferred into any graduate certificate program. Note that grades do not transfer. Internships, co-operatives, capstones and student teaching credits earned at another university are not accepted as transfer credits. Each transfer course is evaluated on an individual basis, with reference to catalog course descriptions. The student should provide official transcripts.

Unconditional Admissions

Unconditional admission indicates that a student has met all of the requirements for admission specific to his or her program. Not all program requirements are alike. See the specific program for details.

Limited Admissions

Limited admission indicates that a student has not met all of the requirements for admission to specific programs. Not all programs accept limited admission. See the specific programs for details.

When an applicant is accepted under limited admission, deficiencies in background preparation may be satisfied with courses offered by Southern New Hampshire University or other institutions. Documented employment experience and qualifying scores on specified College-Level Examination Program (CLEP) tests may be accepted in place of academic preparation in some cases. More information about CLEP tests is available at the Office of the Registrar.

Provisional Admissions

Provisional admission indicates that a student's undergraduate GPA is less than 2.5. This qualification is lifted if a student achieves "B" grades, or a 3.0 GPA, in his or her first three graduate courses. Not all graduate programs accept provisional admissions. See the specific programs for details.

Degree Requirements

See the specific programs for details.

School of CED: International-track community economic development students typically enroll in three terms per academic year. Community economic development doctoral stu-

dents and students enrolled in the weekend master's program typically enroll in two terms per academic year. Full-time doctoral students take six or more doctoral credits per term. The dissertation colloquium fee is assessed each term after completion of all doctoral course work.

Doctoral students are subject to the same withdrawal and refund policies as all other graduate students.

PCMH Certificate Program: Students seeking to complete the certificate program must earn 22 credits with a GPA of 3.0 on a 4.0 scale and complete an approved 300-hour pass/fail internship. No grades below a "C" will be accepted for graduation, and students must complete the program within four calendar years of acceptance.

Time Limitations

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 six year time limit. 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.

Leave of Absence and Reactivation

Students are not required to be enrolled in classes every term. However, students who fail to enroll for four consecutive terms will have their files deactivated. Those students must submit a request to reactivate form in order to resume their studies.

The time limit for completing degree requirements includes the terms during which students have not enrolled in courses.

Second Degrees

A student who wishes to earn a second master's degree through Southern New Hampshire University is required to take a minimum number of graduate courses beyond the first degree. The minimum number depends on the degrees being pursued. 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.

Foreign students seeking a second degree also must obtain a new visa eligibility certificate (I-20 or DS-2019). This ordinarily will require new statements of financial responsibility and a letter that authorizes the program change. Students should contact the Center for International Exchange for more details and specific requirements.

Internships

Internships for credit are available in selected programs to full-time degree candidates and must be approved by the dean. In some cases, financial compensation is awarded. Schedules are flexible and arranged to best suit the needs of students and employers.

The Career Development Office (CDO) staff actively seeks internship opportunities for all eligible students. Each candidate must submit a formal application, a resume, and a letter of intent to the Graduate Admission Office during the first two weeks of the term to set the placement process in motion. Once approved to participate in the program, the applicant must meet with a member of the CDO staff.

Foreign students in F-I status must have authorization from the Center for International Exchange prior to beginning their work experiences and must have completed nine consecutive months as full-time students. J-1 students must have recommendations and descriptions of training objectives from the school dean or their advisors in order to obtain sponsor approval for specific employment. J-1 students whose DS-2019's were issued by Southern New Hampshire University should contact the Center for International Exchange; other J-1 students should contact their sponsors.

Tuition and Fees

Tuition

Master's Programs	.$1,299/3-credit course
Doctoral Programs	.$3,210/800-level course
(DBA Full-time and Part-time)	
Distance Education	.$1,359/course
Foundation Course (12 weeks)	.$1,299/course
Foundation Course (6 weeks)	.$648/course
M.S. in CED	.$2,596/term
(7 to 15 credits)	
M.S. in CED part time course load . . .	$433/credit hour
(less than 7 credits)	
M.S. in CED overload	.$433/credit hour
(more than 15 credits)	
PCMH (site specific)	.$309-$332/credit hour
M.S. in TEFL (one year)	.$15,588/year
Dissertation Colloquium	.$2,079/term
Ph.D. in CED Full-time	.$6,420/term
(6 to 12 credits per term)	
Ph.D. in CED Part-time	.$3,210/800-level course

Room & Board

Campus Housing

Townhouse	.$2,306/term
Residence Hall (single)	.$2,373/term
Residence Hall (double)	.$1,654/term

Campus Meal Plan

Townhouse	.$465 or $665/term
Residence Hall	.$820 or $1,120/term
Books & Materials	.$500-$1,500/year
Computer Usage Fee	.$350
Activity Fee	.$300
PCMH Orientation Fee (site-specific)	.$309-$322
Library Technology Fee	.$250
Parking Fee	.$40
Graduation Fee	.$100
Drop Fee	.$25

Deposits

Tuition deposit

Following acceptance, full-time students are required to make a non-refundable tuition deposit of $100 for domestic students, $250 for international students and $200 for doctoral students

Housing deposit

A non-refundable $100 housing deposit is required of students who wish to reside on campus. A $100 damage deposit also is required.

Payment Policy

Full-time Domestic Students

Full payment of current bills is due on the appropriate due date. Non-payers will be placed on a payment plan with associated enrollment fees and will sign a promissory note. Students with outstanding balances or who are past due on payment plans will be prevented from starting subsequent terms.

Full-time International Students

Full payment of current bills is due on the appropriate due date. After the initial academic year and at the sole discretion of the university, international students may be provided a payment plan along with a promissory note. Students with outstanding balances or who are past due on payment plans will be prevented from starting subsequent terms.

Part-time Students

A first-time student must pay 50 percent of initial enrollment charges at the time of registration unless he or she falls under direct-billing eligibility, which requires that a verification letter from an employer be on file before registration, or a student has completed financial aid forms and is expected to be eligible for such aid. Payment of the remaining 50 percent of initial charges is due within 30 days of the close of that term.

Continuing students may enroll in successive terms without making initial payments, but full payment for the previous term is due within 30 days of its close.

A student who fails to pay his or her bills for the previous term within the 30-day window will be assessed a $50 penalty charge.

Active Duty Military

First-time students using tuition assistance must pay 100 percent of the student share of initial enrollment charges at the time of registration, which is 25 percent of the total enrollment charges. Payment of the remaining 75 percent of the initial term charge is due within 30 days of the close of the term or as soon as direct payment is received from the military.

Continuing students may enroll in successive terms without making initial payments, but full payment for the previous term is due within 30 days of its close. A student who fails to pay his or her bills for the previous term within the 30-day window will be assessed a $50 penalty charge.

Distance Education Enrollment – International Students

Students residing outside of the United States who are enrolling in courses via Distance Education are required to pay 100 percent of their charges for each term at the time of registration.

Payment Information – All Students

Students who are covered under direct billing (third-party) sponsorship arrangements are not required to make any payment to SNHU, as the sponsor will be billed.

Interest at the rate of 18 percent per annum on the outstanding balance will be charged to all students except those on active military duty and those covered under a direct-billing arrangement. Interest charges begin to accrue the first day of the term for which tuition is being billed.

Students receiving financial aid may use such funds to make required payments.

Transcripts and diplomas will be withheld from any student with an outstanding balance.

Billing

Students wishing to participate in third-party direct billing,

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

Refund Policy

An enrolled student who withdraws from courses will be entitled to a tuition refund based on the number of times the class has met regardless of course attendance, before the withdrawal was received. Students who withdraw before the first class will be reimbursed 100 percent, before the second class, 80 percent; before the third class, 50 percent. Students who withdraw after the third class meeting will not receive refunds. Southern New Hampshire University reserves the right to assess a $25 fee to process a student request to drop a class.

Students enrolled in their first terms at the university and who are recipients of Title IV federal financial aid are eligible for a pro-rata refund through the first four weeks of their enrollment. Southern New Hampshire University complies with federal regulations to calculate and return to recipients of Title IV funds any awards received while they are enrolled in this program. Please contact the Office of Financial Aid for details.

Students on the university meal plan who withdraw will be entitled to a proportionate refund of dining hall charges upon the surrender of their university identification cards.

Financial Obligations

Students will not be permitted to receive their transcripts, caps and gowns or diplomas until all financial obligations have been met. Students are charged interest on any balances that remain unpaid beyond the start date of a new term. Students are responsible for any cost of collections charged to their accounts if they are not paid when due.

Financial Aid

Southern New Hampshire University provides several types of financial assistance to help students and their families meet the cost of a university education. More than $40 million was awarded to our students in amounts ranging from $500 to the full amount of educational costs during the 2002-2003 academic year.

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

All students are encouraged to seek assistance from sources outside the university in addition to applying for aid through the Office of Financial Aid. Students should consider such local programs as Dollars for Scholars and service clubs.

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

The Financial Aid Application Process

Students who wish to apply for any type of need-based assistance, including loans, grants and work-study, must complete the Free Application for Federal Student Aid (FAFSA). The Southern New Hampshire University code is 002580. The FAFSA can be completed electronically at www.fafsa.ed.gov. Paper applications can be obtained in the Office of Financial Aid, public libraries and high schools. Returning students are typically mailed a renewal PIN by the Department of Education. You may use this number to complete your FASFA online, or you may complete a blank FAFSA. Students may also obtain a PIN at www.pin.ed.gov. Awards are made for one academic year, which includes terms starting on or after July 1. Students must reapply for financial aid each year.

New student financial aid applications are considered for aid eligibility following admission into the university. Priority will be given to completed applications received by March 15. Students who submit applications after this date will receive consideration for all federal and state funds that they are eligible to receive, but processing time may make funding for indirect expenses such as books, supplies, and travel and living expenses not available until well into the academic year. Normal processing time for the FAFSA is approximately four weeks. Students striving to meet the priority dates are advised to keep the processing time in mind.

Mid-year transfer students must ensure that loans processed at other institutions are adjusted by their previous schools to reflect their actual enrollment end dates at those schools. Please contact the financial aid office of your previous school to have them update this information with your lender.

Federal and State Programs

Selection Criteria

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

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

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

demonstrated need through a combination of available financial aid sources.

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

Loans and Employment

Federal Stafford Loans

To determine eligibility for this federally regulated loan, the student must file the FAFSA and have completed a Federal Stafford Loan Master Promissory Note. Only a university financial aid office can determine the student's eligibility based on the cost and financial need at the particular university.

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

The Federal Stafford Loan program offers both subsidized and unsubsidized loans. For students who qualify for a subsidized loan, the federal government pays the interest on the loan ("subsidizes" the loan) until repayment begins and during authorized deferment periods thereafter. Maximum loans for graduate students are $8,500 for Subsidized Stafford loans and $18,500 for Unsubsidized Stafford loans, depending upon financial eligibility as determined through the FAFSA application process (see below for explanation). The total annual maximum for both types of loans combined is $18,500 in the Stafford loan program.

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

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

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

G.A.P. (Stafford) Loans

The New Hampshire Higher Education Assistance Foundation has established the G.A.P. program to assist New Hampshire residents and out-of-state students attending New Hampshire colleges or universities. The NHHEAF will process a loan through a bank in New Hampshire for those students the university has determined to be totally or partially eligible for the federally subsidized Stafford Loan but who have been denied a loan by a lender of their choice.

Alternative Loans

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

Federal Work Study Program (FWSP)

The Federal Work Study Program is an employment program funded by the federal government and the university. It allows students with financial need to work on or off campus and receive an hourly wage. Currently no job is paid at a rate of less than $5.15 per hour. The Office of Financial Aid will assist students in locating employment; however, neither employment nor earnings are guaranteed. Typical jobs are found in the library, cafeteria, department offices, gymnasium and maintenance. Off-campus community service positions are available at several local nonprofit organizations. Please inquire with the Office of Financial Aid and review our Web site for up-to-date employment opportunities.

Southern New Hampshire University Student Part-time Payroll

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

Off-campus Employment

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

Veterans Benefits

Southern New Hampshire University is approved for the education of veterans and the children of veterans. Questions regarding benefits for veterans should be directed to the Office of the Registrar. 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. official university transcripts, if any.
e. a copy of DD-214 and any service school data.
f. the necessary Veterans Association paperwork.

Veterans enrolling under the G.I. Bill for the first time may

experience a delay of up to two months before they receive their first checks. Veterans should contact the Veterans Affairs Office if no check has been received by the seventh week of a term.

If a veteran student is transferring directly from another school where he or she had been using VA benefits, the student should ensure that the other school promptly notifies the VA of his or her effective date of termination.

Students must notify the registrar of any past university credits that are transferable to Southern New Hampshire University. If, after two terms, the veteran does not supply the required official transcripts of past studies, he or she will be certified only for the cost of courses. In the Division of Continuing Education, two courses per eight-week term constitute a full-time academic load and qualify the veteran for full-time benefits.

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

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

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

Standards of Satisfactory Academic Progress for Financial Aid

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

Quantitative Measure

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

 a. For the purposes of financial aid, a student may attempt a maximum number of credit hours based on his or her program of study, inclusive of remedial and non-degree courses, less the total number of credits accepted for transfer from other institutions. Graduate degree candidates may attempt a maximum of eight years of study in a specific graduate degree pro-

gram. Graduate teacher education degree candidates may attempt a maximum of six years of study.
 b. Credits attempted are those for which the student has enrolled as of the end of the add/drop registration period.
 c. Successful completion is defined as the assignment of a passing grade to the courses attempted and equates to the number of credits earned. Failure, withdrawal, incomplete or other designations to the courses attempted are not considered successful completion.
 d. Courses that are repeated will be counted in the calculation of credits attempted and will be counted as credits earned when the student receives a passing grade.

Qualitative Measure

Students enrolled in graduate degree programs must maintain a minimum cumulative GPA of 3.0 on a 4.0 scale.

Review

Individual student records will be reviewed based on evaluation periods that correspond with each student's academic program, but generally once per year prior to being awarded financial aid:

Enforcement

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

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

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

Standards of Satisfactory Academic Progress for Financial Aid for all Graduate Programs

Minimum Cumulative GPA	3.0
Cumulative Completion Rate	75%
Maximum Time	8 years
Evaluation Period	Yearly

Academic Support Services

The university recognizes that effective teaching and personal development go hand in hand and therefore champions academic support services and student affairs as integral parts of life in the university community.

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

Academic support services at Southern New Hampshire University include:

- Harry A. B. and Gertrude C. Shapiro Library
- Southern New Hampshire University Computer Center
- Center for Language Education
- Career, Learner and Academic Support Services (CLASS)
    - Academic Advising Office
    - Career Development Office
    - Office of Disability Services
    - Office of Tutoring Services

Southern New Hampshire University student affairs services include:

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

Harry A. B. and Gertrude C. Shapiro Library

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

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

The constantly expanding collection contains more than 80,000 books, 600 paper periodical subscriptions, access to the contents of 12,000 proprietary online journals (most available in full text), and 12,000 company financial and annual reports. The microfiche collection includes more than 350,000 items, including annual and 10K reports of 6,000 companies listed on the New York and American Stock Exchanges. An extensive collection of public company reports, statistics and international trade information supports the research needs of the community.

The library online gateway can be accessed from the university Web pages at www.snhu.edu/library.html. The online catalog can be accessed globally. Networked members of the community have access to more than 45 databases provided by proprietary information providers.

Off-Campus Library Services (OCLS) links the research needs of continuing and distance education students with the resources and services of the library. OCLS can be reached at the main campus by e-mail, phone and fax. OCLS can be found on the Web at the Library home page above. Librarians constantly strive to expand the depth of the library's offerings and improve the ability of students and faculty to access its total complement of resources, regardless of their geographic locations.

The Shapiro Library features:

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

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

Career Development Office

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

Career Planning

Because managing a career is a systematic process that requires time and planning, the Career Development Office offers a developmental plan for students. Making effective career decisions requires careful self-assessment and investigation of opportunities available. The Career Development Office's professional staff offers workshops and one-on-one counseling year-round.

Internship

Students in many majors at Southern New Hampshire University have the option of participating in internships. This program supplies a limited number of credits toward degrees and integrates classroom study with related on-the-job work

experiences, some of which are paid positions. For more information, contact your academic advisor or a professional staff member in the Career Development Office in Exeter Hall, or call (603) 645-9630.

Services for Students With Disabilities

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

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

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

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

Complaints should be addressed to:
ADA/504 Compliance Officer
Wellness Center
Southern New Hampshire University
2500 N. River Road
Manchester, N.H. 03106-1045
(603) 645-9679 •Fax (603) 645-9711

The grievance procedure requires the following:

A complaint must be filed in writing or orally, must contain the name and address of the person filing it and briefly describe the alleged violations of the regulations.

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.)

The ADA/504 Compliance Officer or his or her designee will conduct an investigation, as may be appropriate, following the filing of a complaint. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.

The ADA/504 Compliance Officer will issue written determination as to the validity of the complaint and a description of the resolution, if any, and forward a copy to the complainant no later than 15 working days after the complaint is received.

The ADA/504 Compliance Officer will maintain the files and records of Southern New Hampshire University relating to the complaints filed.

The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within 10 working days to the ADA/504 Compliance Committee, which will involve other university officials as deemed necessary.

The right of a person to a prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies, such as the filing of a Section 504 or ADA complaint with the responsible federal agency or department. Using this grievance procedure is not a prerequisite to the pursuit of other remedies.

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

Audio Visual Center
A separate but functionally integrated wing of the library contains the Audio Visual Center. The center includes a listening room where its library of DVDs, videotapes and audio CDs can be reviewed by students and faculty. A recent edition is the non-linear edit room and recording space. A variety of A/V equipment is circulated from the center for classroom instruction. Computer-edited videos, transparencies and presentations are produced by students and faculty with assistance from audio-visual personnel.

Computer Resources

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

The university's graduate business programs are supported by a cluster of networked personal computers with all the standard features and capabilities mentioned previously. In addition, an advanced student computing laboratory contains state-of-the-art computing and networking facilities which are utilized in support of the master of science degree in information technology.

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

Personal Computer Software

Southern New Hampshire University licenses the use of computer software from a variety of outside companies. Southern New Hampshire University does not own this software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it.

Southern New Hampshire University students learning of any misuse of software or related documentation within the university shall notify Southern New Hampshire University's Department of Computing Resources.

According to the U.S. Copyright Law, persons involved in the illegal reproduction of software can be subject to civil damages of as much as $50,000 and criminal penalties, including fines and imprisonment. Southern New Hampshire University does not condone the illegal duplication of software. Southern New Hampshire University students who make, acquire or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include dismissal from the university.

Network Acceptable Use Policy

Southern New Hampshire University encourages the use and application of information technologies to support research, instruction and student needs. Users of Southern New Hampshire University equipment, software and computer accounts are expected to follow acceptable standards of ethics and conduct in their use of computing resources. All Southern New Hampshire University faculty, students and staff should be aware of the following acceptable use policy requirements, which augment the existing 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.

Division of Continuing Education

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

Through the Division of Continuing Education, Southern New Hampshire University is able to be a school for working people. Our course selections, schedules, curricula and methods of instruction are designed with the adult working population in mind.

Convenience and accessibility are the keys to the division's success. With eight locations in New Hampshire, Maine and Puerto Rico, we are near our students. Our class schedules, with classes held evenings, weekends and weekdays in some centers, are designed for working adults. Through our Distance Education program, students can access their courses at any time that is convenient for them. Courses offered through continuing education contain the same content and maintain the same high standards as courses offered in the traditional day format.

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

In many cases, the adult learner can receive credit for acquired skills and knowledge obtained through previous life experience by way of national tests such as CLEP or DANTES or by creation of a portfolio. This can enable the adult student to achieve a degree even more quickly.
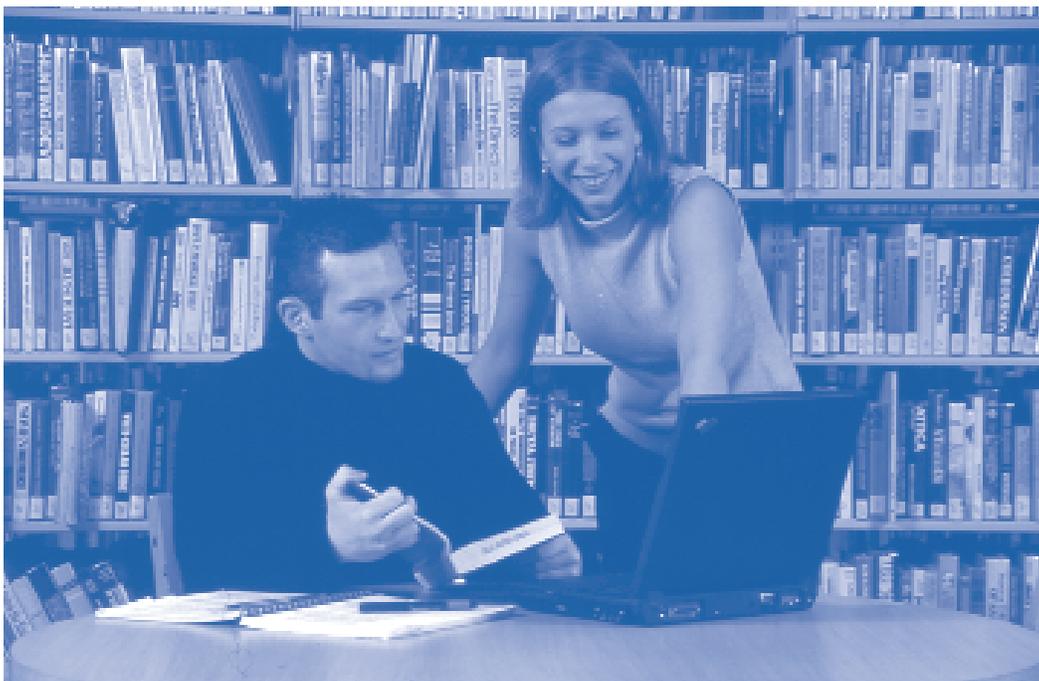
Southern New Hampshire University is proud of its success in continuing education. We have been a leader in this field and will continue to emphasize academic excellence and individual achievement.

The variety of degree programs, course offerings and schedules is published in our Continuing Education Bulletin. For more information, contact one of the following Continuing Education centers:

Centers Directory

In New Hampshire:

Dover Center
23 Cataract Rd., Dover, NH 03820
(603) 740-8516
dover@snhu.edu

Laconia Center
2 Airport Road, Gilford, NH 03249
(603) 524-3527 or 524-3554
laconia@snhu.edu

Manchester Center
2500 North River Road, Manchester, NH 03106-1045
(603) 645-9624
manchester@snhu.edu

Nashua Center
546 Amherst Street, Nashua, NH 03063
(603) 881-8393
nashua@snhu.edu

Portsmouth Center
150 Greenleaf Ave., Unit 4,
Portsmouth, NH 03801-5393
(603) 436-2831
portsmouth@snhu.edu

Salem Center
19A Keewaydin Drive, Salem, NH 03079
(603) 893-9600
salem@snhu.edu

In Maine:

Brunswick Center
10 Tibbetts Drive, Cooks Corner, Brunswick, ME 04011
(800) 427-9238
brunswick@snhu.edu

In Puerto Rico:

Roosevelt Roads Center
PSC 1008, Box 3602, FPA AA 34051-3602
(787) 865-8598
rooseveltrds@snhu.edu

Worldwide:

Distance Education Center
2500 North River Road, Manchester, NH 03106-1045
(866) 860-0449
(603) 645-9766
de@snhu.edu

Distance Education

Communication options provided by the Internet offer new opportunities for quality interaction between faculty and students. The online environment is an outstanding educational delivery option for those who for various reasons are not able to attend the main campus or one of our conveniently located Continuing Education centers.

Distance education provides an extremely flexible learning environment that allows students to interact with highly qualified and experienced instructors from both our main campus and locations around the world. Freedom from the boundaries of space and time is a key feature of this program, as it is designed to support faculty and students in all 24 time zones.

The program is 100-percent Web-based, although some instructors may require supplementary materials such as videotapes and textbooks. Educational materials are normally available through online ordering from the campus bookstore. Application submission, course selection and registration also are accomplished online.

Students who take distance education courses must be self-motivated and committed. Since this is neither a correspondence nor a self-study/self-paced program, students must be disciplined in their approach. Instructors facilitate the learning process, but the online method is more collaborative. This means students also learn from one another. Participation in threaded discussions, an ongoing dialogue, is a critical component of this mode of instructional delivery.

While instructors may use other means to make the class more interesting or dynamic, the tool of choice is a product called Blackboard*. Blackboard* offers a complete suite of tools that make the environment consistent and easy to use. Prospective students should visit the distance education Web site at www.snhu.edu for a current link to the Blackboard* Web site, which may be viewed to gain a basic understanding of how this product works.

Technical Requirements

Students enrolling in distance education courses must have a computer with the following minimum specifications:

- Windows 95, 98, 2000, NT, ME or XP operating system
- 233 MHZ processor
- 2 GB of free disk space
- 64 MB memory
- 56K V.90 modem, cable modem or DSL modem
- Internet access through an Internet Service Provider
- Microsoft Office 97 (2000 recommended)
- Web browser software: Internet Explorer or Netscape (specific versions will be specified for students who enroll)
- Anti-virus protection software

* Please note that there are additional technical requirements for information technology (IT) majors.

For more information, you may call the Distance Education office at (866) 860-0448 or (603) 645-9766, or visit our Web site at www.snhu.edu.

Academic Programs

Degrees Offered:

- Master of Business Administration   M.B.A.
- Master of Education   M.Ed.
- Master of Science   M.S.
- Doctor of Business Administration   D.B.A.
- Doctor of Philosophy   Ph.D.

Graduate Programs

Inaugurated in 1974, the university's graduate programs have grown steadily both in size and stature. The basic orientation of combining both concept and practice has enabled the development of programs of study that reflect the changing and emerging needs of contemporary businesses on both domestic and international scales.

Southern New Hampshire University offers the following graduate degree programs:

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

Master of Education in:

- Curriculum and Instruction
- Elementary/General Special Education
- Secondary/General Special Education
- Teaching English as a Second Language
- Field-based Education

Master of Science in:

- Accounting
- Business/Marketing Education
- Community Economic Development
- Community Mental Health
- Finance
- Hospitality Administration
- Information Technology
- International Business
- International Community Economic Development
- Organizational Leadership
- Teaching English as a Foreign Language
- Sport Administration

Graduate Certificates in:

- Accounting
- Advanced Study in Education
- Artificial Intelligence/Expert Systems
- Clinical Services (three options)
- Computer Technology Educator
- Database Management and Design
- Digital Commerce and eBusiness
- Finance
- Hospitality Administration
- Human Resource Management
- Information Technology–Management/Technical Track
- International Business/Information Technology
- International Business
- Marketing
- Operations Management
- Professional Study in Education
- School Business Administration
- Sport Administration
- Taxation
- Telecommunications and Networking
- Training and Development

Doctoral degrees in:

- Community Economic Development (Ph.D.)
- International Business (D.B.A.)
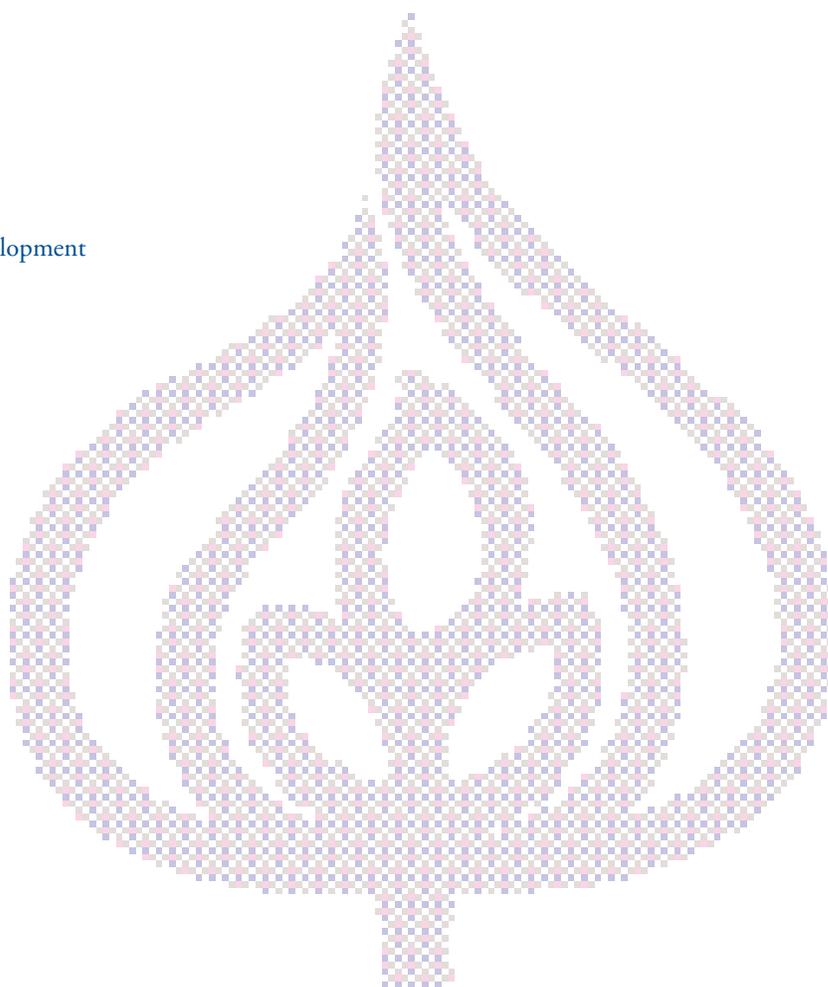
School of Business

Dean: Dr. Paul Schneiderman

www.snhu.edu

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(603) 644-3102

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Inquiries also may be directed to the directors of SNHU Continuing Education centers.

Mission

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

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

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

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

School of Business Graduate Programs

Southern New Hampshire University's School of Business is widely regarded as a leader in preparing managers for the business challenges they will confront in the ever-changing global economy.

School of Business programs reflect the changing needs of professionals and help them thrive in the domestic and international economies. We provide students with links to the global business community and access to innovative learning systems and advanced technologies that showcase our cutting-edge position in education.

Our educational approach and diverse student body provide students with an international view that will enable them to integrate business across cultures and markets. The curricula provide students with varied perspectives on the myriad forces that influence global and domestic marketplaces.

This global outlook is especially evident in our inventive international business program, which is available at the undergraduate, graduate and doctoral levels. The program is recognized as an international leader and has been awarded multiple grants that allowed for the creation of extensive research and internship and travel opportunities for students and faculty. Our D.B.A. in international business trains highly qualified individuals for careers in research, academia, consulting and multinational corporations.

The key to programs offered through the School of Business is flexiblility, allowing students to make their degree programs fit their educational and professional aspirations, as well as their schedules. The university has long held to the tenet that the changing needs of the marketplace and those seeking professional degrees require a broad scope of choices.

The School of Business offers master of business administration, master of science and certificate programs in many business disciplines, including organizational leadership, international business, finance, accounting, marketing, business/marketing education, hospitality administration, information technology, sport administration, taxation, artificial intelligence and others.

Students can tailor their M.B.A. degrees to include focuses in artificial intelligence, international business or information technology, to name a few options. Or they can choose to combine a master of science degree with the M.B.A. program. M.B.A. and other business courses and electives may also be taken through our online Distance Education program or at our Continuing Education centers in Maine, New Hampshire and Puerto Rico. These are just a few examples of the choices available to our students.

Our business programs feature a clear blend of theory and practice. Students not only master academic concepts and theories, they learn how to use them immediately. For example, students learn to work in teams with diverse members, just as they would in the business world. They often are assigned work-based projects that they can use immediately in their careers. Many of the region's leading corporations realize their employees will improve their skills and capacity for growth immediately by enrolling here and will underwrite tuition, fees and other expenses.

Graduates of our business programs have gone on to work for such industry leaders as American Express, AT&T, Coca-Cola, General Electric, General Motors, IBM and Fidelity Investments.

Guiding Principles

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

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

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

The School of Business is committed to design, develop, evaluate, implement and financially support programs and activities that add value to the School of Business and the academic experiences of the students.

The School of Business is committed to high-quality, innovative, competency-based educational programs that engage its students as partners and active participants in the learning process.

The School of Business is committed to establishing and maintaining learning partnerships among faculty, students, businesses and other educational and community organizations.

The School of Business is committed to an innovative curriculum that integrates cutting-edge technology to support the educational mission and deliver a competitive professional education.

The School of Business respects and supports diversity in the university's communities and beyond.

The School of Business is committed to creating an environment to foster scholarship leading to knowledge generation and dissemination.

The School of Business is committed to a strategic management process.

Doctoral Program

The Doctor of Business Administration (D.B.A.) in International Business and the Doctor of Philosophy (Ph.D.) in Community Economic Development are offered to qualified students. The following describes the D.B.A.; see the School of CED section of this catalog for more details about the Ph.D. program.

Doctor of Business Administration (D.B.A.) in International Business

The D.B.A. in international business trains highly qualified individuals for careers in academics, consulting environments and multinational corporations. Such positions require a theoretical understanding of global business operations and a strong interest in applied research. The program strives to meet the interests and needs of full- and part-time students and is flexible enough to accommodate the professional life circum-

stances of the adult learner. The program also is geared toward international students who are interested in teaching and researching in their own countries.

Program requirements for entering the dissertation stage:

1. Students must have completed course work equivalent to that required for the master of science in international business program at Southern New Hampshire University. Students with master's degrees from other institutions must discuss their academic and professional backgrounds with faculty advisors to determine prerequisite course work.

2. Doctoral students must complete two advanced research methods courses, DOC 800 Advanced Quantitative Analysis I and DOC 810 Advanced Quantitative Analysis II.

   Required Doctoral Courses

INT	750	Seminar in Multinational Business
INT	800	Foreign Direct Investment
INT	810	Privatization
INT	820	Seminar in Multinational Finance
INT	840	Seminar in Multinational Marketing
INT	850	Seminar in Global Business Strategy

3. Minor field of specialization: Students and faculty mentors design a minor area of specialization that must include at least four upper-level courses. These could include such fields as finance, accounting, information technology, marketing or community economic development.

4. Students must demonstrate competency in one foreign language.

5. Comprehensive examinations: Upon the completion of all course work, doctoral students must sit for a series of comprehensive examinations in international business, research methodology and their minor fields of specialization.

Dissertation Stage

Students enroll each term in the Doctoral Dissertation Colloquium. The dissertation is based on a student's research and is expected to make a contribution to his or her field of study. Each student is assigned a committee, which normally is comprised of two faculty members from the international business area, one from the second field of specialization and one who specializes in research methodology.

Doctoral Colloquiums

Doctoral colloquiums provide a forum for students to discuss their dissertation research and help monitor their progress in completing their dissertations. Once a student completes the research and the final draft and receives approval from the dean, he or she will give an oral presentation to the committee and any other interested individuals. Students must receive approval from all members of their dissertation committees in order to successfully complete the doctoral program.

For more information about the D.B.A. in international business, please contact:

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Master's Degree Programs

Students may be admitted to a School of Business graduate program under the following categories:

Unconditional admission indicates that a student has satisfied all specified background and other entrance requirements for his or her chosen program of study.

Limited admission indicates that a student has not met all of the requirements for admission.

Provisional admission indicates that a student's undergraduate GPA is less than 2.5. This qualification is lifted if a student achieves "B" grades, or a 3.0 GPA, in his or her first three graduate courses.

Unclassified admission indicates that a student may enroll in a maximum of six (6) graduate credits. These credits may be applied to one of the graduate programs.

Unconditional admission in the M.B.A. program and the M.S. programs in accounting, information technology, finance, international business, organizational leadership and sport administration requires that the student has earned a bachelor's degree with a cumulative GPA of 2.5 or better.

Students also must have completed the following undergraduate courses or their equivalents and earned grades of "C" or better:

Accounting	.6 credits
Business Law	.3 credits*[1]
Data Structures and Algorithms	.3 credits*[3]
Foundation of Export and Import Strategies	.6 credits*[4]
Information Technology	.3 credits
Macroeconomics	.3 credits
Mathematics	.6 credits
Microeconomics	.3 credits
Object Oriented Programming with Java	.6 credits*[3]
Statistics	.3 credits*[2]

*[1] *An import/export course is required in place of Business Law for the M.S. in international business program.*
*[2] *A grade if "B" or better, earned within the past five years, is required for the M.S. in finance program.*
*[3] *Required by the M.S. in information technology program only.*
*[4] *Required by the M.S. in international business program only.*

Students who have not satisfied the requirements listed above may have to take School of Business foundation courses. Students may satisfy the Business Law requirement by taking the foundation course or by taking the graduate course MBA 610 as an elective.

Unconditional admission into the M.S. in business education program requires that the applicant has:

• Earned an undergraduate degree in a business discipline or in business education, or has at least one year of

business teaching experience.
- Earned a bachelor's degree from an accredited institution with a GPA of 2.5.
- Successfully completed three credits in accounting, computer systems technology and statistics or their equivalents. A teaching methodology course is recommended for those seeking teaching certification.

Master of Business Administration

The M.B.A. program is designed to prepare students for middle and senior management positions. The basic M.B.A. program requires 14 graduate courses (42 credits), including 12 core courses and two electives.

Students who did not complete specified business courses as undergraduates or do not have the equivalent work experience may need additional background courses before beginning the program.

Required Courses

Courses are 3 credits unless otherwise indicated

ACC	500	Managerial Accounting
ECO	500	Managerial Economics
FIN	500	Financial Management
INT	610	Multinational Corporate Environment
IT	500	Information Technology
MBA	500	Research Methods in Business
MBA	510	Quantitative Analysis for Decision-Making
MBA	600	Production and Operations Management
MBA	700	Strategic Management
MKT	500	Marketing Strategies
OL	500	Human Behavior in Organizations
OL	690	Business, Government and the Environment

Choose two graduate business electives or MBA 740 Thesis Option

Many students choose to pursue a graduate certificate in addition to, or concurrently with, their M.B.A. degrees to lend specialization to their programs. A student seeking an M.B.A. with a graduate certificate must:

1. Complete a minimum of 16 courses, including 12 core courses. The overall GPA must be a minimum of 3.0 with no more than two completed course grades of "C+" or lower.

2. Earn only one course grade of "C+" or lower in a certificate course. Students must maintain a minimum GPA of 3.0 in certificate courses.

3. Confirm with an advisor the minimum time a student will have to complete a particular graduate certificate given his or her individual circumstances.

Students may transfer a maximum of six graduate credits earned at other institutions into their degree programs at Southern New Hampshire University. Only three of the transferred credits may fulfill graduate certificate elective requirements.

Note: Pursuit of an M.B.A. and two graduate certificates requires a minimum of 20 courses. The School of Business can-not guarantee against scheduling conflicts for students who are pursuing two graduate certificates simultaneously.

Master of Science Degree in Accounting

The M.S. in accounting curriculum offers concentrated studies in accounting as preparation for qualification as 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 17 graduate courses, totaling 51 credits. Some students may be required to satisfy additional background course requirements that may be waived based on undergraduate courses completed or equivalent work experience.

Required Courses

Courses are 3 credits unless otherwise indicated

ACC	510	Managerial, Budgeting and Cost Accounting I
ACC	600	Managerial, Budgeting and Cost Accounting II
ACC	610	Financial Reporting I
ACC	620	Financial Reporting II
ACC	630	Financial Reporting III
ACC	640	Auditing
ACC	670	Accounting Information Systems
ACC	690	Advanced Topics in Financial Reporting
ACC	700	Seminar in Accounting Topics
FIN	500	Financial Management
MBA	500	Research Methods in Business
MBA	510	Quantitative Analysis for Decision-Making
MBA	600	Production and Operations Management
MBA	610	Business Law
OL	500	Human Behavior in Organizations
TAX	650	Federal Taxation of Individuals
TAX	655	Federal Income Taxation of Corporations and Partnerships; Estate and Gift Excise Tax

Modified Master of Science Degree in Accounting

Undergraduate Accounting Majors Only

Only students with bachelor's degrees in accounting will be considered for acceptance in this program. Requirements for acceptance include a minimum GPA of 3.0 in undergraduate accounting courses and a review of the applicant's background. Students in the program are required to take ACC 620, ACC 630, ACC 645, ACC 660, ACC 670, ACC 680, ACC 690, ACC 700, MBA 500 and a minimum of one additional graduate course.

An assessment is made upon admission to determine which of the following graduate courses a student may be required to take: ACC 600, ACC 610, ACC 640, FIN 500, MBA 610, TAX 650 and TAX 655. Determinations will be based upon undergraduate courses taken, grades received and/or work experience. Students who have not completed courses in quantitative methods, operations management and organizational behavior will be required to take the undergraduate or graduate equivalent. This program is designed to meet the American Institute of Certified Public Accountants' "150 Hour" recommendation.

Master of Science Degree in Business Education

The M.S. in business education provides business educators with advanced professional knowledge and skills. There are two distinct tracks to this program: one track for the educator seeking secondary education certification required to teach business or marketing in the public high school (grades 5-12) system (36-credit track), and a second, less specific track designed to train college-level teachers and corporate trainers (33-credit track). When combined with a graduate certificate, specializations in training and development, computer technology education and school business administration are available.

Required Courses

Courses are 3 credits unless otherwise indicated

MBA	500	Research Methods in Business
MBE	600	Current Literature
MBE	610	Improvement of Instruction
MBE	620	Curriculum Development
MBE	640	Technology for Teachers I
MBE	641	Technology for Teachers II

Additional courses required for the non-certification track

Two graduate business electives (non-education)
Two graduate education electives
One additional education or business elective

Additional courses required for the certification track

EDU	521	Exploring the Principles of Education
MBE	650	Work Based Learning
MBE	700	Student Teaching (6 credits)
PSY	521	Educational Psychology
SPED	501	The Exceptional Child and Adolescent

Areas of Certification

Comprehensive Business Education
Comprehensive Marketing Education
To be recommended for certification by the state of New Hampshire in either of these areas, a student must successfully complete the basic M.S. in business education certification track and:

1. Document at least 2,000 hours of past work experience in the field (business and/or marketing) of certification.

2. Successfully pass the PRAXIS I Pre-Professional Skills Test.

3. Meet other competencies as determined by the program coordinator.

Master of Science Degree in Finance

The M.S. program in finance combines management and finance courses to give students a comprehensive, professional education. The program requires 19 courses, totaling 57 credits. The program's finance offerings are designed to impart the tools and knowledge needed for analysis, decision-making and management in a wide variety of organizations, including non-financial corporations, banks, insurance companies, investment firms and government units.

Required Courses

Courses are 3 credits unless otherwise indicated

ACC	500	Managerial Accounting
ECO	500	Managerial Economics
ECO	610	Fiscal and Monetary Policies and Practices
FIN	500	Financial Management
FIN	610	Short-term Financial Management
FIN	620	Money and Capital Markets
FIN	630	Capital Budgeting and Financing
FIN	640	Investment Analysis and Portfolio Management
FIN	700	Seminar in Finance
INT	610	Multinational Corporate Environment
INT	620	Multinational Corporate Finance
IT	500	Information Technology
MBA	500	Research Methods in Business
MBA	510	Quantitative Analysis for Decision-Making
MBA	600	Production and Operations Management
MKT	500	Marketing Strategies
OL	500	Human Behavior in Organizations

Choose two finance or economics electives*

* Elective credits may be satisfied with a thesis or internship option, up to a maximum of 3 credits for internships.

Master of Science Degree in Information Technology*

The M.S. in information technology is designed for students who wish to pursue careers in the analysis, design, creation and management of information technology systems. This is a 16-course (48-credit) program that will meet the needs of students currently involved in IT-related occupations and of those who wish to move into the field from another career specialty. A minimum of 18 courses is required for a student seeking an M.S. in IT and a graduate certificate.

The goals of the M.S. program in IT are to:
- establish a firm foundation in the theory and practice of information technology systems analysis, design, creation and management.
- expose students to the most current tools and approaches.
- enable students to develop additional technical competency through internships and concentrations within the curriculum.

Required Courses

Courses are 3 credits unless otherwise indicated

ACC	500	Managerial Accounting
FIN	500	Financial Management
IT	510	Advanced Information Technology
IT	600	Operating Systems
IT	610	Object-Oriented Systems Analysis
IT	616	Systems Implementation
IT	620	Object-Oriented Systems Design
IT	625	IT Project and Team Management
IT	630	Computer Simulation and Modeling
IT	640	Telecommunications and Networking
IT	650	Principles of Database Design
IT	700	Information Technology Strategy and Policy
OL	500	Human Behavior in Organizations

Choose three information technology (IT) electives

All M.S. in IT students must complete a comprehensive examination (offered twice a year).

Note: GSB 460 is a required foundation course for students who do not already have six credits of programming language. GSB 465 is a required foundation course for students who do not have three credits in data structures and algorithms.

* Notebook computers are required of all M.S. in information technology majors for use in graduate IT courses.

Master of Science Degree in International Business

The M.S. program in international business is designed to prepare students for positions of leadership in the international operations of multinational corporations. The 14-course (42-credit) program is designed to teach students how to direct and manage businesses in a multinational environment with different political, economic, financial and regulatory systems.

Required Courses

Courses are 3 credits unless otherwise indicated

ACC	500	Managerial Accounting
ECO	500	Managerial Economics
FIN	500	Financial Management
INT	600	Multinational Corporate Management
INT	610	Multinational Corporate Environment
INT	620	Multinational Corporate Finance
INT	640	Multinational Market Strategies
INT	650	International Trade and Competitiveness
INT	660	International Negotiations
INT	700	Multinational Business Strategy
INT	750	Seminar in Multinational Business
MBA	510	Quantitative Analysis for Decision-Making
MKT	500	Marketing Strategies

Choose one of the following:

ECO	610	Fiscal and Monetary Practices and Policies
INT	655	Understanding Emerging Markets
INT	675	International Corporate Governance and Control

Master of Science in Organizational Leadership

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.

Required Courses

Courses are 3 credits unless otherwise indicated

INT	600	Multinational Corporate Management
IT	500	Information Technology
MBA	510	Quantitative Analysis for Decision-Making
MKT	500	Marketing Strategies
OL	500	Human Behavior in Organizations
OL	600	Strategic Human Resources Management
OL	660	Redesigning Middle Management
OL	670	Organizational Leadership
OL	690	Business, Government and the Environment
OL	750	Contemporary Issues in Organizational Leadership

Choose two graduate business electives

Master of Science in Sport Administration

The academic field of sport administration trains and develops practitioners for employment in the sport and entertainment industry. This exciting industry encompasses a wide range of careers, from professional and recreational facilities management to sporting goods manufacturing. The M.S. in sport administration requires 14 courses totaling 42 credits, and combines courses related to sport administration with the core courses from the M.B.A. program. This is a unique joint venture not found in most sport administration programs in the United States.

Required Courses

Courses are 3 credits unless otherwise indicated

ACC	500	Managerial Accounting
FIN	500	Financial Management
IT	500	Information Technology
MBA	500	Research Methods in Business
OL	500	Human Behavior in Organizations
OL	670	Organizational Leadership
SPT	500	Sport Marketing
SPT	510	Sport in Society
SPT	600	Management of Sport Organizations
SPT	610	Sport Law
SPT	700	Seminar and Principles of Sport Administration

Choose one graduate business elective

Choose a six-credit internship, MBA 740 Thesis Option or two additional electives, with approval

Graduate Certificates

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 holds bachelor's 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.

Unconditional admission into graduate certificate programs requires that the applicant has earned at least a bachelor's degree from an accredited institution of higher learning. Applicants also must have completed the following prerequisite courses or demonstrate equivalent experience.

- Certificate in accounting – six credit hours in accounting

- Certificate in artificial intelligence/expert systems – three credit hours in computer system technology
- Certificate in computer technology – three credits in computer systems technology
- Certificate in digital commerce and eBusiness – three credits hours in computer systems technology and statistics and six credit hours in programming language.
- Certificate in finance – six credit hours each in accounting, economics and mathematics and three credits in statistics.
- Certificates in information technology or database management and design – three credit hours in computer systems technology and six credit hours in programming language.
- Certificate in operations management – three credit hours each in computer systems technology and statistics, and six credits each in programming language and mathematics.
- Certificate in training and developing – three credit hours in accounting.
- Certificates in human resource management, international business, marketing, school business administration, sport administration and taxation have no specified prerequisites.

Unclassified applicants seeking unconditional admission must:
- Hold at least a bachelor's degree from an accredited institution of higher learning.
- Have satisfied the course background and prerequisite requirements.
- Submit completed applications and official academic transcripts.

Graduate Certificate in Accounting

Courses are 3 credits unless otherwise indicated
Courses required for the certificate-only option:

ACC	510	Managerial, Budgeting and Cost Accounting I
ACC	600	Managerial, Budgeting and Cost Accounting II
ACC	610	Financial Reporting I
ACC	620	Financial Reporting II
ACC	630	Financial Reporting III
ACC	640	Auditing
ACC	690	Advanced Topics in Financial Reporting
TAX	650	Federal Taxation of Individuals

Graduate Certificate in Artificial Intelligence/Expert Systems*

Courses are 3 credits unless otherwise indicated
Courses required for the certificate-only option:

IT	502	Artificial Intelligence for eBusiness
IT	510	Advanced Information Technology
IT	650	Principles of Database Design
IT	660	Artificial Intelligence
IT	690	Building Knowledge-based Expert Systems
IT	750	Projects in Artificial Intelligence/Expert Systems

Notebook computer requirement.

Graduate Certificate in Computer Technology Educator

Courses are 3 credits unless otherwise indicated
Courses required for the certificate-only option:

MBE	640	Technology for Teachers 1
MBE	641	Technology for Teachers 2
MBE	642	Computer Teachers Toolbox
MBE	700	Student Teaching (6 credits)

The graduate certificate in computer technology educator is designed for certified teachers seeking additional certification in computer technology. In some cases, an additional practicum agreed to by both the student and department chair may be required. Other graduate students interested in becoming certified in this area may be required to take additional courses to meet state certification requirements. Students must earn a GPA of 3.0 or better in all courses taken in the program and successfully pass the PRAXIS I Pre-professional Skills test to be recommended to the state of New Hampshire.

Graduate Certificate in Database Management and Design*

Courses are 3 credits unless otherwise indicated
Courses required for the certificate-only option:

IT	510	Advanced Information Technology
IT	600	Operating Systems
IT	610	Object-Oriented Systems Analysis
IT	620	Object-Oriented Systems Design
IT	630	Computer Simulation and Modeling
IT	640	Telecommunications and Networking
IT	650	Principles of Database Design
IT	655	Database Applications Development
IT	658	Object Database Design and Management
IT	665	Client/Server Systems

Notebook computer requirement.

Graduate Certificate in Digital Commerce and eBusiness*

Courses are 3 credits unless otherwise indicated
Courses required for the certificate-only option:

IT	502	Artificial Intelligence for eBusiness
IT	503	Digital Commerce and eBusiness
IT	510	Advanced Information Technology
IT	601	Web-based Server Programming
IT	640	Telecommunications and Networking
IT	650	Principles of Database Design
IT	665	Client Server Systems
IT	701	Projects in Digital Commerce and eBusiness

Notebook computer requirement.

Graduate Certificate in Finance

Courses are 3 credits unless otherwise indicated
Courses required for the certificate-only option:

ACC	500	Managerial Accounting
FIN	500	Financial Management
FIN	610	Short-term Financial Management
FIN	640	Investment Analysis and Portfolio Management
INT	620	Multinational Corporate Finance
MBA	510	Quantitative Analysis for Decision-Making

Choose two finance electives

Graduate Certificate in Human Resource Management

Courses are 3 credits unless otherwise indicated
Courses required for the certificate-only option:
OL   500   Human Behavior in Organizations

Choose one of the following two:
OL   600   Strategic Human Resource Management
OL   605   Human Resource Certification Course

Choose any four of the following:
OL   610   Labor Relations and Arbitration
OL   620   Compensation and Benefits Management
OL   650   Service Management
OL   660   Redesigning Middle Management
OL   665   Management of Not-for-Profit
               Organizations
OL   690   Business, Government and the
               Environment
MBA   610   Business Law
MBE   670   Training and Development in
               Organizations

Graduate Certificate in Information Technology: Technical Track*

Courses are 3 credits unless otherwise indicated
Courses required for the technical track certificate-only option:
IT   510   Advanced Information Technology
IT   610   Object Oriented Systems Analysis
IT   616   Systems Implementation
IT   641   Telecommunications for Business
IT   650   Principles of Database Design

Graduate Certificate in Information Technology: Management Track*

Courses are 3 credits unless otherwise indicated
Courses required for the management track certificate-only option:
IT   500   Information Technology
IT   503   Digital Commerce and eBusiness
IT   550   Management of Information Technology
IT   641   Telecommunications for Business
IT   647   Web Site Construction and Management
* Notebook computer required

Graduate Certificate in International Business

Note: In addition to selected campuses, this program is also available via Distance Education.
Courses are 3 credits unless otherwise indicated
Courses required for the certificate-only option:
INT   610   Multinational Corporate Environment
INT   700   Multinational Business Strategy

Choose any three international business courses, except INT 750 Seminar in Multinational Business.

Graduate Certificate in International Business and Information Technology (IB/IT)

Courses are 3 credits unless otherwise indicated
INT   605   Introduction to International Business
               and Information Technology

INT   610   Multinational Corporate Environment
INT   640   Multinational Market Strategy
INT   660   International Negotiations
INT   695   Seminar in International Business
               and Information Technology
INT   700   Multinational Business Strategy
IT   500   Information Technology
IT   550   Management of Information Technology
IT   641   Telecommunications for Business
IT   647   Web Site Construction and Management
* Notebook computer required

Graduate Certificate in Marketing

Courses are 3 credits unless otherwise indicated
Courses required for the certificate-only option:
MKT   500   Marketing Strategies

Choose any four of the following:
INT   640   Multinational Market Strategies
MKT   610   Advertising Management
MKT   620   Consumer Behavior
MKT   630   Market Research
MKT   640   Industrial Marketing
MKT   660   Marketing Strategies for Not-for-Profit
               Organizations
MKT   670   Product Management
MKT   680   Logistics/Distribution Management
MKT   690   Contemporary Corporate Public Relations
MKT   691   Writing for Public Relations
OL   630   Entrepreneurship and Small Business
               Management
OL   640   Franchising
OL   650   Services Management
SPT   500   Sport Marketing

Graduate Certificate in Operations Management

Courses are 3 credits unless otherwise indicated
Courses required for the certificate only option:
MBA   510   Quantitative Analysis for Decision-Making
MBA   600   Production and Operations Management
MBA   620   Quality Control and Improvement
MBA   690   Topics in Operations Management

Choose any two of the following:
ACC   600   Managerial, Budgeting and Cost
               Accounting II
FIN   630   Capital Budgeting and Financing
INT   600   Multinational Corporate Management
IT   630   Computer Simulation and Modeling
MBA   710   Internship
MBA   750   Independent Study
MKT   640   Industrial Marketing
OL   600   Strategic Human Resource Management

Or other electives with permission of the department chair.
Note: Many of the listed electives require prerequisite course work. Please reference the course listings section for prerequisites.
Note 2: While the graduate certificate in operations management can be taken as a stand-alone program, it is designed to be taken in conjunction with the M.B.A.

Graduate Certificate in School Business Administration

Courses are 3 credits unless otherwise indicated
Courses required for the certificate-only option:

MBE	710	Seminar for School Business Administrators I
MBE	715	Seminar for School Business Administrators II
MBE	720	Seminar for School Business Administrator III
OL	500	Human Behavior in Organizations
OL	610	Labor Relations and Arbitration

Students must pass the PRAXIS I Pre-Professional Skills Test to be recommended for certification in the state of New Hampshire.

Graduate Certificate in Sport Administration

Courses are 3 credits unless otherwise indicated
Courses required for the certificate-only option:

SPT	500	Sport Marketing
SPT	510	Sport in Society
SPT	600	Management of Sport Organizations
SPT	700	Seminar and Principles of Sport Administration

And one graduate business elective

Graduate Certificate in Taxation

Courses are 3 credits unless otherwise indicated
Courses required for the certificate-only option:

TAX	650	Federal Taxation of Individuals
TAX	655	Federal Income Taxation of Corporations and Partnerships; Estate and Gift Excise Tax
TAX	665	Estate and Gift Taxation
TAX	670	Tax Research Methodology/Practices and Procedures
TAX	700	Special Topics in Taxation

Graduate Certificate in Telecommunications and Networking*

Courses are 3 credits unless otherwise indicated
Courses required for certificate-only option:

IT	510	Advanced Information Technology
IT	600	Operating Systems
IT	630	Computer Simulation and Modeling
IT	640	Telecommunications and Networking
IT	645	Local Area Network Design and Implementation
IT	646	Internet and Intranet Systems Architecture
IT	650	Principles of Database Design
IT	665	Client/Server Systems

* Notebook computer requirement.

Graduate Certificate in Training and Development

Courses are 3 credits unless otherwise indicated
Courses required for the certificate-only option:

MBE	610	Improvement of Instruction
MBE	670	Training and Development in Organizations
MBE	690	Seminar in the Learning Environment
MBE	691	Training and Development Seminar
OL	500	Human Behavior in Organizations
OL	600	Strategic Human Resources Management

SNHU Center for Financial Studies

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

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

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

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

The Center simulates a Wall Street trading environment with:
- an electronic stock ticker and two electronic databoards with streaming market data
- 30 workstations with two flat panel monitors each
- six additional workstations in an adjacent conference room
- state-of-the-art AV equipment
- analytical and modeling software applications
- Bloomberg terminal access for market data
- three laser printers
- Internet access

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

School of Community Economic Development

Director: Dr. Michael Swack

www.snhu.edu

Webster Hall

(603) 644-3103

Fax: (603) 644-3130

Mission

To Provide education and training to a diverse group of community economic development (CED) practitioners, policy makers, community leaders and change agents, and equip them with knowledge, skills, tools and techniques to have the greatest impact in improving the economic and social well-being of their communities.

The School of Community Economic Development (SCED) at Southern New Hampshire University is at the forefront of the field. It is the nation's first accredited academic program to confer master of science and doctorate degrees in community economic development. It provides community leaders from around the world with the capacity to make the most difference in the economic and social well-being of their communities.

The School of CED is committed to building on its status as the premier global center for education, training, research and innovative projects in community economic development. It stands at the forefront of community economic development curriculum, practices and theory, at home and around the world.

School of Community Economic Development Graduate Programs

The School of Community Economic Development at Southern New Hampshire University advocates community development as a strategy for addressing economic problems in communities and societies faced with changing business, social and personal needs. Such development calls for social and economic activities and programs that promote total community benefit rather than individual financial gain.

Welcome

Southern New Hampshire University's School of Community Economic Development (CED) was a pioneer in the field when it began offering academic programs in the early 1980s. The School of Community Economic Development remains at the forefront of the field in education, training and the creation of new and innovative initiatives in the United States and around the globe.

Our students and alumni often are the leading force behind important community initiatives. With more than 1,000 graduates, the School of CED has been instrumental in helping to affect change in marginalized communities across the nation and in developing countries around the world.

Through the hard work of our faculty, staff, alumni and students, we have developed an outstanding educational program that provides practitioners and researchers with the necessary skills to make their projects successful. We offer master of science degrees in CED and international CED and a doctorate degree in community economic development. In addition, a variety of short-term institutes are presented throughout the year. Our courses and institutes are taught by instructors who have extensive experience in the field and in the classroom. The program emphasizes a learner-centered approach that encourages active participation and values the experiences of each student.
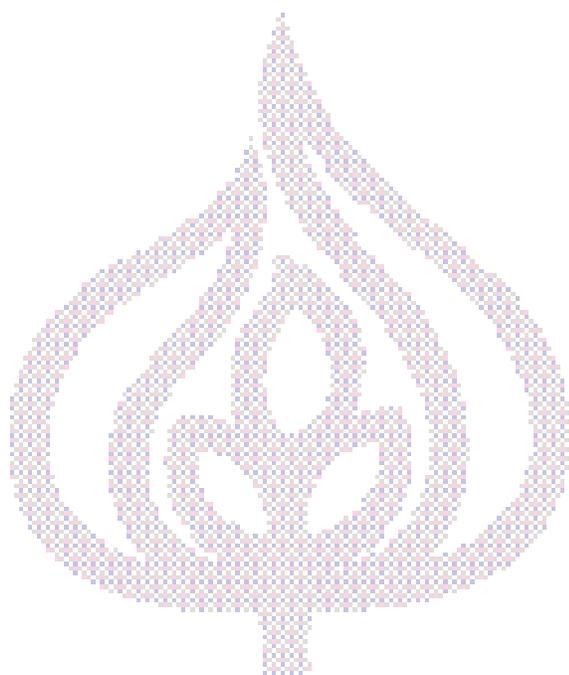
Doctoral Program

Doctor of Philosophy (Ph.D.) in Community Economic Development

The Ph.D. program is focused on the disciplinary foundations of community economic development, supporting research in the field. It addresses the needs of a diverse group of CED professionals by preparing them for teaching and research-based careers in government, higher education and the nonprofit sector. Students in the Ph.D. program develop the knowledge and skills to promote action-oriented studies intended to help shape policies at the local, regional, national and international levels.

The Ph.D. program is offered in two formats. Students in the non-resident format attend classes for three to four days per month and participate in discussions and exchange assignments in an Internet-based distance-learning environment between class meetings. Students enrolled in the residential format attend classes weekly.

The same material is covered in both formats. Students who enroll in both formats meet in the same class jointly for at least three hours per month. Both groups of students participate in the same online discussions.

Required Courses

CED	801	Research Methods in CED I
CED	802	Research Methods in CED II
CED	803	Research Methods in CED III
CED	807	Quantitative Methods I
CED	808	Quantitative Methods II
CED	811	Theory of CED I – Historical and Global Perspectives
CED	812	Theory of CED II – Social Theory
CED	813	Theory of CED III – Theory and Practice

Choose four topics courses from the following:

CED	851	Seminar in CED
CED	855	Urban Development – Theory and Practice
CED	858	Policy Analysis in CED
CED	860	Institutional Transformation of Development Organizations
CED	863	Civil Society, Social Capital and Participation
CED	866	Globalization, States and the Community
CED	881	Independent Study*

Advanced Research

CED	891	Reading and Research**

Enrollment in this course requires permission of a faculty member and the coordinator of the Ph.D. program. Taught by members of the SCED faculty.

**Enrollment in this course requires permission of the coordinator of the Ph.D. program. Taught by members of the SCED faculty. Students may enroll in this course after successfully completing their comprehensive exams.*

Master's Degree Programs

Master of Science in Community Economic Development – National Weekend Program

Designed for the North American practitioner, this applied, 20-month program offers a unique opportunity for individuals who would like to pursue their master of science degrees in community economic development while working in their communities. Classes meet for one full weekend a month, usually Friday, Saturday and Sunday. Some elective classes and a required two-day course in January are conducted on weekdays.

Students in this program design projects for their home communities. These projects are carried on throughout the program's four terms (no summer term). Students meet with project focus groups during class weekends for input, feedback and support for their projects. The M.S. in CED requires successful completion of 39 credits and a 3.0 cumulative grade-point average.

Required Courses

CED	400	Accounting Foundation**
CED	701	Introduction to Community Economic Development (3 credits)
CED	703	Managerial Accounting (2 credits)
CED	704	Financing Community Economic Development (2 credits)
CED	705	Financial Management (2 credits)
CED	706	Business Development (2 credits)
CED	707A/B	Organizational Management for Community Organizations (two terms, 2 credits each term)
CED	731	Diversity in Organizations (1 credit)
CED	732	Research & Statistics I (2 credits)
CED	733	Research & Statistics II (2 credits)
CED	791	Project Design & Management I (3 credits)
CED	792	Project Design & Management II (3 credits)
CED	793	Project in Community Economic Development III-Practicum I (3 credits)
CED	794	Project in Community Economic Development IV – Practicum II (3 credits)

A minimum of seven additional elective credits selected from the following, when offered:

CED	400	Accounting Foundation
CED	507	Housing and Land Policy (2 credits)
CED	521	Perspectives in International Development (1 credit)
CED	522	Microenterprise Development (2 credits)
CED	523	Topics in CED (2 credits)
CED	523A	Topics in CED (1 credit)
CED	531	Indigenous Economics (2 credits)
CED	702	Law and Community Development (1 credit)
CED	702A	Advanced Law and Community Development (1 credit)
CED	708	Development of Cooperatives (2 credits)
CED	709	Marketing, Fund Raising and Promotion (2 credits)
CED	710	Housing Development (2 credits)
CED	712	Information Technologies and Community Economic Development (2 credits)
CED	717A/B	Independent Study (1-2 credits)
CED	718	Non-Profit Management (2 credits)
CED	722	Negotiation Strategies (1 credit)
CED	723	Training of Trainers (2 credits)
CED	724	Marketing Strategies (2 credits)
CED	725	Faith-based Community Economic Development (2 credits)
CED	726	Strategic Management of Faith-based CED (2 credits)
CED	730	Community Organizing and CED (2 credits)

*** All CED students will be tested in accounting upon their arrival. They will be required to take this course if they don't pass the test.*

Master of Science in International Community Economic Development Program

The M.S. degree in International Community Economic Development (ICED) offers practical, applied skills for designing and managing community-based, sustainable development projects. It may be of interest to any persons planning to work in government, business or nonprofit/non-governmental organizations who wish to make their organizations more responsive to the social and economic needs of their communities.

Admission to the program requires that a student have at least two years of experience living or working in a developing country outside of the United States. An applicant must have completed the requirements of an undergraduate degree. (A waiver may be an option in certain cases in which an applicant demonstrates at least five years of relevant training and field experience).

The ICED master of science degree is a one-year, 36-credit program with sessions beginning in January and September of each year.

Required Courses

Courses are 3 credits unless otherwise indicated

CED	400	Accounting Foundation**
ICD	501	Accounting
ICD	503	Research and Evaluation Methods
ICD	509	Financial Management
ICD	515	Organizational Management for Community Organizations
ICD	531	Project Design and Management
ICD	532	Economics and Development
ICD	533	Principles and Practices of Development
ICD	535	Economics for CED
ICD	782	Information Management, Analysis and Presentation

A minimum of 12 additional elective credits selected from the following:

ICD	506	Sustainable Responses to Environmental Problems
ICD	507	Housing and Land Use
ICD	508	Development Finance
ICD	511	Social Planning and Policy for Developing Countries
ICD	512	Cooperative Development
ICD	514	Gender Issues in CED
ICD	522	Microenterprise Development
ICD	534	Training for Trainers
ICD	560A	Independent Study
ICD	721	Development as a Tool for Conflict Resolution

**All ICED students will be tested in accounting upon their arrival. They will be required to take this course if they do not pass the test.

Students also may attend one or more of the Short-term Training Institutes, such as the Microenterprise Development Institute, to satisfy up to six elective credits. Contact www.mdi-nh.org for additional information and register with the permission of your academic advisor.

Institutes for Professional Training and Other Programs

Short-term Training Institutes

The School of CED offers several institutes each year. Those enrolled in Institute courses may receive academic credit and/or certificates of participation.

Microenterprise Development Institute (MDI)
Microenterprise development practitioners come to Southern New Hampshire University for an intensive, three-week exploration of innovative strategies for building financial and social capital in marginalized and isolated communities. Participants come from around the world to learn about current methodologies from recognized microfinance experts. They have an opportunity to meet with guest speakers, fellow practitioners and instructors in a relaxed, New England atmosphere. Exploring strategies for integrating microfinance with social development programs is emphasized. For scheduling and other details, please call (603) 644-3124 or send e-mail to mdi@snhu.edu.

The Community Development Credit Union Institute (CDCU)
The CDCU Institute is a partnership between the National Federation of Community Development Credit Unions (NFCDCU), the Credit Union National Association (CUNA) and the Southern New Hampshire University School of Community Economic Development. Courses are offered over three years, with students meeting for one week in the spring and one week in the fall of each year. Participants must be members of the NFCDCU to attend. Call the NFCDCU at (212) 809-1850 to register. For scheduling and other details, please call (603) 644-3123 or send e-mail to ced@snhu.edu.

The Center for Community Economic Development (C-CED)
The Center for Community Economic Development is a nonprofit corporation affiliated with Southern New Hampshire University's School of CED. The Center incubates innovative programs that make unique, significant and replicable contributions to the field. Staff members provide technical assistance to government agencies and community organizations and research a variety of community economic development issues. Contact Michael Swack at m.swack@snhu.edu.

Community Partnerships

Community Development Financial Institutions (CDFI) Online Training Institute
The CDFI Online Training Institute offers quality online training via the Internet for people working with community development financial institutions. The following courses are offered:

1. How to Conduct a Market Analysis for a CDFI
2. How to Prepare Financial Projections for CDFIs
3. How to Develop and Operate a Community Development Lending Program

The CDFI Online Training Institute is supported by the U.S. Treasury Department's CDFI Fund. For additional information, please contact Sharon Hunt at (603) 644-3123 or s.hunt@snhu.edu.

Financial Innovations Roundtable (FIR)
The Financial Innovations Roundtable develops concrete ideas that link conventional and nontraditional lenders, investors and markets to provide increased access to capital and financial services in low-income communities. Members of the Roundtable include representatives from banks, investment firms, community development financial institutions, foundations and academic institutions. The goal of the Roundtable is to promote the development of joint programs, tools and approaches to financing development in low-income communities. For additional information, visit www.finir.org or contact Michael Swack at (603) 644-3135 or m.swack@snhu.edu.

Waiver Applications
The School of Community Economic Development accepts a limited number of students at the master's level who have not completed bachelor's degree programs. They must go through a more extensive waiver application process that requires them to demonstrate:
- an ability to work at the graduate level.
- a commitment to community economic development/ community service.
- a minimum of five years work experience in CED or a related field.

Students applying for acceptance at the master's level and requesting the waiver application must meet the following additional criteria to be considered for acceptance into the School of Community Economic Development. Applicants must:
- submit a completed application form.
- submit a personal statement as described in the Application Packet.

- submit copies of any official transcripts of undergraduate work completed.
- participate in a School of CED faculty interview (can be arranged by phone for long-distance applicants).
- submit references from three community leaders.
- submit a four- to six-page written essay (in addition to the personal statement). This essay must be written prior to the faculty interview. It must respond to a community economic development problem that requires the applicant to think and write as well as problem solve. Please contact Sharon Hunt, assistant to the director, at (603) 644-3123 to coordinate the waiver exam.

In addition, applicants must:

- have a minimum of five years community economic development or community service experience.
- demonstrate current involvement in an ongoing community economic development project.
- sustain a 3.0 GPA in the first term.
- pay the $20 nonrefundable application fee.

Applicants must complete the application process by Jan. 31 to be considered (not guaranteed) for internal financial tuition support if admitted in September of the same year. Applications will be considered after Jan. 31, but applicants will not be able to request financial assistance if admitted the following September.

You may call the School of Community Economic Development at (603) 644-3103, fax your request to (603) 644-3130 or inquire by e-mail at ced@snhu.edu.

A special, discounted tuition program is offered for full-time doctoral students only; the enrichment discount does not apply to master's-level course work taken by doctoral students enrolled on a part-time basis. A maximum of one enrichment discount is allowed per term and is subject to approval by the dean.

International-track community economic development students typically enroll in three terms per academic year. Community economic development doctoral students and students enrolled in the weekend master's program typically enroll in two terms per academic year. Full-time doctoral students take six or more doctoral credits per term. The dissertation colloquium fee is assessed each term after completion of all doctoral course work.

Note: International applicants are required to provide documentation showing they are able to meet the costs of the program. These costs are indicated on the I-20 form. The costs may appear to be somewhat higher than the total of tuition and room and board because they also include general living expenses, such as medical insurance, textbooks, pocket money, etc.

Additional information about community economic development programs, application requirements and costs is available by calling (603) 644-3103, via e-mail at ced@snhu.edu or by writing to:

> Admissions
> School of Community Economic Development
> Southern New Hampshire University
> 2500 North River Road
> Manchester, NH, 03106-1045

Graduate Teacher Education and Certification Programs

Director: Dr. Patricia Prinz

www.snhu.edu
Exeter Hall
(603) 629-4675
Fax: (603) 629- 4673

Mission

Southern New Hampshire University is committed to educating teachers who are prepared to provide quality education for all students and to sustain meaningful professional growth. Graduates possess the breadth of academic knowledge and the dedication to excellence that they need in order to meet the changing needs of students, schools, and educational policy. Our programs provide a foundation for a rewarding career and a lifelong devotion to learning.

Teacher Education Programs at Southern New Hampshire University emphasize practitioner-oriented curricula that connect education theory to classroom application. We believe that today's teachers must be prepared (a) to integrate innovative resources and technology with time-tested approaches; (b) to understand how students with special needs and diverse backgrounds enrich schools and how to support their learning; (c) to link assessment to instruction as a tool to understand student's learning, guide lesson planning, and evaluate progress; and (d) to use curriculum standards and frameworks as a criterion to plan instruction and measure achievement.

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

Teacher Education Graduate Programs

Education at Southern New Hampshire University is a growing area with a diverse array of programs at both the undergraduate and graduate levels. Graduate programs range from master's of education degree programs in curriculum and instruction, elementary education or secondary education with general special education, teaching english as a second language and the field-based education to the master of science degree in business education. Graduate certificate programs also are offered.

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

Master of Education in:
- Curriculum and Instruction
- Elementary Education
- Elementary Education with General Special Education
- English as a Second Language
- Field-based Education
- Secondary Education
- Secondary Education with General Special Education
- Teaching English as a Second Language
  Currently not accepting students.

Master of Science in:
- Business Education (see the School of Business section of this catalog)
- Teaching English as a Foreign Language (see the School of Liberal Arts section of this catalog)

Graduate Certificates in:
- Advanced Study in Education
- Computer Technology Educator (see the School of Business section of this catalog)
- Professional Study in Education
- School Business Administration (see the School of Business section of this catalog)
- Training and Development (see the School of Business section of this catalog)

Certification in:
- Computer Technology Educator (see the School of Business section of this catalog)
- English as a Second Language
- General Special Education

Conversion Programs:
- Elementary Education
- Secondary Education

Programs Leading to New Hampshire State Certification

Master of Education Programs

The M.Ed. in elementary and secondary education has been created for college graduates with degrees in other disciplines who wish to enter the teaching profession. Graduates earn a master's degree and teaching certification in elementary education or secondary education. The curriculum has been designed with the flexibility to allow for concurrent study leading to general special education certification for grades K–12 (see below).

A minimum of 36 semester hours are required for the M.Ed. degree in elementary or secondary education. All M.Ed. candidates must complete the following requirements (24 credits):

EDU	521	Exploring the Principles of Education
EDU	532/533	Technology Applications for Educators (Basic/Advanced)
EDU	550	Educational Assessment
EDU	571	Student Teaching (6 credits)
EDU	601	Research Seminar
PSY	521	Educational Psychology
SPED	501	Exceptional Child
Exit Evaluation		Thesis, comprehensive examination or professional portfolio

Teaching Specialization: Students must also complete a sequence of courses that address the specific knowledge and skills needed to teach in their areas of specialization. Depending on the students' previous academic preparation, students may need to complete additional course work to fulfill state certification requirements.

Elementary Education – Certification K-8 with optional Special Education Certification

The elementary education program leads to certification for classroom teachers for grades K-8. Candidates in elementary education must complete the following specialized courses:

EDU	501	Methods of Teaching Reading
EDU	502	Methods of Teaching Language Arts
EDU	503	Methods of Teaching Elementary Mathamatics
EDU	504	Integrated Curriculum Methods
RDG	531	Children's Literature

Secondary Education – Certification 5-12 with optional Special Education Certification

Secondary certification for grades 5-12 is available in English or social studies education. Students are required to complete an undergraduate major in their area of specialization or the equivalent course work. M. Ed. candidates in secondary education must complete the following specialized courses:

EDU	510	Designs for Effective Middle/Secondary Teaching
EDU	511	Methods of Teaching in Secondary Schools
PSY	515	Adolescent Psychology
RDG	535	Survey of Reading for Junior/Senior High School Teachers

Optional General Special Education Certification K-12

To earn dual certification in elementary education with general special education K-12 or secondary education with general special education K-12, students must complete the following additional courses:

SPED	525	Curriculum Integration for Students with Exceptionalities
SPED	521	Behavior Management
SPED	561	IEP: Consultation and collaboration

Master of Education in Teaching English as a Second Language

Teaching English as a Second Language is a 33-credit master of education program of which only the certification option currently is offered. This option is designed for a teacher who already is certified to teach in other areas of education. *Currently not accepting students.*

Certification Only

Required Courses

Courses are 3 credits unless otherwise indicated

ESL	501	Issues in Teaching Language
ESL	502	First and Second Language Acquisition
ESL	506	The Socio-Cultural Context of Language Teaching
ESL	520	Language Analysis
ESL	542	Curriculum and Assessment I
ESL	543	Curriculum and Assessment II
ESL	571	Clinical Experience

Also required are two additional electives (6 credits) from graduate progress selected with the approval of the program director.

Conversion Programs

These programs are designed for college graduates seeking teaching certification. The student completes only the courses needed to fulfill the New Hampshire State Standard for teacher certification. The number of credits required for certification varies according to the applicant's background. The program does not lead to a degree.

Elementary Education

This program leads to New Hampshire elementary teacher certification for grades K-8. The student completes only the courses that are required to meet the standards for elementary certification. The total number of credits required for certification varies according to the student's background. Students do not earn a degree.

Secondary Education

This program leads to New Hampshire secondary certification as English, social studies, or business teachers and/or marketing teachers for grades 5-12. Admission requires an undergraduate content-area major in the field of certification. The student completes only the courses that are required to meet the standards for secondary teacher certification. The total number of credits for certification varies according to the student's background. Students do not earn a degree.

Specialized Certification for Licensed Teachers

Certification programs in general special education, English as a second language (ESL) and computer technology education are designed for certified elementary or secondary teachers who wish to add another area of certification. The certification requirements can be completed as prescribed sequence of courses or as part of the M. Ed. in curriculum and instruction.

General Special Education

Certification in general special education prepared teachers to work with special needs children, K-12. With this credential educators are qualified to teach in a resource room and/or support the learning of special needs students within the mainstream classroom.

English as a Second Language (ESL)

With a certification in ESL, teachers are qualified to teach ESL in K-12 self-contained classrooms and pull-out programs. This credential provides mainstream teachers with the knowledge to support ESL learners in mainstream classes.

Computer Technology Education

Teachers certified as computer technology educators provide support in the use of technology as an effective tool for teaching and learning.

School Business Administration

The school business administrator certification program includes the study of human relations, labor relations, law, finance and human resource management.

Graduate Programs for Certified Teachers

Master of Education in Curriculum and Instruction

Designed for the classroom teacher who wishes to focus on the instructional excellence, this 33-semester-hour program provides a central core of five courses, combined with the opportunity to explore one or more related educational areas. In consultation with an advisor, each student selects three elective courses as well as three choice courses from university programs reflecting her or his individual interests and needs. The courses may be drawn from the fields of business education, computer technology education, elementary/secondary education, general special education and/or teaching English as a second language.

Completion of the program leads to the master of education degree. The curriculum and instruction program is not a program that results in state certification. However, within the degree, teachers may complete course requirements for additional certification in general special education, computer technology and/or English as a Second Language (ESL).

Required Courses

EDU	532/533	Technology Applications for Educators – (Basic/Advanced)
EDU	547	Curriculum Development
EDU	550	Educational Assessment
EDU	570	Practicum in Curriculum and Instruction
EDU	601	Research Seminar

Choice Courses

Select three (3) courses from at least two different SNHU graduate programs.

Electives

Two electives (six credits) will be allowed either as transfers from another college or other SNHU courses of study.

Exit Option: Satisfactory completion of thesis or comprehensive exam or development of a professional portfolio (requires EDU 580, a 3-credit elective course).

Students have the option of doing a practicum to fulfill one of the electives. All electives are selected with the approval of the student's advisor.

Standardized Admission Tests

Applicants are required to take either the Miller Analogy Test (MAT) or the Graduate Record Exam (GRE). The primary purpose of these tests is to provide information to support the application for admission for graduate study.

Southern New Hampshire University will accept exam results for exams that were completed within the past five years.

Students wishing to take the MAT, GRE or TOEFL must make their own arrangements.

The Field-based Master of Education Program

The Field-based Graduate Program in Education offers a master of education degree and graduate certificates in Professional Study in Education and Advanced Study in Education. It is centered on excellence in teaching and promotes intellectual development, empowerment and social responsibility in a supportive environment.

This is a part-time program designed for educators working in the field who wish to improve their professional practices.

The program takes place off campus in school communities, often in rural settings, as we believe that the professional educator's working environment is a vital center of learning. Graduate courses are taught in condensed weekend formats by faculty members who are known for their expertise in a variety of professional positions in the field of education. Students must be practicing educators to be admitted to the program.

The program's constructivist philosophy allows students the flexibility to create a focus and develop greater expertise at any level, from elementary to high school and beyond. Program instructors provide the most current and best research and practice for students, who may immediately apply them to their classroom and school needs. This individualization allows educators to match the program's content to school-specific needs and cultures.

All courses and program activities occur off-site in cohort models, where area professional educators work together over a period of several years. The networking and collegial support for ensuring ongoing culture-specific change and improvement often continues even after the graduate degree or certificate is completed. An Action Research Practicum replaces the traditional graduate thesis.

The Field-based Graduate Program in Education currently has locations in Swanton, St. Johnsbury, Vergennes, Colchester, Bennington, White River Junction and Northfield, Vt., and Colegio Ingles, a private school with English-speaking students in preschool through the ninth grade, in Monterrey, Mexico.

A new site or cohort is created when a need is identified in a particular geographic location. A minimum of 15 educators interested in pursuing their master of education degrees is required for the creation of a new cohort. Although the program's original roots are in Vermont, expansion to New Hampshire will occur during the 2003-2004 school year.

The master of education program requires completion of 36 semester credit hours.

Core Courses

Courses are 3 credits unless otherwise indicated

EDGR	610	Dimensions of Curriculum and Management
EDGR	620	Dimensions of Teaching and Instructional Technology
EDGR	630	Dimensions of Assessment and Evaluation
EDGR	640	Dimensions of Leadership and Organization
EDGR	650	Dimensions of Learning and Development

Allied Courses

The second level of course work is distributed over five courses that further reflect the five aspects of educational activity. Students can actively shape their studies to reflect personal, professional or district goals.

EDGR	615	Curriculum and Management Decision-Making
EDGR	625	Teaching and Instructional Technology Applications
EDGR	635	Applications in Assessment and Evaluation
EDGR	645	Challenges in Leadership
EDGR	655	Learning and Development Applications

Integrating Activities

Students personalize their degrees through a series of seminars that chart professional growth and development. The courses are the keystone of the program.

EDGR	600	ProFile Seminar (1 credit)
EDGR	601	Action Research Seminar (1 credit)
EDGR	602	Action Research Seminar (1 credit)
EDGR	603	Action Research Seminar (1 credit)
EDGR	604	Action Research Seminar (1 credit)
EDGR	690	Capstone Seminar (1 credit)

The Certificate of Advanced Study (C.A.S.)

The Certificate of Advanced Study is designed to allow educators to pursue specific education topics through self-designed courses of study. A student must have earned a master's degree from an accredited institution before applying for a C.A.S. Nineteen credits are required and selected from the master of education core curriculum and the Courses of Interest. Students work with faculty members and the academic program director to construct a meaningful and cohesive theme.

All 19 credits must be completed through Southern New Hampshire University. No transfer credits can be accepted for the C.A.S. However additional course work beyond the 19 required credits may be transferred to supplement a student's theme.

The Certificate of Professional Study (C.P.S.)

The Certificate of Professional Study is for educators who are interested in pursuing additional course work beyond their bachelor's degrees who do not wish to complete a master of education program. Nineteen credits are required and selected from the master of education core curriculum and courses of interest. As with the C.A.S program, all 19 credits must be taken through Southern New Hampshire University.

Admission – Field-based Graduate Program in Education

The master of education program is intended for teachers who hold bachelor's degrees that can be verified by official transcripts. Interested applicants should submit the following materials to:

Southern New Hampshire University
Vermont Center Field–based Graduate
Education Programs
463 Mountain View Drive, Park Place
Colchester, VT 05446
1-800-730-5542
http://www.actioneducation.com

- Southern New Hampshire University graduate program application.
- Official transcripts from previous undergraduate and graduate course work.
- A teaching certificate or evidence of teaching experience.
- Access to a teaching situation.
- An external critique of the applicant's professional education activities within the year of application.
- Successful completion of EDGR 600 ProFile Seminar.
- Non-refundable $40 application fee.

This degree is not intended for initial certification/licensure.

Individual admission decisions will be based upon the evaluation of the submitted application materials. Faculty members will look for evidence that an applicant is likely to contribute to an understanding of important issues about educational practice and research, has earned a bachelor's degree, has at least one year of full-time teaching experience in grades K-12 and possesses good communication skills. The applicant's previous academic record also will be considered. Each candidate must take the 1-credit EDGR 600 ProFile Seminar to explore and reflect upon personal and professional goals.

Time Limits

The Field-based Graduate Program in Education is designed for practicing educators who would like to participate on a part-time basis. By taking courses during the fall, spring and summer terms, students may complete the 36–credit master of education degree in approximately three years or the Certificate of Advanced Study (C.A.S.) in two years. Program completion time for the master of education is flexible and depends upon each program cohort's preferences and needs; however, the program must be completed within eight years. Completion time for the Certificate of Advanced Study is determined by the courses included in one's program. Course enrollment or acceptance into the program may occur during the fall, spring or summer terms.

Transfer Credit

Applicants for the Field-based Graduate Program in Education are notified that credits earned at any college are transferable only at the discretion of Southern New Hampshire University.

A maximum of six credits of graduate work may be approved for transfer, provided that:

- The institution from which the work is to be transferred is authorized to grant graduate degrees by the regional accrediting agency.
- The credits to be transferred are graduate-level.
- The course to be transferred is comparable to and may serve as a substitute for course requirements in Southern New Hampshire University's field-based graduate programs in education.
- The course must have been taken within the last five years.
- The applicant earned a grade of "B" or better in the course being considered for transfer credit.

Each transfer course is evaluated on an individual basis, with reference to catalog course descriptions. The student should provide the program director with this information on official transcripts. Responsibility for the acceptance of transfer credit rests with the dean of the School of Liberal Arts. A copy of the transfer credit evaluation is sent by mail to the student.

Grades do not transfer. A student's GPA is based solely on courses completed at Southern New Hampshire University.

School of Hospitality, Tourism and Culinary Management

Dean: William R. Petersen, CRDE, CHE

www.snhu.edu
Hospitality Center
(603) 644-3128
Fax: (603) 644-3166

Mission

The mission of the School of Hospitality, Tourism and Culinary Management is to anticipate and respond to the needs and expectations of those preparing for management and operational careers in the world's largest industry — hospitality and tourism.

The rapidly expanding and diverse service industry requires the synthesis of values, knowledge and competencies our multidiscipline programs provide. We strive to foster learning partnerships that utilize current industry practices and promote professional development and lifelong learning.

School of Hospitality, Tourism and Culinary Management Graduate Programs

One in nine people worldwide are employed in the field of hospitality and tourism, making it the world's largest industry. Career opportunities for leaders with advanced skills in managing both human and physical capital abound in this growing, dynamic industry. At Southern New Hampshire University, the School of Hospitality, Tourism and Culinary Management has been preparing managers noted for their team-oriented approach to hospitality, strong work ethics and excellent communication skills for more than a quarter of a century.

The School of Hospitality, Tourism and Culinary Management offers several options for graduate study for individuals with either one year of related management experience or undergraduate degrees in hotel, restaurant, travel and tourism, or leisure and recreation management. A flexible format allows students to enroll full-time and complete the program in one year or enroll part-time and complete the program while maintaining full-time employment.

Foundation management skills and knowledge are built through general business administration, finance, information technology and marketing courses. Specialized courses in human resources and hospitality administration build the leadership and management competencies necessary for career advancement. Our graduate programs are highly interactive, synthesizing learning through connected industry interaction that culminates in an integrating experience in the capstone course, Consulting Project in Hospitality, Tourism, or Leisure and Recreation Management.

Hospitality administration graduates are prepared to manage and direct lodging, food service, club, resort, meeting and convention, tourism and leisure and recreation-related businesses. Global opportunities are available in a variety of corporate, nonprofit and governmental organizations in planning and development, general operations management, multi-unit management and corporate administration. Due to the multi-discipline hospitality administration curriculum, career opportunities are also available in services management and marketing, food manufacturing and distribution and management consulting.

Welcome

If additional study is part of your career development plan, we invite you to consider graduate opportunities in the School of Hospitality, Tourism and Culinary Management at Southern New Hampshire University. Our innovative curriculum and faculty who blend their passion for teaching and outstanding industry credentials distinguish our professionally oriented graduate programs.

We offer several graduate options in hospitality administration that are designed for hospitality and tourism graduates and professionals seeking to advance their management careers in the hospitality, tourism, leisure and recreation fields. The multidiscipline curriculum emphasizes the leadership and management skills and competencies required by this complex and dynamic industry.

Our dedicated faculty members are highly experienced professionals with significant industry expertise. Teaching is our primary focus, and graduate students benefit from faculty members integrating industry experience and scholarly activities with their enthusiasm for facilitating learning in the classroom. The Certified Hospitality Educator (CHE) designation is held by all faculty members in the school, supporting our commitment to teaching excellence.

Graduate study at SNHU will provide you with the skills, competencies and credential required for career advancement, preparing you for positions in general management, multi-unit management and corporate management in the world's largest service industry.

Information about Southern New Hampshire University's School of Hospitality, Tourism and Culinary Management graduate programs is available on our Web site at www.snhu.edu. Inquiries and requests for application materials may be directed to:

> School of Hospitality, Tourism and Culinary
> Management Graduate Admission
> Southern New Hampshire University
> 2500 North River Road
> Manchester, NH 03106-1045
> (603) 644-3128 • Fax (603) 644-3166

Commitment

The School of Hospitality, Tourism and Culinary Management is committed to:

- Students. Our relevant curricula develop student values, knowledge and competencies to prepare them to launch careers and develop as professionals.
- Industry Currency. We keep abreast of current events and trends to create a faculty, staff and student body that understand the complexities of this diverse industry. We do this through our advisory board, guest speakers, faculty interaction, research, conference and trade show attendance and field experience opportunities.
- Creativity. We value creativity in the culinary arts and hospitality and tourism management as we strive to meet and exceed guests' needs and expectations. We provide students with lab activities and other projects that provide outlets for their creativity.
- Collaboration. We strive to foster collaboration between students and faculty to reinforce the team concept of industry values and information.
- A Balanced Education. We recognize that preparing students for a variety of careers requires a multidiscipline approach to hospitality and tourism education.
- Practical Experience. We value the synthesis of discipline skill, theory and practice in an industry setting.
- Community. We recognize we are a part of the greater community and value the opportunity to share our talents.

Master's Degree Program

Master of Science Degree in Hospitality Administration

The School of Hospitality, Tourism and Culinary Management offers a 14-course, 42-credit master of science degree program in hospitality administration. The professional master's program provides students with the leadership and management competencies needed for career advancement. Graduates are prepared for positions in general management, multi-unit management and corporate management in the world's largest service industry. The M.S. in hospitality administration is primarily for students who have completed undergraduate degrees in hotel and restaurant management, tourism management, leisure and recreation or related fields. Students with other undergraduate degrees may be admitted if the applicant has at least one year of supervisory or managment experience in the hospitality and tourism industry.

Required Courses

Courses are 3 credits unless otherwise indicated

ACC	500	Managerial Accounting
FIN	500	Financial Management
HOS	550	The Managerial Role of Hospitality, Tourism, Leisure and Recreation
HOS	640	International Hospitality Operations
HOS	680	Hospitality Entrepreneurship and Development
HOS	685	Consulting Projects in Hospitality, Tourism or Leisure and Recreation Management
IT	500	Information Technology
MBA	500	Research Methods in Business
MBA	510	Quantitative Analysis for Decision-Making
MKT	500	Marketing Strategies
OL	650	Service Management
OL	660	Redesigning Middle Management
OL	670	Organizational Leadership
OL	690	Business, Government and the Environment

Graduate Certificate Program

Graduate Certificate in Hospitality Administration

The graduate certificate may be pursued as an independent program of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in hospitality administration and by students who hold bachelor's degrees and have the necessary educational background and professional experience. The M.B.A. degree and graduate certificate may be pursued concurrently.

Successful completion of the certificate program requires that the student maintain a GPA of at least 3.0 and earn a maximum of one grade of "C+" or lower. Courses successfully completed for the certificate program may later be applied to a graduate degree program.

This certificate may be completed as a five-course specialization to supplement the M.B.A. degree program or as a 10-course graduate certificate.

Required Courses

Courses are 3 credits unless otherwise indicated

ACC	500	Managerial Accounting*
FIN	500	Financial Management*
HOS	550	The Managerial Role of Hospitality, Tourism, Leisure and Recreation
HOS	640	International Hospitality Operations
HOS	680	Hospitality Entrepreneurship and Development
HOS	685	Consulting Projects in Hospitality, or Leisure and Recreation Management
MBA	510	Quantitative Analysis for Decision-Making*
MKT	500	Marketing Strategies*
OL	670	Organizational Leadership
OL	690	Business, Government and the Environment*

* Required M.B.A. courses offered by the School of Business

Unconditional Admissions

Unconditional admission into graduate programs in hospitality administration requires that the student has earned a bachelor's degree in a hospitality related area with a cumulative GPA of 2.5 or better. Students also must have completed the following undergraduate courses or their equivalents and earned grades of "C" or better:

Accounting . . . . .6 credits
Microeconomics . . . . .3 credits
Macroeconomics . . . . .3 credits
Mathematics . . . . .6 credits
Statistics . . . . .3 credits
Information Technology . . . . .3 credits
Hospitality or Business Law . . . . .3 credits

Students who have not satisfied the requirements listed above may have to take foundation courses in business or hospitality and tourism managment.

School of Liberal Arts

Dean: Dr. Roberta Salper

Robert Frost Hall

www.snhu.edu

(603) 645-9692

FAX: (603) 645-9779

Mission

The mission of the School of Liberal Arts is to nourish the growth of talent in the service of freedom. Liberal arts graduates have the skills, understanding and mental habits to enjoy a lifetime of learning. They have an appreciation for the achievements of humanity, including the contributions of individuals and cultures to civilization. Graduates are equipped to pursue careers and perform effectively in the global community.

A liberal arts education empowers students to explore and fulfill the promise of their potential in many important ways. The liberal arts provide a foundation for effective communication and critical thinking. They engender in us a respect for the basic principles of equity, democracy and acceptance of individual differences. They instill in us the capacity to recognize injustice and the conviction to challenge it.

We all will face challenging decisions in the coming decades. An education grounded in the liberal arts allows us to make those decisions using wisdom, vision and sensitivity in addition to analysis and technique.

The program combines classroom instruction and distance-learning activities and is geared to adult learners working full-time in the mental health field. Intensive weekend instruction is provided for cohorts at "learning community" sites in several states across the country.

The master's program begins with Immersion Weekend, an orientation period during which students develop their Individual Professional Development Plans. Each subsequent three-credit course lasts two months and involves two weekends of instruction. Classes meet one weekend per month for a total of 32 contact hours per course. Students continue their learning at home through readings, written assignments and other course materials.

Students complete a 100-hour practicum that runs concurrently with the Helping Relationships and Diagnosis and Assessment courses, and two 300-hour internships that are taken concurrently with other course work. Students complete an integrative master's project during the last six months of course work.

Supplemental course work and additional internships are available to prepare students for clinical licensure as mental health counselors. The program works with state licensing boards to meet the educational requirements for licensing. The PCMH also offers a community mental health counseling track that includes 12 additional hours of course work for states that require students seeking licensure to complete 60-credit master's programs. The university does not guarantee that students who complete the program will become licensed.

The PCMH Certificate Program

The certificate program consists of 22 credits and includes seven three-credit courses and one one-credit course. All students complete five foundation courses, two three-credit courses in their clinical specializations and a 300-hour internship.

Foundation Courses

Courses are 3 credits unless otherwise indicated
Orientation and Immersion Weekend (no credit)
PCMH 600   Overview of Behavioral Health
PCMH 610   Helping Relationships
PCMH 615   Practicum (1 credit)
PCMH 680   Diagnosis and Assessment
PCMH 682   Human Development

Clinical Core

Students must complete one of the following sets of two courses:
PCMH 630   Clinical Skills I: Working with Adults with Psychiatric Disabilities
PCMH 631   Clinical Skills II: Working with Adults with Psychiatric Disabilities

or

PCMH 635   Clinical Skills I: Working with Children and Adolescents Experiencing a Severe Emotional Disturbance and Their Families
PCMH 636   Clinical Skills II: Working with Children and Adolescents Experiencing a Severe Emotional Disturbance and Their Families

or

PCMH 645   Clinical Skills I: Co-occurring Substance Abuse and Psychiatric Disabilities
PCMH 646   Clinical Skills II: Co-occurring Substance Abuse and Psychiatric Disabilities

and

PCMH 650   Internship I (300 hours)

Master of Science in Community Mental Health

The master of science program in community mental health consists of a minimum of 48 credits, including the 22-credit certificate course sequence and 26 credits of advanced course work. The community mental health counseling track includes four supplemental elective courses for states that require a 60-credit master's program for licensure or certification.

Advanced Core

Courses are 3 credits unless otherwise indicated
PCMH 620   Community Resources
PCMH 662   Internship II (300 hours)
PCMH 665   Program Evaluation and Systems Research
PCMH 666   Professional Affairs and Ethics
PCMH 667   Community and Systems: Analysis, Consultation and Change
PCMH 690   Master's Project (2 credits)

Select three electives from the following and/or from the community mental health counseling track courses listed below:
PCMH 672   Management of Behavioral Health Services
PCMH 675   Co-occurring Issues for Children and Families*[3]
PCMH 676   Physiology of Addictions and Psychopharmacology*[1]
PCMH 689   Early Childhood and Infant Mental Health*[2]

*[1] Required for students in the co-occurring disorders specialization.
*[2] Required for students in the child/adolescent specialization.
*[3] Required for students in both the co-occurring disorders specialization and the child/adolescent specialization.

Community Mental Health Counseling Track

Four additional courses are required, including Internship III, from the list of electives below. These courses may be offered for continuing education credit in states that do not require 60 credits for licensure as a mental health counselor. Additional electives may be recommended.
PCMH 663   Internship III (300 hours)
PCMH 681   Counseling Theory
PCMH 683   Group Process
PCMH 684   Psychopathology
PCMH 685   Social and Cultural Foundations
PCMH 686   Career and Lifestyle Development
PCMH 687   Marriage and Family Therapy

Application Review Process - PCMH

The admission review for the Program in Community Mental Health is based on a careful comparison of applicants' qualifications. Particular attention is paid to past accomplishments and future promise in the field. Selected faculty members review applications and consider personal and professional experiences in addition to academic achievements.

To be eligible for admission into the certificate or master of science programs in community mental health, prospective students are expected to:

- have earned a baccalaureate degree at an accredited college or university.
- present an official transcript showing at least a 2.5 cumulative grade-point average for undergraduate studies.
- submit a completed application and a nonrefundable, $40 application fee.
- submit an essay responding to items described on the application form.
- furnish two letters of reference (forms are provided).

Submit application materials to:

Southern New Hampshire University
Vermont Programs – PCMH Admissions
463 Mountain View Drive, Park Place
Colchester, VT 05446
1-800-730-5542
www.snhu.edu

Application Deadlines - PCMH

Admission application deadlines are determined for each cohort site in accordance with the schedule for course delivery. These deadlines are published with the application form and admission materials that are distributed to potential students. Generally, applicants are asked to submit materials at least one month prior to the beginning of the term in which they intend to enroll.

Conditional Acceptance - PCMH

Conditional acceptance may be offered when the university is uncertain whether an applicant has provided evidence that he or she will be successful in the program. The student will be advised of the conditions that must be met in order for him or her to be formally accepted into the program. The student will be formally admitted when the conditions have been met. Students will be subject to administrative withdrawal if they fail to meet the conditions.

Non-degree Students

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

The Certificate Program

Students seeking to complete the certificate program must earn 22 credits with a GPA of 3.0 on a 4.0 scale, complete an approved 300-hour pass/fail internship. No grades below a "C" will be accepted for graduation, and students must complete the program within four calendar years of acceptance.

The Master of Science Degree Program

Students seeking the master of science in community mental health must earn 48 credits with a GPA 3.0 or better on the 4.0 scale and complete an approved 100 hours of practicum and two 300-hour pass/fail internships. No grades below a "C" will be accepted for graduation, and students must complete the program within eight calendar years of acceptance. No more than six graduate credits may be transferred from another accredited college or university; transfer credits are subject to approval.

Prerequisites

Students will be required to attend an initial Orientation and Immersion Weekend, which is intended to provide them with an in-depth introduction to the program and an opportunity to plan their courses of study.

PCMH 600, PCMH 610, PCMH 615 and PCMH 680 are foundation courses and prerequisites for specialization courses and internships in the certificate program.

Academic Standards and Regulations

Grades and Grading

Privacy of Student Records

The policy and procedures concerning the privacy of student records maintained by Southern New Hampshire University are in large measure governed by the Federal Family Education Rights and Privacy Act. The university's policy and procedures regarding this subject are posted by the Office of the Registrar.

Except when requested by a student or required by federal or state regulations, an educational record will not include information concerning race, religion, nationality, political or social views or memberships in organizations. Directory information (name, address, telephone number, major, etc.) may be released or published without a student's consent unless the student notifies the university that this information is not to be released.

Only members of the university staff with a need to know, certain federal or state agencies and other education agencies completing surveys and studies for the university will ordinarily have access to a student's record without the written consent of the student concerned. One exception provides that parents have the right to view and to have copies of their child's educational record without their child's consent, provided that the child is dependent upon the parents for federal income tax purposes.

A student has the right to waive his or her right of access concerning recommendations from personnel at his or her former school and from others regarding admission to the university and recommendations for employment on file with the university and recommendations for some honor or honor society. The university may not require a student to waive this right nor may the student's status at the university depend upon his or her waiving this right.

Level of Achievement Expected

A student must complete the prescribed courses and required credit hours of his or her program of study and earn a minimum overall GPA of 3.0, with no more than two grades of "C+" or lower, to qualify for a graduate degree.

Grades

Students are graded upon their performance according to the traditional system of "A" (4.0), "A–" (3.66), "B+" (3.33), "B" (3.00), "B–" (2.66), "C+" (2.33), "C" (2.00) and "F" (0). No credit is granted for an "F" grade. Other grades include:

Incomplete I
Incomplete/Failure . . . . .I/F
Satisfactory . . . . .S
Unsatisfactory . . . . .U
Credit . . . . .CR
Audit . . . . .AU
Withdraw . . . . .W
Transfer Credit . . . . .T

A faculty member may assign a grade of "I" when course assignments have not been completed and specific arrange-

ments have been made ahead of time. A grade of "I/F" is substituted for any "I" grade eight weeks after the start of the following term if the deficient work has not been completed satisfactorily. The "I/F" grade is calculated into the cumulative grade-point average until a grade change is submitted.

Grades recorded for all courses completed prior to the awarding of a graduate degree are used to calculate a student's cumulative grade-point average, except in the case of the first grade earned for a course that was repeated. In addition, the policy limiting the number of "C+" or lower grades that may be earned in one's program applies to all courses completed prior to the awarding of a degree.

Grade Change Policy

Once submitted to the Office of the Registrar, grades are considered final and may not be changed. The only exceptions apply if the faculty member who submitted the grade determines upon further review that a calculation or numerical error was made in assigning the original grade or if a letter grade is being assigned in place of an incomplete. Written notification to the dean is required in either circumstance.

Scholastic Standing

The Admission and Scholastic Standing Committee meets each term to review student transcripts in order to determine scholastic standing. Scholastic standing is classified as follows:
- Scholastic Concern (SC)– a student who earns an accumulative GPA of less than 3.0 for the first time.
- Scholastic Warning (SW)– a student who earns an accumulative GPA of less than 3.0 for two consecutive terms.
- Continued Scholastic Warning (CSW)– a student who earns an accumulative GPA of less than 3.0 for three or more consecutive terms.
- Scholastic Warning– 2 C's (SW/2C's)– a student who earns two "C" grades and an accumulative GPA of less than 3.0.
- Academic Probation (AP)– a student who has been placed on academic probation with specific probationary requirements.
- Scholastic Warning– Special (SW/SP) – a student who receives a grade of "I/F" or "F" or a student who may be considered to be having serious academic difficulty.
- Academic Dismissal– a student who is dismissed from Southern New Hampshire University. Special letters are sent by certified mail to students who are placed on academic probation or who receive academic dismissals.

Repeating Courses

Students may repeat courses for credit. Students who fail courses will want or need to repeat the same courses at Southern New Hampshire University. In such instances, the first course grade will not be computed into the total grade-point average (GPA); instead, the most recent course grade will be used. All prior grades will appear on students' transcripts.

Transcript Request

Except as provided by the Federal Family Education Rights and Privacy Act and in instances where a student consents to release his or her transcript to another party, the Registrar's

Office will not furnish a transcript to any person other than to the person identified by name on the transcript.

Transcripts will not be furnished to students or former students whose financial obligations to the university have not been satisfied. Transcript requests may be processed at the Registrar's Office or by mail.

There is a charge of $5 per transcript that must accompany the request.

Student Administrative Services
Exeter Hall
Southern New Hampshire University
2500 N. River Road
Manchester, NH 03105-1045
(603) 668-2211 Fax: (603) 645-9667

Policies

Academic Honesty

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. The university will not condone such activities as plagiarism and cheating. Students involved in such activities are subject to serious disciplinary action. This may include being failed by the instructor, academic suspension or expulsion from the university.

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

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

- Submitting someone else's work as your own with or without the permission of the individual.
- Allowing someone to copy your work.
- Using a writing service or having someone else write a paper for you.
- Using someone else's work without proper citation.
- Submitting collaborative and/or group work as your own.
- Stealing an exam from an instructor or an instructor's office.
- Taking a course and/or exam for another student.
- Using unauthorized materials during a test or exam.

It is a student's responsibility to seek clarification from an instructor if the student has questions about what constitutes cheating.

The instructor, who has the full authority to assign an "F" grade for that assignment or course after a discussion of the incident with the student, will handle initial violations of academic honesty. A report of the incident and its disposition will be sent to the dean of the school that offers the course. The dean will review the incident and forward the report to the Office of the Registrar for placement in the student's personal file. A student who is dissatisfied with the instructor's decision may appeal to the dean. The dean will investigate the incident and make a decision within five days of the student's appeal. A student also has the right to appeal the dean's decision to the vice president for Academic Affairs. The vice president will make a final decision regarding the incident within 10 days of the appeal.

Any additional violations of the Academic Honesty Policy reported to a dean will be forwarded to the vice president for Academic Affairs for action. A second offense will normally result in suspension from the university for at least one term or semester. A third offense will also be referred to the appropriate Scholastic Standing Committee and will normally result in permanent expulsion from the university.

Attendance

It is the responsibility of each student to attend all of the scheduled class meetings in a given course. Faculty members may withdraw a student because of absence from class. In those circumstances when students cannot attend a scheduled class, they must understand that the faculty member is not obligated to excuse the absence, and such absences may result in withdrawal.

Holy Day Policy

Southern New Hampshire University recognizes the important role that religious holy days can play in the lives of its students. Observance of religious holy days may require students to miss classes. Such absence, when preceded by proper notification of teachers, will not carry any penalty or sanction. Students are expected to make alternate arrangements with their teachers regarding scheduled tests, assignments due or other course work and activity. Teachers are expected to be supportive of and sensitive to individual religious practices by being willing to work out alternatives to scheduled course work. In all instances, however, excused absence does not mean excused from meeting course standards and expectations. Should a dispute occur, the usual appeal process will be followed: the program coordinator/department chair, the school dean and the vice president for Academic Affairs.

Transfer Credits

Graduate credits earned at another accredited institution in the last five years may be accepted as satisfying the requirements of Southern New Hampshire University courses if they are appropriate to the program being pursued. Minimum grades of "B" are required. Students must submit official transcripts. A maximum of six credits may be transferred into any degree program. Southern New Hampshire University does not accept as transfer credit co-ops, capstones, internships and student teaching at other institutes. Only three of the six credits may be applied to elective requirements in one of the graduate certificate programs. Credits are transferable; grades are not. Grades earned at other institutions do not appear on Southern New Hampshire University transcripts, nor are they calculated in the student's overall GPA. Final approval of transfer credits rests with the school dean.

Academic Complaint

If a student has a complaint about an instructor or course, the student should speak first to the instructor. Continuing education students should then speak to the center director. If the student is not satisfied or cannot resolve the issue at that

level, then he or she should speak to the program coordinator/department chair. If the student is still not satisfied, then he or she should speak to the school dean (day students) or the executive director of Continuing Education.

If the student wishes to pursue the matter further, he or she should speak to the vice president for Academic Affairs, who will review the matter and make a final decision.

Withdrawal from Class
Since withdrawal procedures vary among programs, graduate students are asked to contact their Centers of Record for the specific withdrawal form and refund policy for their chosen programs.

Withdrawal from Southern New Hampshire University
Students may withdraw from the university by obtaining a withdrawal form from the vice president for Student Affairs and obtaining all necessary signatures. Foreign students may obtain forms and begin the process in CIE. Merely ceasing to attend classes does not constitute an official withdrawal, academically or financially. Failure to file a withdrawal form with the vice president for Student Affairs will result in the automatic recording of "F" grades for all courses being taken by the student. If a student is under 18 years of age, written parental consent must be received. Official date of withdrawal is the last date of class attendance as verified by an instructor. This date will be used in determining any refund. Southern New Hampshire University identification cards must be returned to the Office of Student Affairs when withdrawing from the university.

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

Disciplinary Dismissal
Southern New Hampshire University reserves the right to dismiss any student whose presence, following a hearing, is deemed detrimental to the best interest of the university. Students dismissed for other than academic reasons will have the notation of withdrawal put on their transcripts. Documentation outlining the disciplinary sanctions will be placed in the students' folders. This information will be used in evaluating re-admission applications.

Undergraduates Taking 500-level Courses
Students who have completed at least 90 undergraduate credits and have a 3.33 or higher GPA must apply through the Advising Center to enroll in a 500-level graduate course. The student may enroll in the course, provided:
- there is space available in the course.
- the dean of the appropriate school, the program coordinator/department chair and the instructor agree that the student has met the prerequisites of the course.
- the student would receive undergraduate credits.

If the student goes on to enroll in a graduate program at Southern New Hampshire University, graduate credit will be granted if the student earns grades of "B" or better in the 500-level courses. Approval is limited to a maximum of six credits (two three-credit graduate courses).

Bibliography and In-text Citation Styles
The American Psychological Association (APA) and Modern Language Association (MLA) bibliographic and in-text citation styles are acceptable formats for documenting written work subject to policies set forth by each academic discipline.

Graduation Information
Southern New Hampshire University confers (awards) degrees three times a year. Students who complete their degree requirements at the end of Term 1 (September–December) are awarded their degrees in January. Students who complete their degree requirements at the end of the Term II (December–March) are awarded their degrees in May. Students who complete their degree requirements at the end of Term II or Term IV (March–August) are awarded their degrees in September. Students are responsible for petitioning to graduate. Petition to Graduate forms, required for all degree and graduate certificate programs and available at all advising offices and Continuing Education centers, should be submitted with the appropriate graduation fee according to the following schedule:

Petition to Graduate Deadline	Conferral Date
Sept. 1	Jan. 15
Nov. 1	May Commencement Ceremony
May 1	Sept. 15

Diplomas and graduate certificates are mailed to a student's home address following the September and January conferral dates. Additionally, all diplomas not picked up at the May commencement ceremony are also mailed to the student's home address shortly after the May conferral date.

The 2003-2004 graduation fee is $100 and must be submitted with each Petition to Graduate form by the appropriate deadline. Students receiving graduate certificates ONLY (not master's or doctoral degrees) are not required to pay the graduation fee; however, a Petition to Graduate form is required by the appropriate deadline.

Participation in Graduation Ceremony
Students who have not fulfilled all graduation requirements by the day of commencement in May may participate in the ceremony by completing a "Petition to Walk" form, available in the SAS office between March 1 and March 15. The petition must clearly indicate the reason for wanting to walk and a clear indication of how the student plans to fulfill the missing requirements. The Office of the Registrar will verify that such requirements can be fulfilled by the Aug. 31 following commencement.

Students are eligible to walk if three or six credits of actual courses are not completed but are expected to be completed by the following Aug. 31, or an internship or cooperative education experience is not completed but is expected to be completed by the Aug. 31 following the May ceremony.

Any student who has an unusual circumstance not covered by the above policy may appeal to the appropriate school dean's office for consideration on or before March 22 prior to the commencement ceremony in May.

This policy allows students to participate in the graduation ceremony, but not to receive a diploma in May. The diploma will be conferred on the first graduation date after all require-

ments have been met. Conferral of diplomas takes place in September, January and May of every year. Student names will appear in the graduation program for the May ceremonies following the official conferral date.

In addition to the petition to walk in the May ceremony, all students must have already filed, by the Nov. 1 deadline, a petition to graduate and have paid the graduation fee as described in the university catalog.

Prior to participating in graduation ceremonies and receiving a degree, a student's obligations to the university, such as library fines, tuition, dues and fees, must be met. All athletic equipment must be returned.

The Division of Student Affairs

Vision
The Student Affairs Division collaborates to teach, to challenge and to support students to be self-aware and contributing members of their communities.

Mission
The mission of the Student Affairs Division, in support of the educational mission of Southern New Hampshire University, is to foster opportunities for students to learn and to grow as socially and intellectually mature and culturally aware individuals. The division, in collaboration with the university and local community, provides programs and services, which encourage and empower students to develop priorities, values, critical thinking and behaviors appropriate to positive personal and professional lives.

Statement of Belief
We believe that students come first.

We, the staff members of the Division of Student Affairs, believe that the student is shaped by all campus activities – in and out of the classroom. We need to empower students to be intellectually curious, socially involved and appreciative of differences in assisting them in becoming well-rounded human beings.

We believe that as a staff we must collaborate, communicate and cooperate to provide the safest, most supportive environment for our students.

We believe that our cultural and ethnic diversity is key to developing well-rounded, caring citizens of the world.

We believe that our students' needs are most important and we strive to support them academically, physically, spiritually, psychologically and socially.

We believe that the university should be a collaborative community.

The Wellness Center

The Wellness Center's mission is to promote the development and integration of intellectual, social, spiritual, physical, emotional and occupational wellness through education and treatment. Our vision is to assure that the wellness model is integrated into the decisions and operations of the institution and each individual's growth and development.

As a staff, we value prevention over treatment and try to reflect that in our services and programming efforts. We believe that change occurs at both individual and systematic levels, that college is an opportunity for growth in and out of the classroom and that learning occurs in a variety of contexts. Furthermore, our work is guided by the beliefs that actions speak louder than words, people are responsible for their own actions, asking for help and utilizing available resources is healthy, and an educational institution is responsible for challenging students to become intellectually curious, socially responsible and emotionally healthy members of society.

Counseling Services
Sometimes personal and emotional problems can negatively impact learning and living and interfere with a person's development. Even a student with many strengths and abilities can experience difficulty often effectively resolved through counseling. Some examples of such difficulties might be problems in interpersonal relationships, depression, loneliness, sexual concerns, poor grades, substance abuse or conflicts with one's family.

Personal concerns of any type may be discussed frankly and privately with a professional counselor. Counseling sessions are free and confidential and can be arranged by contacting the Wellness Center.

Health Services
To be eligible for health services, a student must submit a completed medical record and have completed a physical examination prior to admission. Foreign students cannot complete registration without a chest x-ray report and adequate evidence of inoculation against measles, mumps and rubella. Any missing information will result in additional medical services and fees to the student upon arrival.

Health Services staff members handle most common health concerns and are knowledgeable in preventative medicine and alternative treatment strategies. The staff offers treatment of common acute problems (e.g. colds, flu, burns), personal health counseling, information on birth control, referral for sexually transmitted disease testing and allergy injections. Any problem the nurses cannot handle is referred to the university physician or another appropriate practitioner in the local community. Charges for health services in the community are usually sent directly to a student. It is the student's responsibility to submit any claim forms required for processing payment to the medical provider. Wellness Center staff members are available to assist students in processing claims covered by university-sponsored health insurance plans.

Educational Services
Education is at the core of the Wellness Center's activities and services. The staff members firmly believe in the value of prevention in the development of a whole person. Educational services include classroom presentations on wellness topics; individual consulting with students; workshops and co-sponsorship of substance-free activities; training for student leaders, staff and faculty; and access to resource materials for classroom assignments or personal growth opportunities.

Athletics

Southern New Hampshire University supports an active athletic program as an integral part of the educational process. Both intercollegiate and intramural competitions are offered to men and women of the university community. On the intercollegiate level, men's teams are fielded in baseball, basketball, cross-country, golf, ice hockey, lacrosse, soccer and tennis. Women's teams include basketball, cross-country, lacrosse, soccer, softball, tennis and volleyball. Southern New Hampshire University is a member of the National Collegiate Athletic Association, the Eastern College Athletic Conference and the Northeast-10 Conference.

The university sponsors varied intramural programs aimed at active student involvement in sports. Men's intramural sports are flag football, basketball, indoor soccer and racquetball. Women's intramural sports include indoor soccer, basketball and racquetball. Softball, tennis and volleyball are coeducational offerings. Mini-tournaments are sponsored in 3-on-3 basketball, whiffleball and miniature golf. Recreational offerings available at Southern New Hampshire University include aerobic exercise, kickboxing, Pilates, weight training, wall climbing, swimming, step-interval training and yoga.

Athletic Facilities

The university has two gymnasiums. The field house has a wooden floor with a seating capacity of 1,900. The auxiliary gym has a multipurpose, synthetic surface and a stage to accommodate a variety of university activities. The Fitness Center includes state-of-the-art aerobic equipment and free weights. Other facilities are a 25-meter, six-lane competition swimming pool, a racquetball court, an aerobics/exercise room, multiple locker rooms and a fully equipped training room. Outdoor facilities include four lighted tennis courts, baseball and softball diamonds, a lighted varsity game field and several practice fields.

Center for International Exchange

The Center for International Exchange (CIE) has three major functions:
- to provide services, assistance, information and support to more than 700 foreign students.
- to assist American students, staff and others interested in travel, study or work abroad.
- to promote intercultural exchange.

The Center for International Exchange helps with immigration regulations and federal laws, such as extensions of stay, travel documents, change of visa status, authorized employment, practical training, social security regulations and income tax. Assistance is offered with foreign exchange permits, enrollment letters and banking information.

As a department of the Division of Student Affairs, the Center for International Exchange serves the needs of a culturally diverse population. The CIE is the focal point for such intercultural events as the International Night. The CIE provides such special services as orientation programs, visa information, a study/travel/work abroad library, international ID cards, overseas telephone service, and vacation and travel information and advising. The CIE also serves as liaison with the greater Manchester community through media coverage, country presentations and student speakers. A monthly newsletter is distributed on campus and in the community. The Center for International Exchange is located in Belknap Hall.

Office of Residence Life

The residence life program supports the academic mission of the university by assuring that the student's education continues outside as well as within the classroom. Residence life provides an environment that allows for individual growth and provides facilities that are well-maintained and safe.

Campus living should be an exciting, educational experience. The university maintains an environment where students will find opportunities to grow, to learn, to accept adult responsibilities, to make informed choices, to develop friendships and to increase self-awareness.

The Office of Residence Life staff, located in Chocorua Hall, Suite 3, offers referral information on university services, sponsors programs and assists with physical accommodations.

The residence program consists of:

Apartments	Residence Halls	Townhouses
Greeley	Chocorua	Attitash
Hillsboro	New Castle	Cranmore
Kearsarge	Washington	Merrimack
Spaulding	Winnipesaukee	Ossipee
Whittier	Winnisquam	Rockingham

All residence halls are furnished with desks, chairs, beds, drapes and wardrobes. Townhouses and apartments are furnished with desks, chairs, beds, drapes, wardrobes, living room and kitchen furniture, a stove and a refrigerator. Students must provide their own pots, pans, glasses, plates and silverware. Juniors and seniors usually reside in the apartments and townhouses; freshmen and sophomores are usually assigned to residence halls.

Each area is administered by a residence director (RD), who is a live-in, professional staff member. RDs supervise the student resident assistant staff; develop, coordinate and encourage programming; investigate and adjudicate judicial matters; act as liaisons between residents and the facilities department; and refer students in need of personal assistance.

Resident assistants (RAs) are students who are selected and trained to assist the residence life office staff. They are assigned to each floor or suite in the residence halls and to each apartment and townhouse building. The RAs work with residents to build a climate conducive to academic success, individual growth and the development of appropriate community norms, such as mutual consideration and respect for others. With their residents, they plan social, recreational, educational and cultural activities for their areas. The RA is the first person to contact if a student is in need of advice, a referral to another office or help concerning a roommate issue or a maintenance request.

The university requires students in the undergraduate day, culinary arts and CLE programs to reside in university housing for a minimum of two of their school's semesters or terms. Married students and students living with a parent or legal guardian are exempt from this policy. Graduate students are not required to reside in university housing; however, if they do

request and are assigned a residence, they are committed for two terms.

Being admitted to the university is not a guarantee of a residence assignment. Students are assigned residence on an annual basis and are not guaranteed on-campus residency through graduation.

Wellness Housing

The goal of wellness housing is to sustain a housing option for students who desire a substance-free residence area. These students are also provided with the opportunity of maintaining a lifestyle that supports positive life choices.

Public Safety

The Department of Public Safety was created to monitor and maintain a safe and secure campus environment where teachers can teach and students can learn. In a professional, yet flexible and courteous, manner, with concern for both public safety and individual rights, the department will enforce the university's expectations of mutual respect and responsible behavior. In addition to the protection of life and property, the department is dedicated to the smooth day-to-day functioning of the university community and to supporting an educational enterprise where cultural diversity and academic freedom can flourish.

Campus Ministry

The campus ministry program contributes to the goal of fostering the personal development of students addressing their religious needs and concerns. There is a Campus Ministry Student Association on campus (for Catholic, Jewish and Protestant students) and the Muslim Student Association. It is through these groups that students have an opportunity to come together to share and grow in their faith.

On Sunday evenings during the school year there is a Roman Catholic Mass on campus. Students of other religious denominations may contact the Office of Campus Ministry for information concerning the location of a church or synagogue in Manchester. The Office of Campus Ministry provides personal and spiritual direction, religious instruction and sacramental preparation.

Our staff consists of a full-time Catholic chaplain/director of Campus Ministry and a part-time Jewish student advisor. Their hours are posted outside the Campus Ministry Office in the Student Center.

Office of Student Organizations & Leadership

The personal growth resulting from university activities is not easily measured. It is, however, directly related to each student's level of involvement and commitment in the community. The university provides opportunities for individual participation and for membership in clubs and organizations.

The Office of Student Organizations and Leadership helps organize new clubs, coordinates leadership development, helps with the management of major campus programs and manages the Student Center programs. The office advises the Student Government Association (SGA), the Inter-Greek Council and the Council for Activities and Programming Events (CAPE). It provides information and guidance on planning and presenting events and programs, prepares an activities calendar and keeps the roster of organizations. The office is located in the Student Center.

Student Government Association

The Student Government Association (SGA) is composed of elected senators from the full-time undergraduate and graduate student body. Representatives are elected each spring for the upcoming academic year. The SGA administers the student activities fee, which provides budgeted monies for student clubs and organizations at the institution. The SGA provides student representation on all major university committees. Examples of various committees include the Student Life Advisory Committee, the Student/Staff Disciplinary Review Board, Academic Issues, the Curriculum Committee and the Student Assistance Program (SAP).

Student clubs and organizations provide a wide variety of social and cultural opportunities for students at the university. There are 40 clubs and organizations at Southern New Hampshire University. Some of the opportunities that these organizations offer include hiking, concert planning, working on a variety of philanthropic projects and other co-curricular endeavors. Each club is also represented as part of the SGA House of Representatives.

Coordinators of Activities & Programming Events (CAPE)

The Coordinators of Activities and Programming Events (CAPE) are responsible for sponsoring social activities on campus. This planning board presents concerts, comedy, and recreational and cultural activities. The group also plans three major weekends each year.

Southern New Hampshire University Ambassadors

The Ambassadors is a student organization established in 1990. Southern New Hampshire University Ambassadors are selected student leaders who work for the betterment of the university. They develop meaningful communication between students, faculty, staff and alumni and work to enhance the relationships between Southern New Hampshire University and the community. Membership is open to full-time sophomores, juniors, seniors and graduate students who have maintained a 3.0 grade-point average.

The Inter-Greek Council

The Inter-Greek Council (IGC) is the coordinating board for the fraternal system at Southern New Hampshire University. Its purpose is to organize the rush program, develop pledging procedures and provide a forum for discussion for any concerns that exist among the seven Greek chapters.

Fraternities and Sororities

Through membership in social fraternities and sororities, students often make lifelong friendships based upon mutual interests and experiences outside the classroom. These organizations have a strong commitment to organizing campus and community service projects in an effort to promote themselves and Southern New Hampshire University.

Culinary Student Association

The Culinary Student Association promotes the educational and social benefits of the culinary arts and unites students, alumni, staff and faculty of the culinary arts program. Many students represent the university in regional and national culinary competitions.

Commuter Student Council

The Commuter Student Council involves commuting students in the life and atmosphere of the university and serves as an information vehicle. It provides commuters with a voice to express their concerns and needs.

Campus Ministry Student Association

The Campus Ministry Student Association provides an opportunity for students to share their faith with one another. The Catholic Student Association, the Jewish Student Association and the Protestant Student Association are united under this association. There is a threefold purpose to this association: spiritual, social and service.

Media Organizations

The Observer is the student newspaper, which is published entirely by students through SGA funding. The newspaper offers experience for writers, editors, photographers, artists and advertising sales people on campus.

The Enterprise is the SNHU yearbook, which is published annually through the efforts of the student body. It serves to chronicle the university years as a remembrance for all undergraduate students.

Radioactive 1620 is a student-run, Internet-based and AM radio station. The radio station provides opportunities for students to be a part of promoting SNHU worldwide via cutting-edge technology.

Solicitation Policy

The Office of Student Organizations and Leadership must approve all advertising by non-university organizations in order for it to be posted on campus. No solicitation is allowed except with the approval of Dining Services and the Office of Student Organizations & Leadership for a table in the dining hall and Residence Life staff for door-to-door sales in the residence areas. The only exception to this policy will be United Way solicitations and other community-based charitable campaigns approved through the President's Cabinet.

Graduate Course Descriptions

The following graduate courses are listed in alphabetical order by the university's course listing prefix.

ACC	**Accounting**
CED	**Community Economic Development**
DOC	**Common D.B.A. and Ph.D. Doctoral**
ECO	**Economics**
EDGR	**Field-based Graduate Program in Education**
EDU	**Education**
EFL	**English as a Foreign Language**
ESL	**English as a Second Language**
FIN	**Finance**
GSB	**Foundation-level courses** *(no credit)*
HOS	**Hospitality Administration**
ICD	**International Community Economic Development**
INT	**International Business**
IT	**Information Technology**
MBA	**M.B.A. - Business Administration**
MBE	**Business Education**
MKT	**Marketing**
OL	**Organizational Leadership**
PCMH	**Community Mental Health**
PSY	**Psychology**
RDG	**Reading**
SPED	**Special Education**
SPT	**Sport Administration**
TAX	**Taxation**

Accounting

ACC 500 Managerial Accounting (3 credits)
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.

ACC 510 Managerial Budgeting and Cost Accounting I (3 credits)
This is a comprehensive study of the concepts, procedures and practices of accounting systems that are designed to aid in the planning and control of a variety of for-profit and nonprofit organizations. Background preparation: 6 credit hours in accounting or equivalent.
Note: ACC 510 may be taken in place of ACC 500 but cannot be taken for credit or as an elective if ACC 500 has been completed.

ACC 600 Managerial Budgeting and Cost Accounting II (3 credits)
This course is a continuation of ACC 510. Prerequisite: ACC 510 or ACC 500, or permission of the instructor.

ACC 610 Financial Reporting I (3 credits)
This course examines financial accounting theories and practices and emphasizes asset and liability, measurement and reporting. Prerequisite: ACC 510 or ACC 500, or permission of the instructor.

ACC 620 Financial Reporting II (3 credits)
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: ACC 610.

ACC 630 Financial Reporting III (3 credits)
This course examines such advanced accounting topics as partnerships, consolidations, insolvencies, estates and trusts. Prerequisite: ACC 620.

ACC 640 Auditing (3 credits)
This course is a study of the concepts and methods of professional auditing. Prerequisite: ACC 620.

ACC 645 Advanced Auditing (3 credits)
This course continues the study of the concepts and methods of professional auditing. Statistical sampling, computer-assisted auditing, AICPA auditing standards and professional ethics are emphasized. Computerized case studies provide realistic exposure to the work and responsibilities of auditors. Prerequisite: ACC 640 or completion of an undergraduate-level auditing course with a final grade no lower than a "B" or permission of the instructor or the area chair.

ACC 660 Controllership (3 credits)
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. Prerequisites: ACC 600 or equivalent and ACC 620 or equivalent or permission of the instructor or the area chair.

ACC 670/IT 685 Accounting Information Systems

(3 credits)
This course focuses on computer-based financial information systems and their integration into organizations' total information systems. Students examine accounting systems in terms of inputs and outputs from the viewpoints of users, controllers, auditors and designers. Topics include computer hardware and software, systems analysis and design, database management systems, internal control, and specific accounting and auditing computer applications. Background information: 3 credit hours in information technology or equivalent.

ACC 680 International Accounting (3 credits)
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. Prerequisite: ACC 500 or 6 credit hours of undergraduate cost accounting or permission of the instructor or the area chair.
Note: ACC 680 can be used as an international business elective.

ACC 690 Advanced Topics in Financial Reporting
(3 credits)
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: ACC 630.

ACC 700 Seminar in Accounting Topics (3 credits)
This is the capstone course for the master of science in accounting program. It surveys topics and controversies in accounting literature to help students appreciate the development and status of generally accepted accounting principles. The course requires a research project and a presentation on issues related to the practical application of accounting principles. Prerequisite: ACC 630 or ACC 640.
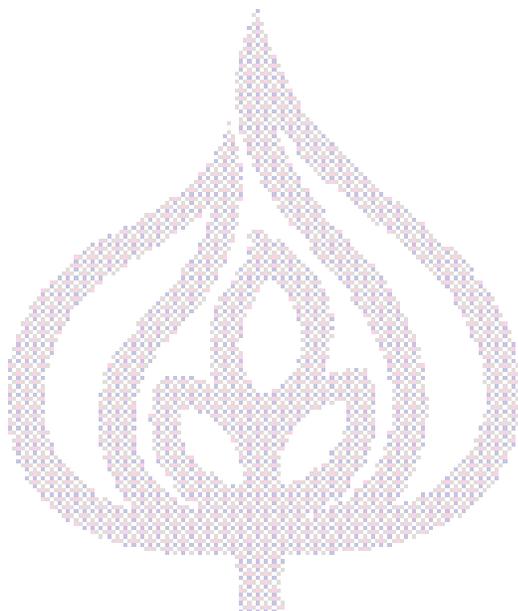
Community Economic Development

CED 400 (Foundation Course) Fundamentals of Accounting
This noncredit course will introduce the fundamental concepts of accounting to students who may not have prior or recent academic or business experience in this subject area. Students who did not have an accounting course in their undergraduate studies or who completed their course work with a grade lower than a "B" should plan to take this course. The primary objective of this course is to enable students to develop fundamental skills in using and understanding financial information and the accounting tools necessary to the successful operation of any business or organization.

CED 507 Housing and Land Policy (2 credits)
Students examine the legal, institutional, economic, political and environmental factors that affect housing and land policy and the development of affordable housing.

CED 521 Perspectives in International Development
(1 credit)
This seminar looks at the intermediary organizations that bridge the gap between the state and multilateral (public) organizations and the state and local, community-based (private) organizations. Selected participants in the international CED program are invited to join members of the weekend CED program to provide insights based on their perspectives and experience. Not available every term.

CED 522 Microenterprise Development (2 credits)
This course looks at the characteristics of the informal sector, the businesses that crowd the lowest rung of the economic scale, and examines ways of assisting these income-generating, self- employment ventures.

CED 523 Topics in CED (2 credits)
Community economic development topics of current interest are discussed extensively in this seminar. This seminar course is designed for emerging topics in the field of CED. It is not intended for topics routinely covered in the curriculum. May not be offered every term.

CED 523A Topics in CED (1 credit)
Community economic development topics of current interest are discussed in summary in this seminar. This course provides students an opportunity to be exposed to emerging issues in the field of CED.

CED 531 Indigenous Economics (2 credits)
This course explores the relationships between Native American communities and economies and the dominant cultural and economic forces in the United States. The course compares and contrasts traditional and contemporary economic practices.

CED 701 Introduction to Community Economic Development (3 credits)

This is a foundation course in which students examine the values, issues and models 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 examine the range of economic challenges confronted daily by residents of underserved communities. Students examine the practices and strategies of CED and look at how CED approaches the challenges of job creation and retention and community revitalization. An overview of such strategies 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' experiences will serve as course materials along with the required readings. Students also review issues and challenges facing the field.

CED 702 Law and Community Development (1 credit)

Topics covered include legal structures and ways they clash with cultures, the American legal system, selecting a legal structure, the nonprofit corporation, taxation and organizational issues of unincorporated associations, and for-profit and non-profit corporations and their relationship to subsidiaries.

CED 702A Advanced Law and Community Development (1 credit)

Students study recent court cases and their effects on community development organizations, tax laws, nonprofit development organizations, legal issues of joint venturing and syndication involving nonprofit development organizations. Prerequisite: CED 702.

CED 703 Managerial Accounting (2 credits)

This course covers issues of fiscal management, financial reporting, management control, and internal and external accountability for nonprofit development organizations. Prerequisite: CED 400 or equivalent.

CED 704 Financing Community Economic Development (2 credits)

This course covers issues concerning the operations and policies of traditional and nontraditional financial institutions and how they affect community development projects and organizations.

CED 705 Financial Management (2 credits)

This course covers financial statements, ratio analysis, operations planning, and making and understanding investment decisions. Prerequisite: CED 703.

CED 706 Business Development (2 credits)

The planning and development of small business ventures is a core element of CED strategy. This course covers the preparation of business plans, market analyses, financing sources, basic financial statements in business planning and the impact of business development on community needs. Prerequisite: CED 705.

CED 707A/B Organizational Management for Community Organizations (2 credits each)

These courses cover the skills required for effective management in democratically controlled, community-based organizations. Students undergo a self-analysis of their management styles and study models to be used to diagnose organizations. Topics include strategic planning, personnel management and board/staff responsibilities.

CED 708 Development of Cooperatives (2 credits)

A cooperative is a flexible model for creating community-owned institutions. This course covers the start-up of a cooperative, membership issues, legal issues, tax and security issues, cooperative management systems and the educational components of cooperative development. Students review various types of cooperatives, including worker, consumer, credit and housing cooperatives.

CED 709 Marketing, Fund Raising and Promotion (2 credits)

Nonprofit organizations must become more competitive to survive. Students learn how to analyze their communities and organizations in order to develop fund-raising plans to make them more self-sufficient. The focus is on fund-raising strategies.

CED 710 Housing Development (2 credits)

This course includes 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, the identification of public and private subsidies, and various forms of ownership, including cooperatives and land trusts.

CED 712 Information Technologies and Community Economic Development (2 credits)

Information technology and online communication can strengthen local capacity to mobilize resources. Such benefits as peer-to-peer exchanges have enhanced professional and institutional development and the provision of services. This course provides participants with the opportunity to undertake independent research on the best practices for using information technology in low-income communities.

CED 717A&B Independent Study (1-2 credits)

Independent Study must be approved in writing by academic advisors prior to registration.

CED 718 Non-Profit Management (2 credits)

This course is designed as an integrative experience for

advanced graduate students to enhance their knowledge and skills. It approaches nonprofit management from the perspective of what effective community-based organizations do well. It examines organizational mission, structure, project development practices, profitability, business planning and contribution to the CED movement.

CED 722 Negotiation Strategies (1 credit)

This course covers negotiation techniques and strategies for CED organizations and practitioners.

CED 723 Training of Trainers (2 credits)

This course covers the principles and methods of adult education. Equipping participants with the ability to become effective trainers in their communities is emphasized.

CED 724 Marketing Strategies (2 credits)

The purpose of this course is to provide students with a detailed understanding of marketing as a total system of interactive business activities. The focus is marketing strategies as they relate to the planning, promoting, pricing and distribution of goods and services in a market economy.

CED 725 Faith-based Community Economic Development (2 credits)

This is the first of two courses designed to prepare leaders interested in promoting faith-based community economic development in their communities. The course examines different approaches and provides examples of successful faith-based community economic development models.

CED 726 Strategic Management of Faith-based CED (2 credits)

This course is the second in a two-course sequence in faith-based community economic development. Students examine legal, structural and governance issues as they relate to community participation and the funding of faith-based initiatives. Prerequisite: CED 725.

CED 730 Community Organizing and CED (2 credits)

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.

CED 731 Diversity in Organizations (1 credit)

Diversity issues have profound implications for the work of CED practitioners. This course uses the CED class as a lab to help students develop a broader understanding of diversity issues within CED organizations.

CED 732 Research & Statistics I (2 credits)

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.

CED 733 Research & Statistics II (2 credits)

This Term Two course includes rates, ratios, proportions and one-way frequency distribution with grouped data. In addition, students will learn how to do cross-tabulations and how to present and interpret data tables. Prerequisite: CED 732.

CED 791 Project Design & Management I (3 credits)

Effective practice in community economic development centers on the development of projects. In this Term One course, students learn to identify a problem or need and about the elements of a project. This is the first course in a four-course sequence in which students work on the design and implementation of a community project.

CED 792 Project Design & Management II (3 credits)

Students refine their project design skills during the second term of Project Design & Management. Students learn how to incorporate monitoring and evaluation tools into a project plan. This is the second course in a four-course sequence in which students work on the design and implementation of a community project. Prerequisite: CED 791.

CED 793 Project in Community Economic Development III – Practicum I (3 credits)

Practicum fieldwork on an actual project begins in Term Three with faculty and peer support. Participants and faculty agree on a project contract that clearly sets forth a problem statement, project goals, objectives and activities and the methods set forth for achieving project objectives. Participants are expected to work to meet the terms of the contract during the 20-month program. Students are required to submit progress reports at the end of each term. They must submit a final written report that describes the project results and objectives and includes research, an in-depth analysis, conclusions and recommendations for additional project work. Each student continues with a project group of 10 to 12 students who provide support during the program. Prerequisite: CED 792.

CED 794 Project in Community Economic Development IV – Practicum II (3 credits)

This course consists of the final practicum fieldwork on the actual project, which continues. Participants and faculty have agreed on a project contract that clearly sets forth a problem statement, project goals, activities and objectives and methods for achieving the project objectives. Participants are expected to work to meet the terms of the contract during the 20-month program. Students are required to submit progress reports at the end of each term. In this course, they must pull all of their prior project work together, submit a final written project report and present it for faculty and peer review. The final report must describe the project, the project objectives, actual activities and any changes that occurred during the project; address the methodology, the project results and objectives; and include an in-depth analysis and conclusion with recommendations for further project work. Each student continues with a project group of 10 to 12 students who continue to provide peer support during the final term. Prerequisite: CED 793.

Community Economic Development – Doctoral Courses

CED 800 Qualitative Research (3 credits) – Ph.D.
This course presents a wide range of qualitative and alternative research methods available to social researchers. Methods examined include observational field research, case histories and other narratives, intensive interviewing, and historical and literary analysis. Attention is given to the strengths and weaknesses of each of these approaches. Attention also is given to broader issues of quantitative and qualitative research, such as problem formulation, measurement, reliability, validity, sampling and ethical considerations. Research design is a major topic and serves as a lead-in into the more specific focus of the dissertation research courses.

CED 801 Research Methods in CED I
(3 credits) – Ph.D.
This course is an introduction to research methods. It focuses on the development of basic skills to conduct fieldwork and carry out research projects. Review issues will pertain to problem formulation, research questions, argument development and literature reviews. Topics covered include data collection methods, including structured surveys, focus groups, principles of action research, evaluation and grounded theory. Students carry out a class project as a course requirement.

CED 802 Research Methods in CED II
(3 credits) – Ph.D.
This course covers research methods with an emphasis on qualitative research techniques. It includes topics on observational field research, case histories and narratives, case studies, multi-method research, intensive interviewing, use of secondary sources, measurement, reliability and validity. It examines the strengths of alternative methods and the connection between qualitative and quantitative research methods. Prerequisite: CED 801.

CED 803 Research Methods in CED III
(3 credits) – Ph.D.
This course is a continuation of CED 802. Prerequisite: CED 802.

CED 807 Quantitative Methods I (3 credits) – Ph.D.
Quantitative Methods I is an introduction to linear regression methods with an emphasis on cross-sectional analysis. The main focus of the course is on the application of regression analysis to problems related to CED. Students will learn to carry out quantitative analyses as well as critically evaluate published quantitative studies. Topics will include modeling, underlying assumptions and the consequences of their violation, and practical and policy implications of quantitative estimation.

CED 808 Quantitative Methods II (3 credits) – Ph.D.
Quantitative Methods II is a continuation of CED 807 that focuses on advanced quantitative methods and their application to research in CED. Topics include a sample selection

and simultaneity problems, probability models, factor analysis, discriminate analysis and meta analysis, with an emphasis on practical, applied, policy-oriented research issues. Prerequisite: CED 807.

CED 811 Theory of CED I – Historical and Global Perspectives (3 credits) – Ph.D.
This course surveys the history of social development as a background of social theory. Topics include the expansion of markets in Europe, agricultural transformation, discoveries, European domination of world trade, colonization, industrialization and urbanization, the church and the community, the state and the nation and treatment of poverty and related institutions in different periods in history.

CED 812 Theory of CED II – Social Theory
(3 credits) – Ph.D.
This course compares the definitions of community economic development and other economic development strategies and explores the meaning and significance of theory in CED. It focuses on the understanding of the structure of social theory from a cross-disciplinary approach. Topics include theories of social economy, social policy, analysis of poverty, civil participation, theories of deocratic organization and civil society. Prerequisite: CED 811.

CED 813 Theory of CED III – Theory and Practice
(3 credits) – Ph.D.
Key terms of CED are viewed in the theoretical perspectives of the social sciences. Topics include expected outcomes and consequences of CED, planned versus automatically occurring CED, stages in CED process and relevance to theory, alternative economics and CED, theory of the market and CED, changes in the definition of CED as experienced in this course and testing relationships among phenomena in CED. Prerequisite: CED 812.

CED 851 Seminar in CED (3 credits) – Ph.D.
This course is taught by members of the SCED faculty.

CED 855 Urban Development – Theory and Practice
(3 credits) – Ph.D.
Urban Development - Theory and Practice provides background for critical understanding of the urban development process and its theoretical underpinnings in both developing and developed countries. It studies cities within the intellectual framework of international development theory and urban planning theory, paying special attention to regional perspectives. It examines approaches of international agencies to understand how international development theories translate into donor policies and how they are operationalized in the field. Case studies are used to examine the evolution of cities in different contexts. The course encourages debates of politics and planning in cities from the perspectives of theory, policy and practice. Topics include urban planning, postmodernism, global population change and urbanization.

CED 858 Policy Analysis and CED (3 credits) – Ph.D.
Policy Analysis and CED addresses linkages among public, social and economic policies constituting the policy environment of CED. A review of theoretical approaches to policy analysis is covered. Case studies of environmental, health, educational, urban and poverty policies are presented. The government's role in the main domains of social programs, social regulation in consumer protection and protection of civil rights will be analyzed, as will the influence of grassroots politics, social movements and organizations on the policymaking process and policy outcomes.

CED 860 Institutional Transformation of Development Organizations (3 credits) – Ph.D.
This course addresses change and adaptation among the major development organizations in the United States and the international arena. The policies and activities of such selected foundations and international agencies as the Ford Foundation, the United Nations, the World Bank and Oxfam since the 1980s are reviewed. Connections between academic and political approaches to development will be observed as the backdrop of these international agencies' recent policies.

CED 861 Nonprofit Management (3 credits) — Ph.D.
This course on organizational analysis is designed as an integrative experience that approaches nonprofit management from the perspective of what successful NGOs do well in core functions: organizational mission and governance, corporate structure and management practices, revenue performance and sustainability and contributions to CED.

CED 863 Civil Society, Social Capital and Participation (3 credits) – Ph.D.
This course addresses issues of a civil society and how they relate to social capital and participation in the CED arena.

CED 866 Globalization, States and the Community (3 credits) – Ph.D.
The ever-changing relationship between globalization, states and communities is addressed in this course.

CED 881 Independent Study (3 credits) – Ph.D.
Enrollment in this course requires the written permission of the program coordinator, the director of the School of CED and the dean.

CED 890 Doctoral Colloquium (3 credits) – Ph.D.
The doctoral colloquium provides a forum for students to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing research and the final draft of the dissertation and receiving approval of the chairperson, the student makes an oral presentation defending his or her dissertation for the committee and any other interested individual. Approval of all members of the dissertation committee is necessary for successful completion of the doctoral program. Students generally register for a minimum of three terms of doctoral colloquium.

CED 891 Reading and Research (3 credits) – Ph.D.
Enrollment in this course requires the permission of the program coordinator and the director of the School of CED. Students may enroll in this course after successful completion of all comprehensive examinations.

Doctor of Business Administration – Doctoral Courses

DOC 800 Advanced Quantitative Analysis I
(3 credits) – D.B.A.
This is an advanced, applied statistics course that is applicable to both economics and business environments. This course highlights matrix approach linear models, binary and continuous response functions, model building, model diagnostics and remedial measures. Prerequisite: MBA 510 or equivalent determined by the area chair of quantitative studies.

DOC 810 Advanced Quantitative Analysis II
(3 credits) – D.B.A.
This is an applied, multivariate statistics course that is applicable to both economics and business environments. It highlights factor analysis, discriminate analysis, cluster analysis, multidimensional scaling, canonical correlation and MANOVA. Prerequisite: DOC 800.

DOC 890 Doctoral Colloquium (3 credits) - D.B.A.
The doctoral colloquium provides a forum for students to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing research and the final draft of the dissertation and receiving the approval of the chairperson, the student makes an oral presentation defending his or her dissertation for the committee and any other interested individual. Approval of all members of the dissertation committee is necessary for successful completion of the doctoral program. Students generally register for a minimum of three terms of doctoral colloquium.

Economics

ECO 500 Managerial Economics (3 credits)
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: MBA 510.

ECO 600 Public Finance (3 credits)
This course focuses on financial decision-making with respect to expenditures in federal, state and local government agencies and taxes, fees and money and capital markets as sources for financing government operations. Background preparation: 6 credit hours in economics.

ECO 610 Fiscal and Monetary Policies and Practices (3 credits)
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.

Field-based Education

EDGR 600 ProFile Seminar (1 credit)
This seminar is taken at the start of the program and is a prerequisite for admission into the graduate program. Students determine how the program best serves their professional goals and meet with faculty to determine whether these goals can be met. Students in this seminar are oriented to the program and begin to shape their courses of study and future integrative activities.

EDGR 601-604 Action Research Practicum
(four 1-credit units)
Students continue across terms to build and refine the integrative dimension of their programs that were initiated in the ProFile Seminar. This largely is a self-directed effort that culminates in an Action Research project through which students meet with colleagues to critique one another's work and pursue options for sharing with other educators. Students acquire and utilize principles and methods of research in their classrooms or immediate environments and initiate plans for change throughout the process. Seminars scheduled during these activities mark interim completion phases and serve as self-evaluation opportunities.

EDGR 601 Action Research Practicum I (1 credit)
This seminar reviews the entire Action Research process and sequence. Students are expected to begin conceptualizing their practicum topics and developing research questions specific to their work environments.

EDGR 602 Action Research Practicum II (1 credit)
This seminar continues the Action Research process through collegial networking and discussion. Students address literature and research reviews and develop data collectors for researching their environments. The concept of triangulation to maximize the reliability of developed assessment tools is stressed as part of the research design.

EDGR 603 Action Research Practicum III (3 credits)
Students in this session begin collecting data using the tools they developed in the previous seminar. This collection occurs over a period of time to ensure complete acquisition of data and assessment information. Networking with classmates to draw upon the "collective genius" of the cohort is part of the process.

EDGR 604 Action Research Practicum IV (3 credits)
Students examine in detail the information they have collected for their studies. Trends are identified and options for change are discussed. Students identify and implement plans of action.

EDGR 610 Dimensions of Curriculum and Management (3 credits)
This course examines the knowledge and skills a professional educator needs to exercise leadership in curriculum development, implementation and assessment.

EDGR 615 Curriculum and Management Decision Making (3 credits)
In this second-level course, processes involved in curriculum implementation are stressed, practiced and related specifically to students' school settings or education environments.

EDGR 620 Dimensions of Teaching and Instructional Technology (3 credits)
Is teaching an art or a science? In what ways can it be enhanced through technology? Course participants investigate the act of teaching and the integration of technology to construct relevant learning experiences for themselves and their students.

EDGR 625 Teaching and Instructional Technology Applications (3 credits)
This second-level course intensifies the effort to determine the best processes for integrating varying forms of instructional technology into different disciplines and environments on behalf of students.

EDGR 630 Dimensions of Assessment and Evaluation (3 credits)
How are assessment and evaluation part of the learning process? What works in assessment? Participants in this course examine assessment and evaluation approaches and give special attention to developing products, such as Portfolio.

EDGR 635 Applications in Assessment and Evaluation (3 credits)
Students apply forms of assessment and evaluation learned in the first-level course to their own classrooms, school buildings or education systems.

EDGR 640 Dimensions of Leadership and Organization (3 credits)
Are teachers leaders? How has the role of the school administrator evolved? Students in this class examine the body of leadership research within the context of educational organizations and explore the relationship between leadership style and educational leadership.

EDGR 645 Challenges in Leadership (3 credits)
How can educators use their leadership styles on behalf of their students? This course provides an in-depth exploration of the processes of maximizing educators' skills to effect positive change in classrooms or other education settings.

EDGR 650 Dimensions of Learning and Development (3 credits)

Learning is the process of constructing meaningful connections. Class participants explore and apply theories of learning and human development in the context of educational settings.

EDGR 655 Learning and Development Applications (3 credits)

Though we know the developmental stages of the children with whom we work and the adults with whom we interact, how do we maximize those efforts in real life? This class explores in-depth the processes involved in interactions with children and adults in order to ensure progressive change.

EDGR 690 Capstone Seminar (1 credit)

This seminar is taken in the final stage of the program. It provides an opportunity for students to celebrate the professional milestones that they have achieved as they complete the master of education program. This also is the occasion for extending and celebrating professional growth by sharing key insights or research results from the practicum with the professional community.

Master of Education – Curriculum and Instruction

EDU 501 Methods of Teaching Reading (3 credits)

This course examines reading process, current procedures and materials, including basal, whole language, language experience, thematic teaching, literature-based instruction, instructional software, strategy instruction for developing students' word analysis/word recognition skills, comprehension and vocabulary abilities, meta-cognitive skills, integration of reading and writing and literacy evaluation strategies for the elementary classroom.

EDU 502 Methods of Teaching Language Arts (3 credits)

This course focuses on the role of language as communication in the child's elementary school years. Emphasis is placed on an integrated approach to teaching the language arts – speaking, listening and writing. Field experience in addition to two and a half hours of class each week may be required.

EDU 503 Methods of Teaching Elementary Mathematics (3 credits)

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.

EDU 504 Integrated Curriculum Methods (3 credits)

This course presents the elements of course design, such as lesson plans, materials development and the use of methods appropriate for the elementary grades. Emphasis is placed on the theoretical principles and practical skills that serve as a basis of integrating social studies, art, music and physical education instruction in the elementary classroom.

EDU 510 Designs for Effective Middle/Secondary Teaching (3 credits)

This is a required, competency-based course for middle/secondary education majors that focuses on developing teaching effectiveness in instruction, organization and communication. The content and field experiences are designed to develop competencies in lesson planning, questioning techniques, learning styles, cooperative learning, student evaluation, classroom management and the use of AV equipment. Field experiences are required.

EDU 511 Methods of Teaching in Secondary Schools (3 credits)

This course is a subject-specific application of the laboratory approach to teaching in the secondary school. Emphasis is placed on the teacher as a facilitator of learning; the structure of the teaching unit, mini-unit and lesson plan; instructional planning; practice in selecting and organizing content; innovative procedures; the handling of disciplinary problems; and the use and ability to handle audio-visual machines. Includes field experience and a related seminar.

EDU 521 Exploring the Principles of Education (3 credits)

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.

EDU 532 Technology Application for Educators – Basic Level (3 credits)

This course is an examination of the state of technology in elementary and secondary schools. Students will develop skills in using technology for word processing, database, spreadsheets and desktop publishing and learn how to integrate technology in their classrooms and in curriculum development. Classroom methodologies and management will be discussed. Students will develop lesson plans and goals for classroom implementation. This basic-level course is for those students who have had little or no computer experience.

EDU 533 Technology Applications for Educators – Advanced Level (3 credits)

This course provides students with an overview of and practical experience with the use of technology in today's classrooms. Classroom methodologies and management will be discussed. Students will focus on the development of lessons and goals for classroom implementation. This advanced course is for those students who already have some knowledge of word processing, spreadsheets and database application. Prerequisite: EDU 532 or permission of the instructor.

EDU 547 Curriculum Development (3 credits)

This course is a comprehensive, practical basis for preparing school administrators and teachers to be knowledgeable, creative and effective curriculum planners. Students will develop a working model for implementing a planned change or innovation, based on the ideologies of curriculum design.

EDU 550 Educational Assessment (3 credits)

This course focuses on the forms and appropriate use of educational assessment. Students construct and administer an assessment tool to elementary/secondary students and then analyze the resultant data. Students examine the uses of assessment at the individual, class and school levels, particularly the New Hampshire statewide assessment and published norm-referenced tests used in the special education referral and placement process. This course examines a variety of assessment techniques for evaluating and documenting student performance and progress toward desired outcomes.

EDU 570 Practicum in Curriculum and Instruction (1-3 credits)

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 a researcher and leader in curriculum development and to 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. This course is an option in the Curriculum and Instruction program.

EDU 571 Student Teaching (6 credits)

Students must demonstrate mastery of principles, attitudes and techniques necessary for successful teaching. This practicum includes one semester of full-time observation and teaching and a related seminar.

EDU 580 Developing the Professional Portfolio (3 credits)

This course examines the evolving role of portfolios in the field of education and is a required course for students who select the professional portfolio as an exit option for their master's programs. The major project in the course is to complete a series of required general portfolio entries. Prerequisite: EDU 601.

EDU 601 Research Seminar (3 credits)

This course is an examination of the various research methods used in psychology and education. Students will become familiar with resources, terms and techniques necessary to understand, interpret, conduct and appreciate research. Limited enrollment. Only for students accepted into the program.

Teaching English as a Foreign Language

EFL 501 Language Learning and Acquisition (3 credits)

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 interlanguage.

EFL 502 Evaluation and Assessment (3 credits)

The first part of this course is an introduction to proficiency, achievement, diagnostic and placement testing. The use of student portfolios in the EFL classroom and self-evaluation and observation techniques, including checklists and anecdotal reports, also are covered.

EFL 503 Descriptive Linguistics of American English (3 credits)

This course covers the American English sound system and American English grammar. Students learn the basics of AE phonetics and phonology, including vowels, consonants, diphthongs, pitch and stress; place and manner of articulation; and the International Phonetic Alphabet (IPA). They also learn the basics of AE morphology and syntax, including the parts of speech, words and their constituents, inflection, sentence types, sentence diagramming, surface and deep structure and transformational process.

EFL 504 Introduction to Curriculum Development, Design and Implementation (3 credits)

Topics include curriculum, syllabus and lesson planning, with emphasis on observable performance objectives; lesson stages and principles of effective EFL lesson construction; effective procedures for choosing, editing and managing EFL lesson content; long-term lesson planning; teacher roles in the classroom; and principles and techniques for teaching mixed-proficiency level classes.

EFL 505 Overview of TESOL Methodology (3 credits)

This course emphasizes communicative language teaching. Specific methods and approaches to be explained include grammar translation, audio-lingual method, total physical response, natural approach, language experience approach, literature-based approach, phonics, whole language, community language learning, Suggestopedia, Silent Way, cognitive academic language learning, content- and theme-based instruction and computer-assisted language learning.

EFL 523 Listening and Speaking Techniques (3 credits)

This course explains and describes listening and speaking activities and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

EFL 525 Reading and Writing Techniques (3 credits)
This course explains and describes reading and writing activities and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

EFL 531 Pronunciation Techniques (3 credits)
The course begins with an explanation and description of basic activities and techniques for teaching vowels, consonants, consonant clusters, vowel reduction, assimilation, elision, stress, pitch and juncture. Resonance and oral muscle control and teaching pronunciation according to first-language background (involving contrastive linguistics and error analysis) also are covered.

EFL 536 American Studies and Culture in Theme and Content-based Instruction (3 credits)
This course explains how to develop theme- and content-based lessons and classes using U.S. cultural topics and adapting and controlling material for various proficiency levels.

EFL 537 Computer-assisted Language Learning (3 credits)
Topics include techniques for using computer laboratories, software and the Internet for EFL instruction.

EFL 540 Socio-cultural Context of Language Teaching (3 credits)
Topics include sociolinguistics, regional variation and cultural diversity as they apply to TESL/TEFL. A unit on the history of the English language is also included.

EFL 599 Supervised Practice Teaching (3 credits)
Participants have the opportunity to teach a wide variety of courses in the Manchester area. Options include teaching children and adults and teaching life skills and academic English, among others. Participants first will meet to design, develop and prepare for lessons.

Teaching English as a Second Language

ESL 501 Issues in Teaching Language (3 credits)
This course provides an overview of current language teaching methods. Through a combination of lectures, demonstrations and readings, participants will learn to match teaching methods to the goals of teaching children, adults, individuals and /or whole classes. Participants will explore ways of teaching speaking, listening, reading and writing in a second language, as well as ways to integrate content, literacy, cognitive development and culture into language teaching.

ESL 502 First and Second Language Acquisition (3 credits)
This course examines the nature of first and second language development. Topics include observed processes of early language acquisition, bilingualism and second language acquisition by children and adults and their applications to language teaching. The course provides an overview of current theories and models of language acquisition, including the possible effects of first language transfer and the role of universal principles.

ESL 506 The Socio-Cultural Context of Language Teaching (3 credits)
This course examines variations in language with special references to linguistic and ethnic minorities in the U.S., including how variation affects literacy development. Teaching and learning behaviors are shaped by the assumptions, values and conventions acquired through family, community, society, culture and prior school experiences. Participants explore the sociocultural influences on teachers' and students' expectations and performances in the school setting. The implications of theoretical perspectives on effective curriculum and teaching practices for ethno-linguistically diverse students will be examined.

ESL 520 Language Analysis (3 credits)
Participants examine the nature of language; in particular, they examine the syntax, phonology and morphology of English. The focus is on the application of linguistic knowledge to teaching second and foreign languages, when and how to teach grammar and ways to integrate grammar into a communicative curriculum. Participants will examine the development of the English language and its effect on written and spoken language.

ESL 542 Curriculum and Assessment I (3 credits)
In this course, students will examine the development and administration of educational programs for second language students. Participants explore the issues involved in developing effective curricula for ESL programs and/or learners. Students will then develop a curriculum and investigate suitable assessments for various purposes, from standardized tests to alternative assessments. Prerequisites: ESL 501, ESL 502, ESL 506 and ESL 520.

ESL 543 Curriculum and Assessment II (3 credits)
This course will continue the work started in ESL 542 and must be taken in conjunction with ESL 571 Clinical Experience. Students who have investigated the process of curriculum development and the issues surrounding assessment of LEP develop appropriate instruction programs and curricula that meet the specific education needs of their students and meet the required state and federal guidelines. Participants will try out, modify and implement their curricula in their clinical settings. Prerequisite: ESL 542.

ESL 571 Clinical Experience (3 credits)

ESL 571 Clinical Experience must be completed in conjunction with ESL 542. The purpose of the clinical experience is to encourage the teacher as leader in the education of second-language students. The course gives participants an opportunity to integrate and apply the content of the course work. Using a Professional Development School Model, participants will work in a team with an ESL teacher and a member of the faculty to create and implement appropriate curricula using current methods and approaches. Finally, students explore issues of program administration, advocacy and collaboration with other educators, administrators and parents.

ESL 572 Individualized Practicum (3 credits)

This course is intended for those students who wish to obtain certificates. The course content is twofold: a one-week (all-day) classroom experience under the guidance of a mentor-teacher and individual seminars with a faculty advisor. The seminars will focus on issues that pertain to the student's individual interests, such as curriculum and assessment issues in teaching ESL, teaching English abroad and assisting in the classroom as a paraprofessional.

Finance

FIN 500 Financial Management (3 credits)

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: ACC 500.

FIN 610 Short-term Financial Management
(3 credits)

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: FIN 500.

FIN 620 Money and Capital Markets (3 credits)

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: FIN 500.

FIN 630 Capital Budgeting and Financing (3 credits)

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: FIN 500.

FIN 640 Investment Analysis and Portfolio Management (3 credits)

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. Prerequisites: FIN 500 and MBA 510.

FIN 645 Analytical Tools in Portfolio Management
(3 credits)

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: FIN 640 (may be taken concurrently).

FIN 660 Mergers, Restructuring and Corporate Control (3 credits)

This course expands on the traditional subject matter of mergers and acquisitions to include takeovers and related issues of corporate restructuring, corporate control and changes in the ownership structure of firms. Students will examine theoretical and applied aspects related to restructuring activity at the global level. Prerequisite: FIN 500.

FIN 670 Options Analysis and Financial Derivatives
(3 credits)

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, futures contracts, interest rate caps, floors and swaps and convertible bonds. Prerequisites: FIN 500 and FIN 640, or permission of the instructor.

FIN 700 Seminar in Finance (3 credits)

This is an extensive survey of historic and contemporary finance literature to foster in students an appreciation of the development and current status of finance theory and issues relating to the current financial environment, application and practice. Students will have the opportunity to research topics of interest. This seminar should be taken as one of the final courses in the M.S. program. Prerequisites: FIN 500, FIN 610, FIN 630, FIN 640 and INT 620.

Graduate Foundation Courses

Business foundation courses (GSB), taught in six- or 12-week modules, are designed for students who have not satisfied prerequisite requirements through their undergraduate studies. Letter grades are assigned, but no credit is awarded.

GSB 400 Accounting (12 weeks - no credit)
This introduction to accounting is designed to provide students with a basic understanding of accounting principles.

GSB 410 Microeconomics (6 weeks – no credit)
This introduction to microeconomics is designed to provide students with a basic understanding of microeconomic theory.

GSB 415 Macroeconomics (6 weeks – no credit)
This introduction to macroeconomics is designed to provide students with a basic understanding of macroeconomic theory.

GSB 420 Mathematics (12 weeks – no credit)
This introduction to mathematics is designed to provide students with a basic understanding of mathematical concepts.

GSB 425 Statistics (6 weeks – no credit)
This introduction to statistics is designed to provide students with a basic understanding of the statistical tools available for use.

GSB 440 Business Law (6 weeks– no credit)
This introduction to business law is designed to provide students with a basic understanding of legal issues in business.

GSB 450 Computer Systems Technology
(6 weeks – no credit)
This course is designed to be an introduction to computer technology and information processing.

GSB 460 Object Oriented Programming with Java®
(12 weeks – no credit)
This course provides a comprehensive introduction to the object-oriented programming paradigm and a strong foundation in the principles and practices of writing quality software code. Students develop skills in applying object-oriented concepts to solve software problems and implementing solutions. The course uses the Java programming language and provides the technical foundation necessary to handle the material covered in the subsequent IT courses.

GSB 465 Data Structures and Algorithms with Java®
(12 weeks — no credit)
This course teaches the concepts and design of computer algorithms for solving real problems. It includes the topics of data structures, since these are related to the algorithms that use them. The basic principles of programming logic and program design are covered in this course, which prepare students to understand the underlying concepts that will be introduced in the higher-level information technology courses. Prerequisite: GSB 460 or six credits in advanced procedural programming languages.

GSB 470 Foundation of Export and Import Strategies (12 weeks – no credit)
This is an introduction to the fundamentals of export/import strategies that focuses on documentation and international trading laws and processes.

Hospitality Administration

HOS 550 Managerial Role in Hospitality, Tourism, Leisure, and Recreation (3 credits)
Students are introduced to managerial roles in the fields of hospitality, tourism, leisure and recreation, and will create a personal portfolio of knowledge and skills that focuses on a management career in one of these industries.

HOS 640 International Hospitality Operations
(3 credits)
The global nature of the hospitality industry continues to expand due to the development of technology, communication, transportation, deregulation, free markets and the growing world economy. This course expands on competencies and previous experience in hospitality operations through the application of competitive strategies, corporate structures, planning, systems and analysis to international hospitality operations.

HOS 680 Hospitality Entrepreneurship and Development (3 credits)
Students in this course learn about risk and failure in the hospitality industry and grow from the experience. The history, development and present state of different segments of the hospitality industry - lodging, food service and tourism - are studied to facilitate the development of new ideas into feasible business concepts. Students will explore theory and focus on developing a creative and realistic business plan for a new venture in the hospitality industry. Prerequisites: ACC 500, FIN 500, MBA 510, MKT 500, OL 670 and OL 690.

HOS 685 Consulting Project in Hospitality, Tourism or Leisure and Recreation Management (3 credits)
This course serves as the capstone experience for students in the master's in hospitality administration program. Students undertake a consulting project with a partner organization that is designed to synthesize previous learning and assist in the examination of operational and functional issues to improve the performance and effectiveness of the partner organization. Prerequisites: ACC 500, FIN 500, HOS 680, MBA 510, MKT 500, OL 670 and OL 690.

International Community Economic Development

ICD 501 Accounting (3 credits)
This is an introductory course that covers basic financial information, reporting and control in community-based enterprises and nonprofit organizations. This course draws upon cases taken from nonprofit organizations. It addresses the needs of the development practitioner who has had limited exposure to accounting procedures. Prerequisite: CED 400 or equivalent.

ICD 503 Surveys, Monitoring and Evaluation (3 credits)
In addition to presenting a variety of community survey techniques, management information systems and evaluation methodologies, this course offers a strategy for participatory action research. Participants will work with local organizations to design and carry out a local community assessment. The final product of the course is a survey report.

ICD 506 Sustainable Responses to Environmental Problems (3 credits)
Many marginal communities have suffered the negative environmental consequences of national and international economic development policies. Community groups often are not aware of the importance of their natural resources in building viable economies and are not aware of what they can do to protect the quality of these resources. This course looks at strategies for raising public awareness about environmental issues and offers local self-help initiatives to address these issues.

ICD 507 Housing and Land Use (3 credits)
This course summarizes primary trends in the global phenomenon of urbanization as it affects the Third World. Students examine the major issues concerning affordable shelter for the urban poor and develop tools for assessing shelter quality and needs at the local level.

ICD 508 Development Finance (3 credits)
This course explores financial institutions and financial intermediation in developing countries. Special emphasis is placed on the design and operations of development finance institutions and how they can promote community-based economic development initiatives. Prerequisite: ICD 501.

ICD 509 Financial Management (3 credits)
Students examine issues of financial management in community organizations, including understanding financial information, operations and planning; making and understanding investment decisions; and balancing financial and social benefits. Prerequisite: ICD 501.

ICD 511 Social Planning and Policy for Developing Countries (3 credits)
This course provides a general orientation to the program planning issues of developing countries. The course covers a number of management and policy issues surrounding the administration of community health and social service programs. Participants explore a variety of models for carrying out community-based service programs.

ICD 512 Cooperative Development (3 credits)
Participants examine a number of producer, consumer, credit, housing and marketing cooperatives, including how they were formed and how they are managed. Discussion will center on the benefits and burdens of using a cooperative as a development tool. Prerequisite: ICD 501.

ICD 514 Gender Issues in CED (3 credits)
An important element of any community-based development initiative is how families gain their livelihoods. Women play a pivotal role, as they must make decisions about family health, income, shelter and education. All these decisions have financial implications. A viable community must assure that there are institutions in place to support women in these decisions. This course examines such institutions.

ICD 515 Organizational Management for Community Organizations (3 credits)
This course is designed to equip community workers with the tools to manage community-based organizations. It provides strategies for decision-making, planning, budgeting and personnel management.

ICD 522 Microenterprise Development (3 credits)
This course looks at the characteristics of the informal sector businesses that crowd the lowest rung of the economic scale and examines ways of assisting these income-generating initiatives of the poor. Students study ways to design and manage a financial and technical assistance intermediary to provide credit, management and organizational assistance to "microscale" economic enterprises.

ICD 531 Project Design and Management (3 credits)
This course offers a critical analysis of the processes for designing and managing development programs and projects in developing countries. Students examine structures and a variety of approaches to project design, implementation, management, administration and evaluation. Prerequisite: ICD 503.

ICD 532 Economics and Development (3 credits)
Students examine the economic problems developing countries face and explore community approaches to solving them. A variety of economic development paradigms, ranging from traditional to community-based, are examined. Prerequisite: ICD 535.

ICD 533 Principles and Practices of Development (3 credits)
This course provides participants with an overview of the issues surrounding development. Participants will examine their own assumptions as well as those of colleagues and counterparts in the field. The course is intended to form the basis of a common language that connects participants to a worldwide network of CED practitioners.

ICD 534 Training for Trainers (3 credits)
This course covers principles and methods of adult education, helping students to be effective trainers when they return to their local communities. They will acquire a variety of teaching techniques for transferring specific development skills to members of their communities.

ICD 535 Economics for CED (3 credits)
This course is a survey of basic economic principles and their applications to community and public projects. The course is designed to equip students with a working understanding of economics to be used throughout their careers.

ICD 721 Development as a Tool for Conflict Resolution (3 credits)
This course looks at the underlying causes of conflict and the processes by which conflict escalates. Students examine effective methods for resolving conflict. Case studies are used to examine how cooperation through the implementation of CED efforts is working effectively.

ICD 782 Information Management, Analysis and Presentation (3 credits)
This course explores the use of computer software applications, such as electronic spreadsheets, statistical packages and geographic information system (GIS) programs, in order to better organize data, draw inferences from results and create meaningful reports that have an impact on the field of CED. Examples and assignments will combine the presentation of numbers, graphs and descriptive text.

International Business

INT 600 Multinational Corporate Management (3 credits)
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.

INT 605 Introduction to International Business and Information Technology (3 credits)
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.

INT 610 Multinational Corporate Environment (3 credits)
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.

INT 620 Multinational Corporate Finance (3 credits)
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. Prerequisite: FIN 500.

INT 640 Multinational Market Strategies (3 credits)
This course involves the study of the issues involved in identifying and developing relationships with international markets. Prerequisite: MKT 500.

INT 650 International Trade and Competitiveness (3 credits)
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.

INT 655 Understanding Emerging Markets (3 credits)
This course is designed to examine the forces underlying the political, economic and commercial dynamics of emerging markets. Students are guided to identify critical strategic issues and operating challenges in the business conditions of emerging markets and to develop perspectives on managerial issues through an in-depth analysis of cultural, political and economic factors. This course also incorporates an overseas trip and intensive overseas programming to emphasize experiential learning. Prerequisite: INT 610.

INT 660 International Negotiations (3 credits)
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.

INT 675 International Corporate Governance and Control (3 credits)
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. Prerequisites: FIN 500 and INT 610.

INT 695 Seminar in International Business and Information Technology (IB/IT) (3 credits)
This capstone course is designed to provide a practical application of the concepts and theories of how to apply information technologies to international business problems. Focused on how information technology can be used to solve contemporary global business issues, students will gain a real-world perspective through project work. Prerequisites: IT 550, IT 647, IT 691, INT 605, INT 640, INT 660 and INT 700.

INT 700 Multinational Business Strategy (3 credits)
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: INT 610.

INT 750 Seminar in Multinational Business

(3 credits)

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. Prerequisites: INT 600 and INT 610.

INT 800 Foreign Direct Investment

(3 credits) – D.B.A.

This course builds on the foundations acquired in financial management and international finance to create an understanding of international capital markets and the process of strategic and financial evolution that accompanies international investment and international financial market participation. Prerequisite: INT 620.

INT 810 Privatization (3 credits) – D.B.A.

This course is a study of privatization, with emphasis on the various methods, costs and benefits and long-run implications. Students are required to research different privatization projects for development projects using private financing. Prerequisites: INT 610 and INT 700.

INT 820 Seminar in Multinational Finance

(3 credits) – D.B.A.

This course is devoted to the study of advanced topics and current research being employed in the field of multinational finance and provides an opportunity for students to explore their areas of interest in this field. Prerequisite: INT 620.

INT 840 Seminar in Multinational Marketing

(3 credits) – D.B.A.

This seminar includes extensive reading of international marketing and business literature. Major seminar topics will include but will not be limited to counter-trade, tariff and non-tariff barriers, cultural differences among market segments and global versus multinational marketing strategies. The case method will be utilized. Class discussions will center on the literature via assigned journal articles. Students will prepare for and present in class individually and in groups. International market access will include use of the Internet. Prerequisite: INT 640.

INT 850 Seminar in Global Business Strategy

(3 credits) – D.B.A.

This seminar is designed to allow doctoral students to explore the complex problems of international business strategy from multiple levels of analysis using both contemporary and historical materials. The course will include a literature review, area studies and specialized case analysis, as appropriate, to illustrate specific problems that are characteristic of the discipline. Various theoretical methods will be compared and contrasted in order to evaluate their ability to solve problems of particular interest and intractability, as defined by the major authors and practitioners in the field. Prerequisite: INT 700.

Information Technology

IT 500 Information Technology (3 credits)

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. Background preparation: 3 credit hours in information technology or equivalent. IT 500 cannot be taken for credit or as an elective if IT 510 has been completed.

IT 502 Artificial Intelligence for eBusiness (3 credits)

This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications and business intelligence in particular. The topics of study include intelligent agents and data mining. Students learn how to mine data for business intelligence using modern data mining tools. Students learn about the use of collaborative software agents that utilize resources on the Web to carry out tasks for individuals and organizations. A term project is a major part of the course. Prerequisites: IT 510 and IT 650.

IT 503 Digital Commerce and eBusiness (3 credits)

This course is a comprehensive survey of the principles, techniques and implications of digital commerce and e-business. It covers the entire spectrum of Web-centric forms of communication and trade amongst commercial, industrial, institutional, governmental, employee and consumer participants and partners. Important areas such as e-business models, security, privacy and ethics are covered along with the major Internet tools and architectures 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: IT 500 or IT 510.

IT 510 Advanced Information Technology (3 credits)

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. Background preparation: 6 credit hours in an advanced procedural programming language, 3 credit hours in Data Structures and Algorithms, (may be taken concurrently) and 3 credit hours in computer systems technology, or equivalent.
Note: IT 510 cannot be taken for credit or as an elective if IT 500 has been completed.

IT 550 Management of Information Technology

(3 credits)

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; (3) IT project management which focuses on the operational steps in designing and carrying out specific IT projects. The course makes extensive use of case studies. The focus is on both national and global perspectives. Students write a research paper on the business impacts of emerging IT trends. Prerequisite: IT 500.

IT 600 Operating Systems (3 credits)

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 of data; and the interaction between computers. Topics include widely used operating systems such as DOS, Windows, and UNIX. Prerequisite: IT 510.

IT 601 Web-based Server Programming (3 credits)

This course focuses on server-side Web programming tools, techniques and technologies for developing Web-commerce solutions. The focus is on Active Server Pages and XML. In addition, students learn to use Perl/CGI and Java2 as well as VBScript to create database, server-side, e-commerce Web sites. Interoperability solutions such as SOAP and BizTalk are studied. A project that builds an e-business solution is a major part of the course. Prerequisites: IT 502 and IT 665.

IT 610 Object-Oriented Systems Analysis (3 credits)

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: IT 510.

IT 616 Systems Implementation (3 credits)

This course focuses on the techniques and tools necessary to achieve successful system implementation. Topics covered include managing the system implementation process, implementation design issues, how 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 working system. The course consists of a mix of lectures and laboratory work. Prerequisites: IT 610, IT 620, IT 640, IT 650 and IT 625, which may be taken concurrently.

IT 620 Object-Oriented Systems Design (3 credits)

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. The course provides hands-on experience with object-oriented development environments. Prerequisite: IT 650.

IT 625 Information Technology Project and Team Management (3 credits)

This course introduces 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. Prerequisites: IT 510 and OL 500.

IT 630 Computer Simulation and Modeling (3 credits)

This course focuses on the theory and practice of discrete system simulation. Topics include simulation/modeling techniques and methodologies illustrated by businesses 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: IT 510.

IT 640 Telecommunications and Networking (3 credits)

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. Prerequisites: IT 600.

IT 641 Telecommunications for Business (3 credits)

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, multimedia and other systems. Technology and standards of telecommunications are covered in this course from the perspective of business managers. Prerequisites: IT 500 or IT 510.

IT 645 Local Area Network Design, Implementation and Management (3 credits)

This course studies the theory and application of the design and construction of Local Area Networks (LANs); network topology, standards, protocols and media; network operating systems; LAN servers and workstations; LAN application software; and network printing and management. Students learn how to plan, install, troubleshoot and evaluate a LAN. A course project involves building a LAN, installing hardware and software and managing the LAN for best performance. Students also evaluate and compare different network operating systems. Prerequisite: IT 640.

IT 646 Internet and Intranet Systems Architecture (3 credits)

This course offers an in-depth examination of technologies and architectures used on the Internet and a demonstration of how these technologies can be applied to intranets. Students learn how computer systems interact across the Internet and how protocols, infrastructure and systems are used to provide Internet services, including issues such as access, address, configuration, routing, multicasting, transport, security and quality of service. Factors that affect performance, reliability and security are studied. Prerequisites: IT 640 and IT 650.

IT 647 Web Site Construction and Management (3 credits)

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. Hands-on labs. Prerequisite: IT 500.

IT 650 Principles of Database Design (3 credits)

This course is a study of the design, development and implementation of database management systems (DBMS) that emphasizes 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: IT 510.

IT 655 Database Application Development (3 credits)

This course focuses on how to develop advanced, multi-user database applications using ORACLE. Hands-on project work is stressed. Students will learn advanced database administration techniques and ways to handle run-time errors and optimize database processing by manipulating system parameters. Prerequisite: IT 650.

IT 658 Object Database Design and Management (3 credits)

This course introduces students to the methods and principles of object databases. Students will gain an understanding of the concepts and theories underlying the design and implementation of object database software and ways the technology can be used to develop business applications. Prerequisite: IT 650.

IT 660 Artificial Intelligence (3 credits)

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: IT 500 or IT 510.

IT 665 Client/Server Systems (3 credits)

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. Prerequisites: IT 640 and IT 650.

IT 670 Topics in Information Technology (3 credits)

This course will cover an advanced topic of current interest in information technology. Students will complete a paper or a project. Prerequisite: IT 500 or IT 510. Additional prerequisites may be required depending upon the course topic.

IT 675 Data Warehouse Concepts and Design (3 credits)

This course presents the principles of design, development and implementation of 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 implement a data warehouse architecture. Prerequisite: IT 650.

IT 685/ACC 670 Accounting Information Systems (3 credits)

This course focuses on computer-based financial information systems and their integration into the overall information system of an organization. Students examine accounting systems in terms of inputs and outputs from the viewpoint of users, controllers, auditors and designers. Topics include computer hardware and software, systems analysis and design, database management systems, internal control, and specific accounting and auditing computer applications. Background preparation: 3 credit hours in computer systems technology or equivalent. It is recommended that IT majors take IT 510 before enrolling in IT 685.

IT 688 Software Testing (3 credits)
This course offers an introduction to the fundamental theory and concepts of testing computer software, including using a Life Cycle methodology; reviewing the vocabulary, objectives and limits of software testing; defining and reporting software defects; and designing and executing test plans. Students also learn about the challenges facing software testers. The course concludes with a section on managing the software testing process. Prerequisite: IT 510.

IT 690 Building Knowledge-based Expert Systems
(3 credits)
Theoretical and practical aspects of artificial intelligence include the design, construction, implementation and evaluation of intelligent systems. Expert systems in business, industry and government are built using expert system shells and artificial intelligence programming languages. Knowledge engineering is studied along with other topics such as state space search, genetic algorithms, fuzzy logic, neural networks and intelligent agents. Prerequisite: IT 660.

IT 700 Information Technology Strategy and Policy
(3 credits)
This is the capstone course of the IT master's degree program and is designed to provide in depth understanding of the central role of information technology in the contemporary business environment. Students develop an understanding of the strategic uses of information technology from a business perspective at the enterprise level. Students also learn how to manage the introduction of new information technologies in the firm. They learn how to harness the power of these new technologies, enabling them to make better decisions and more effectively manage their organizations. Students conduct an extensive research project on the business impact of emerging technologies. Prerequisites: IT 510, IT 600, IT 610, IT 616, IT 620, IT 625, IT 630, IT 640 and IT 650.

IT 701 Projects in Digital Commerce and eBusiness
(3 credits)
This is the capstone integrating experience course for the graduate certificate in digital commerce and ebusiness. Students take a Web-commerce project from conception to completion using the knowledge, skills and tools that they have acquired in the certificate program. As such, a term project is a major part of the course. In addition, students will study how to identify business needs and ways to create Web sites to serve those needs and to add value to the business. Through supplemental readings, students will keep up on emerging Web-commerce technologies. Prerequisite: IT 601.

IT 750 Projects in Artificial Intelligence/Expert Systems (3 credits)
This is the capstone course in the AI/ES graduate certificate program. Using expert system shells and/or artificial intelligence programming languages, students conduct a major project by taking a knowledge-based problem from conceptualization to design, then to knowledge engineering, and finally to software development and implementation. Students examine the latest developments in the field, such as

genetic algorithms, case-based reasoning, fuzzy logic, intelligent agents and neural networks. Prerequisite: IT 690.

Master of Business Administration

MBA 500 Research Methods in Business (3 credits)
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. Background preparation: 3 credit hours in statistics.

MBA 510 Quantitative Analysis for Decision-Making (3 credits)
This is a survey of the mathematical, probabilistic and statistical tools available for assisting in the operation and management of industrial organizations. Background preparation: 6 credit hours in mathematics and 3 credit hours in statistics, or the equivalent.

MBA 600 Production and Operations Management
(3 credits)
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: MBA 510 or permission of the department chair.

MBA 610 Business Law (3 credits)
This course focuses on the theory and application of business regulations and the laws of contracts, agency, property and business organizations. Background preparation: 3 credit hours in business law or the equivalent.

MBA 620 Quality Control and Improvement
(3 credits)
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: MBA 510 or permission of the department chair.

MBA 690 Topics in Operations Management
(3 credits)
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. Prerequisites: MBA 600.

MBA 700 Strategic Management (3 credits)
This course includes the application of learned skills and the testing, distillation and integration of insights gained from previous courses and other sources. Prerequisite: successful completion of at least 10 graduate courses, or eight for full-time students, and ACC 500, FIN 500, IT 500, MBA 500, MBA 510 and OL 500.

MBA 710 Internship (3 credits)
Internships are available for full-time students to enhance their educational experiences through appropriate, work-oriented activities in selected environments. Prerequisites: minimum grade-point average of 3.0, completion of at least 18 credits and permission of a sponsoring full-time faculty member.

MBA 740 Thesis Option (6 credits)
Students may substitute 6 hours of thesis credits 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. Prerequisites: approval from a full-time supervising faculty member and the school dean.

MBA 750 Independent Study (3 credits)
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.

Business Education

MBE 600 Current Literature (3 credits)
This in-depth examination of current books and periodicals familiarizes students with the latest developments in business and business education.

MBE 610 Improvement of Instruction (3 credits)
This course provides an advanced review and comparison of business education classroom methodologies, including simulations, role-playing and computer-based techniques. Background preparation: 3 credit hours in accounting or the equivalent.

MBE 620 Curriculum Development (3 credits)
This course includes the design and modification of effective business education curricula. Class members will prepare and evaluate secondary and/or postsecondary curricula.

MBE 630 Administration and Supervision (3 credits)
Students study modern administrative theories and practices related to secondary and postsecondary business education programs.

MBE 640 Technology for Teachers I (3 credits)
This course involves the study of the use of the microcomputer in secondary and postsecondary business education courses.

Students are required to prepare workable programs for business education courses and evaluate existing software. Background preparation: 3 credit hours in computer systems technology or the equivalent.

MBE 641 Technology for Teachers II (3 credits)
This course is the second part of the study of the use of technology in the secondary and postsecondary classroom. Students are required to prepare workable programs for courses and evaluate existing software. Prerequisite: MBE 640 or permission of the department chair.

MBE 642 Computer Teachers Toolbox (3 credits)
Students study state-of-the-art information technology tools, resources and methodologies for the computer technology educator. This course develops the technical competencies certified computer teachers in New Hampshire need. Foundational and contemporary topics range from computer operating systems and system network administration to end-use applications. Background preparation: 3 credits in computer systems technology.

MBE 650 Work-based Learning and Student Organizations (3 credits)
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.

MBE 660 Mainstreaming in Business Education (3 credits)
This course provides knowledge and understanding of exceptional children and adolescents in American schools. Discussion of various handicapping conditions and strategies for the teacher to use in dealing with these conditions is the focus of the course. While applications to the business education classroom are the focus of this course, it is a generic course in the field.

MBE 670 Training and Development in Organizations (3 credits)
This course is a guide to the design, delivery and assessment of training programs in businesses and other organizations. Practical emphasis is placed on the development of training programs and evaluation instruments, as well as on the use of effective instructional methods to deliver these programs.

MBE 680 Business Education at the College Level (3 credits)
Students study the philosophy and practice of business education at the postsecondary level. This course focuses on issues, teaching approaches and curriculum and is intended for those with an interest in teaching at the postsecondary level.

MBE 685 Globalization in Education (3 credits)
This is an elective course that is intended to provide educators with a global perspective in secondary and postsecondary education. The course concentrates on understanding the cultural, political and economic differences in countries outside of the United States. In turn, these principles will be compared to the United States and integrated into the curriculum.

MBE 690 Seminar in the Learning Environment
(3 credits)
This seminar is aimed at creating an understanding of the learning environment in a profit or not-for-profit organization. It is a required course in the training and development certificate program. Prerequisites: MBE 610, MBE 670 and OL 600 or permission of the instructor.

MBE 691 Training and Development Seminar
(3 credits)
This course is an experiential seminar that serves as the capstone for the training and development certificate program. The class meets as a group four times during the term. Students work independently on field-based projects. Prerequisite: MBE 690.

MBE 700 Student Teaching (6 credits)
Student teaching is a practical application of the theories learned in the business education program. The student will be assigned to a school for one full marking period. Active teaching of at least three class periods per day, plus other assigned duties, will begin promptly. Students are supervised by the School of Business and receive a letter grade. Students must be recommended by a screening committee prior to enrolling in the course. Students seeking to be approved for student teaching must provide documentation of 20 hours of prior school visitation and/or observation experience. Students must present passing scores on the PRAXIS I examination prior to being registered for this course.

MBE 710 Seminar for School Business Administrators I (3 credits)
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.

MBE 715 Seminar for School Business Administrators II (3 credits)
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: MBE 710.

MBE 720 Seminar for School Business Administrators III (3 credits)
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: OL 610 and MBE 715 with a minimum grade of "B."

Marketing

MKT 500 Market Strategies (3 credits)
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.

MKT 610 Advertising Management (3 credits)
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: MKT 500.

MKT 620 Consumer Behavior (3 credits)
The course focuses on the consumer market's behavior by investigating the psychological, sociological, economic, and anthropological theoretical and research based influences. Designing effective marketing strategies, using the knowledge of these influences, will be explored. Prerequisite: MKT 500.

MKT 630 Market Research (3 credits)
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: MBA 510 and MKT 500.

MKT 640 Industrial Marketing (3 credits)
This course focuses on the business customer market: understanding its behavior and developing effective marketing stragies to reach it. Prerequisite: MKT 500.

MKT 660 Marketing Strategies for Not-for-Profit Organizations (3 credits)
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: MKT 500.

MKT 670 Product Management (3 credits)
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: MKT 500.

MKT 680 Logistics/Distribution Management

(3 credits)

This course addresses the significant impact that distribution/logistics activities have on corporate profitability. These activities involve physically moving raw materials, in-process inventory and finished goods inventory from the point of origin to the point of use. A variety of analytical tools and techniques relevant to the field will be integrated into the course. Prerequisites: MBA 510, MBA 600 and MKT 500.

MKT 690 Contemporary Corporate Public Relations

(3 credits)

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.

MKT 691 Writing for Public Relations (3 credits)

This course is designed for professionals in the marketing and communication fields who want to improve their writing skills in the broad arena of public communication. The course covers the wide range of publications and vehicles, including news releases, feature stories, electronic media, the Internet, annual reports, brochures and other materials used in public communication. Theoretical and practical implications and strategy and planning are explored. Students prepare a portfolio of work in the various formats.

Organizational Leadership

OL 500 Human Behavior in Organizations (3 credits)

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.

OL 510 History and Functions of the U.S. Health System (3 credits)

This course is an introduction to the United States' healthcare system. It includes historical and functional approaches to enable students who have no previous experience in health occupations to learn more about the development, workings, financing and problems of the U.S. system of delivering health services.

OL 600 Strategic Human Resource Management

(3 credits)

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.

OL 605 Human Resource Certification Course

(3 credits)

Students focus on strategic and policy issues in the field of human resource management. Students and the instructor will select topical areas within the field to conduct in-depth research. Prerequisite: completion of a non-credit certification program.

OL 610 Labor Relations and Arbitration (3 credits)

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. Prerequisites: OL 500 and OL 600 are recommended.

OL 620 Compensation and Benefits Management

(3 credits)

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. Prerequisites: OL 500 and OL 600 are recommended.

OL 630 Entrepreneurship and Small Business Management (3 credits)

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.

OL 635 Consulting (3 credits)

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.

OL 640 Franchising (3 credits)

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.

OL 650 Service Management (3 credits)

Students examine the close coordination required of marketing, operations, finance and human resource strategies to design and implement a fabled (world-) class delivery system. The course emphasizes developing employees' human and technical skills that are required to achieve a fabled class service delivery system. The course also analyzes operational performance for the service sector and service support functions of manufacturers. Industries emphasized in the course include information services, health care, banking, transportation, distribution and retail. (This course may be taken as one of the selections for the marketing certificate and is recommended as an elective for the human resource management certificate, the health certificate and the M.B.A.) Prerequisite: MBA 510.

OL 660 Redesigning Middle Management (3 credits)

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: OL 500 and OL 600 are recommended.

OL 665 Management of Not-for-Profit Organizations (3 credits)

This course is a study of planning, budgeting, control and other management activities in the context of the not-for-profit institution.

OL 670 Organizational Leadership (3 credits)

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: OL 500 or HOS 550.

OL 690 Business, Government and the Environment (3 credits)

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.

OL 695 Topics in Health Administration (3 credits)

This course focuses on developing organizational processes and structures utilizing the Total Quality Management approach to deliver health services that meet the needs of a diverse clientele and a complex environment. Included are topical presentations by health care providers that concentrate on the structure and delivery of quality health services. Prerequisites: OL 500 and OL 600 are recommended.

OL 700 Seminar in Health Administration (3 credits)

This seminar focuses on the management skills needed in the complex environment of health care provider organizations. It introduces planning strategies needed for balancing organizational and economic factors that impact the delivery of health care services and includes the analysis of various concepts and principles of strategic planning and the change process. Prerequisite: OL 695.

OL 750 Contemporary Issues in Organizational Leadership (3 credits)

This is the capstone course for the M.S. in organizational leadership. Students examine contemporary issues challenging leaders of the postmodern organization. Using a case-based approach, students will examine specific issues under the broader themes of leadership, teamwork, quality, change, organizational structure and trustworthiness. Within the context of these themes, students will be exposed to the latest trends that have begun and will continue to challenge organizational leaders for the foreseeable future. Students develop environmental scanning techniques that will assist them in the identification of potentially new areas for opportunities as well as develop an understanding of some systems changes already under way in the business environment. Prerequisites: OL 500, OL 600, OL 660, OL 670 and OL 690.

Program in Community Mental Health

PCMH 500 Orientation and Immersion Weekend (no credit)

This course introduces students to the community mental health program and includes an overview of the philosophy and content and information about how the program is operated. Students create an Individual Professional Development Plan that outlines their learning and career goals. The IPDP serves as a means of communication between students and their advisors throughout the program.

PCMH 600 Overview Of Behavioral Health Services (3 credits)

In this course, students gain an understanding of co-occurring psychiatric disabilities and psychoactive substance abuse disorders, severe emotional disturbances affecting children and adolescents and their impact on the lives of people diagnosed with these disabling conditions. This course also provides an overview of emerging policy and practice in behavioral health care, including the historical context in which service systems organize, finance and deliver care; the current approaches to comprehensive treatment and support; the impact of managed care; and community-building, advocacy and systems change. Topics are addressed from multiple perspectives, with a strong emphasis on the perspective of service recipients and their families, as well as service providers, policy makers and the community at large.

PCMH 610 Helping Relationships (3 credits)
Students in this course gain an understanding of the clinical process and begin to develop the communication and consultation skills that are essential for working with individuals with significant mental health and substance abuse problems, their families and other professionals. Skills covered include values clarification, establishing effective relationships, listening, team building, working with natural supports, mediation, negotiation and conflict resolution.

PCMH 615 Practicum (1 credit)
Students complete a 100-hour practicum involving skills-based practice and experience, primarily in the areas of introductory counseling and diagnosis and assessment.

PCMH 620 Community Resources (3 credits)
Students explore the concept of the whole community as a resource. Students research "traditional" resources and programs in areas such as entitlements, housing education, early childhood programs, vocational programs, legal programs, mental health programs, substance abuse treatment programs and medical services programs. Students also learn how to help individuals access non-agency community supports and services in order to promote full community integration and membership.

PCMH 630 Clinical Skills I: Working with Adults with Psychiatric Disabilities (3 credits)
This is the first of two courses designed to develop student knowledge and skills in providing community support services for adults with psychiatric disabilities. The course focuses on the application of the values of choice, partnership, recovery, integration, family support, cultural sensitivity and community support. Students explore the concepts of wellness and disability and their impacts on service recipients in housing, work, educational and social settings. A variety of service delivery models are reviewed. Students develop skills in individual needs and preference assessment, futures planning, individualized supports, skill teaching and resource development.

PCMH 631 Clinical Skills II: Working with Adults with Psychiatric Disabilities (3 credits)
Students in this course refine the skills learned in PCMH 630. Involving family members, teaching recovery skills, designing culturally relevant services and delivering services to persons with multiple and complex needs are emphasized. Students develop skills in crisis prevention and planning and explore topics related to commitment and legal involvement. Ethical and relationship boundary issues in outreach support services are discussed.

PCMH 635 Clinical Skills I: Working with Children and Adolescents Experiencing a Severe Emotional Disturbance and their Families (3 credits)
This is the first of two courses designed to develop student knowledge and skills in community-based service approaches for children and adolescents experiencing severe emotional disturbances and their families. The course focuses on the appli-

cations of the values of integration, family integrity, child and family centeredness, choice and unconditional care. Students explore the principles of and develop the essential skills to provide wrap-around services, including individualized and flexible supports, outreach, collaborative teaming and the use of natural supports. Approaches to in-home support; case management; educational and school-based services; foster care; crisis, housing and respite services; peer support and self-help; and medication management are covered. Students develop skills in individual needs and preference assessment, futures planning, skill teaching and resource development.

PCMH 636 Clinical Skills II: Working with Children and Adolescents Experiencing a Severe Emotional Disturbance and Their Families (3 credits)
Students refine skills learned in PCMH 635. This course emphasizes involving family members, working with schools and other social service agencies, designing culturally relevant services, designing services relevant to children in different developmental periods and designing services for children and adolescents with multiple and complex needs. Students develop skills in crisis prevention and intervention. Ethical and relationship boundary issues in outreach support services are discussed.

PCMH 645 Clinical Skills I: Co-occurring Substance Abuse and Psychiatric Disabilities (3 credits)
This course provides a clinical and practical foundation for intervening with individuals with co-occurring mental illness and psychoactive substance use disorders. Essential epidemiological, etiological, assessment and intervention areas are covered. Students explore a variety of motivational and contextual dimensions, including empowerment, hope, recovery education and symptom self-management, self-help and therapeutic interventions. Family support, involuntary interventions, intervention networks and integrated clinical services will be addressed using a general systems theory approach.

PCMH 646 Clinical Skills II: Co-occurring Substance Abuse and Psychiatric Disabilities (3 credits)
This course integrates empirical and functional aspects of the therapeutic process when intervening with individuals with co-occurring mental illness and psychoactive substance use disorders. Students learn to employ core clinical interventions and treatment modalities. Students must demonstrate a high level of competence in clinical and psychosocial interventions used with individuals with co-occurring mental illness and substance abuse disorders. The complexity and heterogeneity of co-occurring disorders will be examined closely. Ways an individual's experience of trauma complicates clinical work will be stressed. Unique ethical and boundary issues will be addressed.

PCMH 650 Internship I (3 credits)
Students complete a 300-hour clinical internship in a relevant program or agency and under the supervision of a qualified field instructor. Students must develop a learning contract with their internship providers. Faculty members supervise and serve as liaisons. Internships are offered only on a pass/fail basis.

PCMH 662 Internship II (3 credits)

Students in the master's program complete an additional 300-hour internship that focuses on the development of advanced clinical and/or leadership and management skills under the supervision of a qualified field instructor. Students must develop learning contracts with their internship providers. Faculty members supervise and serve as liaisons. Internships are offered only on a pass/fail basis.

PCMH 665 Program Evaluation and Systems Research (3 credits)

This course introduces students to the principles and practices of program evaluation and systems research, including quantitative and qualitative research methodologies. Students become informed readers of research literature, develop a research proposal on a topic of interest and learn how to use data to evaluate individual clinical practice and program/agency outcomes. Methods for gathering information from and for key constituencies are emphasized.

PCMH 666 Professional Affairs and Ethics (3 credits)

Students review standards and guidelines developed by counseling and various other human service disciplines for community-based outreach and support services in behavioral health. Students clarify their own values and develop a set of guidelines to resolve ethical dilemmas as they occur. The course includes an overview of professional practice issues for counselors and community behavioral health professionals.

PCMH 667 Community and Systems: Analysis, Consultation and Change (3 credits)

Students examine the research on community systems and change, strategies for analyzing and understanding communities and service systems, and community organizing and advocacy approaches being used in the field. Students learn the consultation skills critical to promoting collaboration and change in systems and communities and complete a project that integrates the research literature with practical applications and action strategies in this area.

PCMH 671 Special Topics, Mental Health Counseling for Children and Families (3 credits)

This course covers emerging issues and trends in mental health counseling for children and families. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

PCMH 672 Management of Behavioral Health Services (3 credits)

This course explores aspects of leadership and management roles within behavioral health organizations. It provides an introduction to such topics as personal management and self-awareness, managed care, and organizational dynamics, change and leadership. Students also learn about basic aspects of managing organizations, including financial management, risk management and strategic affiliations.

PCMH 673 Special Topics, Mental Health Counseling for Adults (3 credits)

This course covers emerging issues and trends in mental health counseling for adults with mental health issues. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

PCMH 674 Special Topics, Mental Health Substance Use Counseling (3 credits)

This course covers emerging issues and trends in mental health counseling for persons with substance use disorders. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

PCMH 675 Co-occurring Issues for Children and Families (3 credits)

This course focuses on three issues. The first is understanding families with a member who abuses substances. This includes an understanding of family systems, issues related to culture and ethnicity, the impact of domestic violence and effects specific to very young children. The second, specific interventions for youth who are abusing substances, includes strategies for providing intensive treatment options in the community, developing pro-social behaviors and legal issues that affect minors. The third, system and community issues, includes ways to address cross-social service system treatment barriers and community education and mobilization.

PCMH 676 Physiology of Addictions and Psychopharmacology (3 credits)

This course covers the physiology of addictions and the effects and prevalence of major addictive and abused substances. Students develop an understanding of withdrawal symptoms and detoxification protocols. Students also gain a working knowledge of major medications used to treat psychiatric, substance use and co-occurring disorders and basic medical problems for which referrals should be made. Educating individuals and their families on medication benefits and side effects is emphasized.

PCMH 677 Special Topics, Management and Policy (3 credits)

This course covers national policy issues (e.g. health care reform) and emerging issues and trends in behavioral health management (e.g. managed care, quality improvement, risk management, and customer and stakeholder involvement) that affect mental health counselors and managers in behavioral health settings.

PCMH 680 Diagnosis and Assessment (3 credits)
This course provides an overview of standard assessment and diagnostic methods in counseling. Students develop the capacity to use a systematic inquiry process for obtaining important and accurate information during assessment. Students will gain a practical, working knowledge of the DSM-IV and the most critical instruments used to assess mental health and substance abuse problems. Ethical, cultural and other issues related to test bias and the interpretation of test results are discussed.

PCMH 682 Human Development (3 credits)
This course reviews significant research findings and theory about human development. Building a multidimensional framework for understanding development processes and dynamics and for predicting challenges associated with life transitions is emphasized. The interplay of the biological, cognitive, social and cultural influences of each aspect of development also is stressed.

PCMH 683 Group Process (3 credits)
This course enables participants to acquire knowledge about theory and a way of thinking about and working with small groups. It is based on the assumption that experiential learning is the most effective way to get acquainted with a new and challenging topic. The course combines presentations of various theoretical issues related to group work with structured learning experiences that enable the application of newly acquired content in familiar contexts.

PCMH 684 Psychopathology (3 credits)
This course is an overview of research on risk factors, theories of causation and treatment modalities for major psychiatric disabilities. It builds a model that integrates genetic, physiological, temperamental and environmental variables as factors that contribute to the risk for psychiatric and addictive disorders. The research base for models of causation and treatment effectiveness is emphasized.

PCMH 685 Social and Cultural Foundations
(3 credits)
This course focuses on the interaction between society and the individual. Students gain an understanding of issues related to race, gender, age, disability, sexual orientation, ethnicity, culture and religious preferences and develop the knowledge and skills for culturally competent practice in behavioral health services.

PCMH 686 Career and Lifestyle Development
(3 credits)
This course reviews the major theories of career counseling. It explores life factors and roles that influence decision-making and reviews community and informational resources for career development. It also covers major career-counseling techniques and programs for the general population and for people with disabilities.

PCMH 687 Marriage and Family Therapy (3 credits)
This course offers an overview of prominent approaches for working with couples and families, including psychodynamic, behavioral, communication-based, experiential, multigenerational, structural, systemic and strategic approaches. Special attention is given to research–based strategies for working with families in which one or more members have a long-standing disabling condition.

PCMH 688 Counseling Theory (3 credits)
This course provides students with an overview of several formal counseling and psychotherapy theories. Students consider the key concepts and applications of many theories, including RET, TA, Gestalt, person-centered, psychoanalytic, Bowen Systems, Adlerian and Narrative Brief-Treatment. A wide range of teaching and learning methods will be utilized, and approaches that actively involve students in the learning process will be emphasized.

PCMH 689 Early Childhood and Infant Mental Health (3 credits)
This innovative new course provides an overview of the latest assessment and intervention techniques used with infants, very young children and their families, with a strong emphasis on social and emotional development and mental health. Students will gain an understanding of the impact that early trauma, family violence, poverty and developmental disabilities can have on young children. Students will establish a context for working with young children in various community settings.

PCMH 690 Master's Project (2 credits)
Students must write a significant paper that is a literature review in an emerging area of clinical practice; a review and analysis of a policy issue or trend; a program design, development or evaluation; a systems change strategy plan or analysis; or a grant proposal. Students are expected to integrate relevant literature, concepts and theories from their courses.

Psychology

PSY 515 Adolescent Psychology (3 credits)

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.

PSY 521 Educational Psychology (3 credits)

This course studies the principles and theories of learning as they relate to the developmental levels of children and adolescents in the elementary through high school years.

Reading

RDG 531 Children's Literature (3 credits)

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.

RDG 535 Survey of Reading for Junior/Senior High School Teachers (3 credits)

Content area teachers will examine strategies for enhancing student learning in their classrooms. Strategies for pre-, during and post-reading will be covered, as will strategies for developing vocabulary, comprehension and study strategies directly related to the particular content area discipline.

Special Education

SPED 501 The Exceptional Child and Adolescent (3 credits)

This course is a survey of the various expressions of exceptionality, not limited to learning disabilities. Students consider the recognition of exceptionality in a child; techniques for remediation by the regular classroom teacher, specialists and parents; and approaches to helping the child meet his or her potential.

SPED 521 Behavior Management (3 credits)

This course focuses on helping students design and implement behavior management programs for special needs youths, adolescents and adults. It involves the synthesis of theoretical aspects of behavior modification and implementation in projects that include pinpointing target behaviors, charting baseline and intervention data, using appropriate reinforcement schedules and reinforcers and evaluating necessary program changes. Required in SPED programs.

SPED 525 Curriculum Integration for Students with Exceptionalities (3 credits)

This course examines methods and materials, the theories and research underlying various integrated curricular approaches for use with learners with exceptionalities in various education settings. Students will evaluate the effectiveness of those methods and materials. Prerequisites: SPED 501, PSY 521 or equivalent.

SPED 561 IEP: Consultation and Collaboration (3 credits)

This course is an examination of the collaborative/consultative model and skills. It also focuses on the state, federal and local laws regarding the education of students with special needs. This course will also include the skills necessary for IEP and Team development. Prerequisite: SPED 501 and EDU 550.

Sport Management

SPT 500 Sport Marketing (3 credits)

This course is a survey of concepts and processes used in the successful marketing of sport programs and events. The case-study approach is used and special emphasis is placed on the unique aspects of sport products, markets and consumers.

SPT 510 Sport and Society (3 credits)

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.

SPT 600 Management of Sport Organizations (3 credits)

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.

SPT 610 Sport Law (3 credits)

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.

SPT 700 Seminar and Principles of Sport Administration (3 credits)

This course covers the development of sport administration principles through analysis of specific issues and problems. A seminar format is used to integrate material from previous courses and allow students to focus on their areas of interest. Prerequisites: SPT 500, SPT 510 and SPT 600.

Taxation

TAX 650 Federal Taxation of Individuals (3 credits)
This course studies the theory and practice of federal income taxation of individuals.

TAX 655 Federal Income Taxation of Corporations and Partnerships; Estate and Gift Excise Tax (3 credits)
This course studies the theories and practices of income taxation of corporations and partnerships and excise tax on estates and gifts. Prerequisite: TAX 650.

TAX 660 Tax Factors in Business Decisions (3 credits)
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.

TAX 665 Estate and Gift Taxation (3 credits)
This course deals with the federal taxation of gratuitous transfers during a taxpayer's lifetime and property transfers at death. A study is made of relevant statutes and regulations. Prerequisite: TAX 650.

TAX 670 Tax Research Methodology/Practice and Procedures (3 credits)
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. Prerequisite: TAX 650.

TAX 700 Special Topics in Taxation (3 credits)
This course offers an in-depth study of special topics in federal taxation. Major, contemporary problem areas of taxation are explored. Prerequisite: TAX 650, TAX 655 and TAX 670.
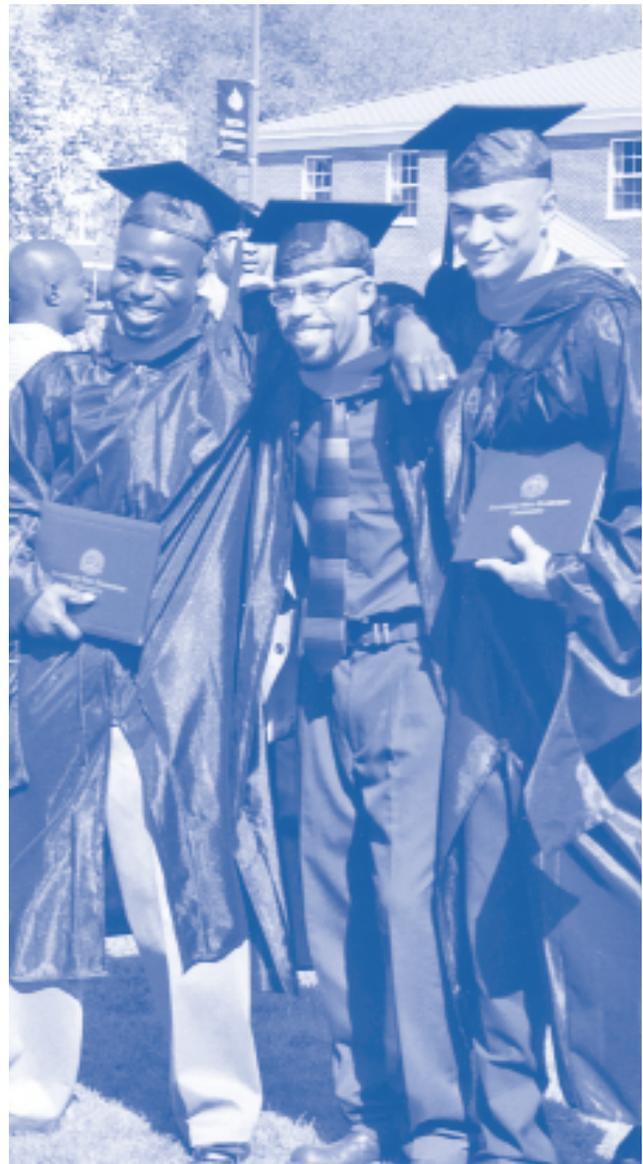
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• M.A., Ph.D., University of North Carolina, Chapel Hill, 2002
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• M.S., D.B.A., George Washington University, 1978
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• B.A.S., Southern New Hampshire University, C.E.C, C.H.E., 1996
Susan N. Losapio • Visiting professor of organizational leadership • B.S., Plymouth State College
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• Ed.D., Vanderbilt University, 1980
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• Ph.D., Harvard University, 2002

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    • B.A., University of New Hampshire
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Denise Morin • Conference Services coordinator • A.S., New Hampshire College

Chris Morris • Director of Facilities • B.S., Nasson College

James Olkovikas • Manager of administrative computing • B.S., New Hampshire College

Richard Ouellette • Registrar • B.T., M.A., Appalachian State University • Ed.D., Vanderbilt University

Jasmine Pandit • Associate director, Student Administrative Services • B.Com. Bombay University • M.S., Southern New Hampshire University

Mark Paradis • Hospitality Center purchasing coordinator • A.O.S., Johnson and Wales University

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Patricia Prinz • Director, Education Programs • B.A., Queens College of the City University of New York • M.A., University of New Hampshire • Ed.D., Boston University

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Terry M. Prouty • Women's soccer and softball coach • B.S., New Hampshire College

Robert Reeve • University counselor • B.S. Babson College • M.A. Antioch University

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Susanne Schmidt • Assistant academic coordinator • Program in Community Mental Health • B.S., Plymouth State College • M.S., University of Vermont

Amy Slattum • Assistant director of Admission • B.S., New Hampshire College

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Robert P. Schiavoni • Director of Residence Life • B.S., New Hampshire College • M.Ed., Springfield College
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        • M.S., Harvard University • Ph.D., Columbia University
Scott A. Tierno • Director of Student Organizations & Leadership • B.S., Plymouth State College • M.Ed., Northeastern University
Christine Wernersbach • Graphic designer, Planning and Marketing • A.S., Manchester Community Technical College
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        • B.S.H.S., New Hampshire College
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Sara Wilson • Director, Wellness Center • B.A., University of Virginia • M.S.H.S., Springfield College
Sean Woolford • Assistant director of Admission • B.A., Westbrook College
Vanessa Zerillo • Program director, field-based graduate program in education • B.A., State University College of New York
        • M.S., University of Vermont • Ed.D., Nova Southeastern University
Jeanne Zimmerman • Recruitment and marketing specialist, program in community mental health • B.S., Trinity College of Vermont
Vincent J. Zuccala • Head trainer • B.S., Salem State College • M.S., Eastern Illinois University

Honorary Degree Recipients

1971	Mrs. Gertrude Shapiro, Doctor of Humane Letters		1992	Sophia Collier, Doctor of Laws
1972	Col. John H. Glen, Doctor of Science			Gary Hirshberg, Doctor of Science
1973	Julian Bond, Doctor of Laws			Kimon S. Zachos, Doctor of Laws
1974	Stewart L. Udall, Doctor of Laws			Alirio Parra, Doctor of Laws
1975	Louis Rukeyeser, Doctor of Humane Letters		1993	Andrew W. Green, Doctor of Laws
1976	Nikki Giovanni, Doctor of Humane Letters			Yelena Khanga, Doctor of Humane Letters
	William S. Green, Doctor of Laws		1994	David Van Note, Doctor of Laws
1977	Martin Agronsky, Doctor of Laws			John F. Swope, Doctor of Laws
	Rev. Placidus H. Riley, Doctor of Humane Letters		1995	Elizabeth Hanford Dole, Doctor of Laws
1978	Newell S. Paire, Doctor of Laws			Norman C. Payson, Doctor of Science
1979	Eugene S. Mills, Doctor of Laws			Bedrettin Dalan, Doctor of Laws
	Charles S. Stanton, Doctor of Laws		1996	Kenneth D. Van Kleeck, Doctor of Laws
	John F. Sterling, Doctor of Laws			Katharine Delahayne Paine, Doctor of Laws
1980	Jack L. Bowers, Doctor of Laws			Juan Manuel Santos C., Doctor of Laws
	Norris Cotton, Doctor of Laws		1997	Franklin Abraham Sonn, Doctor of Laws
	Philip S. Dunlap, Doctor of Laws			Dean Kamen, Doctor of Science
1981	John A. Beckett, Doctor of Laws			Donald Murray, Doctor of Humane Letters
	Richard A. Fulton, Doctor of Laws		1998	Jacqueline Mara, Doctor of Laws
1982	Lotte Jacobi, Doctor of Humane Letters			Lewis M. Feldstein, Doctor of Laws
	Robert Rosenberg, Doctor of Laws			Walter Peterson, Doctor of Laws
1983	Henry R. Bloch, Doctor of Laws			Selma R. Deitch, Doctor of Science
1984	Ralph W. Farmer, Doctor of Laws		1999	Jeanne Shaheen, Doctor of Laws
	Victor K. Kiam II, Doctor of Laws			Malcolm S. Forbes, Jr., Doctor of Laws
	Warren B. Rudman, Doctor of Laws		2000	Jan C. Scruggs, Doctor of Laws
1985	Curtis L. Carlson, Doctor of Humane Letters			Sr. Carol J. Descoteaux, Doctor of Humane Letters
1986	Christopher Forbes, Doctor of Humane Letters		2001	Joan Corcoran, Doctor of Laws
	Sakip Sabanci, Doctor of Laws			J. Bonnie Newman, Doctor of Laws
1987	Joachim W. Froelich, OSB, Doctor of Humane Letters			Raymond Wieczorek, Doctor of Laws
1988	Kenneth J. Rowley, Doctor of Laws		2002	William E. Green, Doctor of Laws
	Thomas V. Vanderslice, Doctor of Science			Georgie Thomas, Doctor of Laws
1989	Thomas A. Corcoran, Doctor of Laws			Seham Razzouqi, Doctor of Laws
1990	Raymond F. Truncellito, Doctor of Laws			Ismal Serageldin, Doctor of Science
	Patricia Gallup, Doctor of Science		2003	Jules Olitski, Doctor of Humane Letters
1991	Christos Papoutsy, Doctor of Laws			Dorothy S. Rogers, Doctor of Laws
	Hedrick L. Smith, Doctor of Humane Letters			
	Elton See Tan, Doctor of Laws			

Distinguished Achievement Citations

Alumni Association Distinguished Service Award

1979	Kenneth E. Preve, 1971
1980	Christos Papoutsy, 1957
1981	Richard Courtemanche, 1973
1982	David D. Myler, 1969
1983	Maurice Raymond, 1970
1984	Robert K. Morine, 1971
1985	Michael Brody, 1973
1987	Gertrude Shapiro
1988	Thomas Space, 1974
1989	William S. Green
1990	Dale L. Plavnicky, 1983
1991	Michael DeBlasi, 1970
1992	George Larkin
1993	Dorothy S. Rogers
1995	Rene LeClerc, 1971
1996	Peter Perich, 1976 & 1985
1997	Doug Blais, 1988
1998	Richard A. Gustafson
1999	Paula Reigel, 1986 & 1992
2000	Janice (Somers) Fitzpatrick, 1993
2001	Bianca Holm
2002	Joseph Panaro, 1972

Alumni Hall of Fame Recipients

1991	Tony Lambert, 1968
1992	Judith Bouley, 1957
1993	Christos Papoutsy, 1957
1994	Richard Courtemanche, 1973
1995	David Myler, 1969
1996	Michael DeBlasi, 1970
1997	Robert Graneau, 1977
1998	Edward Ithier, 1987
1999	Thomas Tessier, 1974
2000	Bea Dalton, 1973
2001	Donald Labrie, 1971
2002	Rene LeClerc, 1971

Southern New Hampshire University Excellence in Teaching Recipients

1989	Burton S. Kaliski
1990	Robert R. Craven
1991	Marc A. Rubin
1992	Nicholas Nugent
1993	Robert Losik
1994	Aušra M. Kubilius
1994	Camille Biafore
1995	Karen Stone
1995	Beverly Smith
1996	Eleanor Dunfey-Freiburger
1996	Nicholas Cameron
1997	Robert Begiebing
1997	Mary Healey
1998	Patricia Spirou
1998	John Aylard
1999	Jeanette Ritzenthaler
1999	Helen Packey
2000	Mahboubal Hassan
2000	Eva Martel
2001	Martin J. Bradley
2001	Gary Baker
2002	Perrin H. Long
2002	Daniel O'Leary
2003	Doug Blais
2003	Dorothea Hooper

Index

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

Family Educational Rights and Privacy Act

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

Sexual Harassment

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

The information contained in this catalog is correct as of the date of publication. All information including but not limited to costs, rules and regulations, program requirements, course content and staff is subject to change at any time. The university reserves the right to modify aspects of university operations, as well as to change tuition and other charges, without notice.