

# ACADEMIC CATALOG

— SOUTHERN NEW HAMPSHIRE UNIVERSITY —



**2022–2023**

**International**

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# Welcome

## 2022-2023 Academic Calendars

*Note: Section dates may vary slightly for students taking courses with overseas partnerships*

### Graduate Overseas Academic Calendar - 11 Weeks

Term	Term Start	Term End
22EL1	September 19, 2022	December 4, 2022
23EL2	January 2, 2023	March 19, 2023
23EL3	March 27, 2023	June 11, 2023
23EL4	June 12, 2023	August 27, 2023

### Undergraduate Overseas Academic Calendar - 16 Weeks

Term	Term Start	Term End
2022 Fall - 22FADAY	August 29, 2022	December 18, 2022
2023 Spring - 23SPDAY	January 2, 2023	April 23, 2023

### Global Education Movement (GEM) Term Structure

GEM enrolls students in a 6-month term structure.

Term	Term Start	Term End
22CFA06	June 1, 2022	November 30, 2022
22CFA07	July 1, 2022	December 31, 2022
22CFA08	August 1, 2022	January 31, 2023
22CFA09	September 1, 2022	February 28, 2023
22CFA10	October 1, 2022	March 31, 2023
22CFA11	November 1, 2022	April 30, 2023
22CFA12	December 1, 2022	May 31, 2023
23CFA01	January 1, 2023	June 30, 2023
23CFA02	February 1, 2023	July 31, 2023
23CFA03	March 1, 2023	August 30, 2023
23CFA04	April 1, 2023	September 1, 2023
23CFA05	May 1, 2023	October 31, 2023
23CFA06	June 1, 2023	November 30, 2023

### India Online Term Structure

### Undergraduate Academic Calendar - 8 Weeks

## International Programs

Term	Term Start	Term End
22EW1	August 29, 2022	October 23, 2022
22EW2	October 24, 2022	December 18, 2022
23EW3	January 2, 2023	February 26, 2023
23EW4	February 27, 2023	April 23, 2023
23EW5	May 1, 2023	June 25, 2023
23EW6	June 26, 2023	August 20, 2023

### Graduate Academic Calendar - 10 Weeks

Term	Term Start	Term End
22TW1	August 22, 2022	October 30, 2022
22TW2	November 7, 2022	January 22, 2023
23TW3	January 30, 2023	April 9, 2023
23TW4	April 17, 2023	June 25, 2023
23TW5	July 3, 2023	September 10, 2023

## Inclusivity and Belonging

Southern New Hampshire University values and promotes social diversity, inclusivity, and social justice. In order to provide an inclusive, respectful, and constructive educational environment, all members of the SNHU community will:

- Respect the varied histories, identities, ideas, and experiences of all people.
- Respect the diversity of all social groups, including race, ethnicity, sex, gender identity, gender expression, nationality, veteran status, sexual orientation, ability, age, religion, socio-economic class, and all intersections.
- Reject bigotry and discrimination of all forms, including harassment, bullying, hate speech, and non-compliance with preferred names and gender pronoun requests.

## Message from the President



It gives me great pleasure to present our updated Southern New Hampshire University Catalog.

This catalog, along with SNHU's website, contains information about our history and mission, our services and outreach, our facilities and the many opportunities we provide students for meeting their life and career goals.

It's certainly an exciting time to be a student at SNHU. Since our founding in 1932, the University has transformed from a school of accounting and secretarial science into an institution offering more than 200 programs, from certificates to doctoral-level degrees, including business, education, healthcare, liberal arts, social sciences and STEM. Recognized by *U.S. News & World Report*, *Forbes* and *Fast Company*, SNHU is committed to providing an exceptional student experience and programs that fit the needs of today's students.

SNHU continues to give you more options to complete your degree than almost any other institution. With a number of centers, you can access courses in a place most convenient to home or work and at a competitive cost.

We welcome you to explore all that we have to offer. We think that you'll find us to be an exciting institution that is dedicated to helping you make the most of your potential and committed to providing the types of programs that make all of your career

## International Programs

aspirations possible.

A handwritten signature in black ink, reading "Paul J. LeBlanc". The signature is written in a cursive style with a large initial "P" and a stylized "J".

Sincerely,  
Paul J. LeBlanc  
President



## International Programs

# Minimum Technical Hardware Requirements

For information regarding hardware and software requirements prior to starting classes, please review the [Technical Requirements for Online and Campus Students](#) page.

## Student Handbook

While the Academic Catalog contains academic policies, the Student Handbook(s) contains general behavior policies to ensure the safety and well-being of our community. These policies apply to all registered undergraduate, graduate, full and part-time students. In addition, certain programs may have specific handbooks. Please connect with your admission counselor/advisor for specific guidance. Students are expected to be familiar with and comply with all policies and procedures.

Student handbook(s) are critical documents for SNHU students, containing many of the institution's policies, expectations, and student rights and responsibilities, as well as important federal compliance information regarding the use of substances. The handbook(s) include(s) information on the discipline system, expectations, and university conduct policies.

Students may access the SNHU Student Handbook by going to [my.snhu.edu](https://my.snhu.edu), or through searching within the university's website [www.snhu.edu](https://www.snhu.edu). All members of the university community are expected to take the necessary time to review SNHU student and relevant program-specific handbook(s), familiarize themselves with the content, and seek clarification of information that is not clear to them.

### India Online

Students may access the handbook by going to <https://in.snhu.edu/en/>.

## The Purpose of an Academic Catalog

The purpose of an academic catalog is to present current or potential students and family members and the general public with important information about an institution's academic programs and academic policies. Every effort has been made to ensure the accuracy at the time of publication.

Southern New Hampshire University reserves the right to make changes it deems necessary to any aspect of this catalog. Schedules, course content, delivery methods or modalities (such as online, remote, or hybrid delivery), requirements, academic programs, calendar, tuition and fees, services, or any other aspect of the University's operations, are all subject to change. The University reserves the right to cancel classes, close its campus or facilities, or discontinue courses or programs when deemed necessary or in the University's best interest, including when emergencies arise. Publication of changes to the online catalog constitutes notice to the University community, and students are encouraged to periodically check the online catalog and monitor their SNHU email, SNHU websites, and other SNHU communications for future announcements, notifications, or amendments. Where appropriate, certain procedural or policy changes may have retroactive effect to the beginning of the enrollment period.

There are three central places for students to locate the policies and expectations that will apply to them throughout their education, whether taking courses online, on-campus, or at one of the instructional locations or across modalities. These resources are the:

- Academic Catalogs, which primarily pertains to academic-related policies; and
- Student Handbooks, which address both academic and non-academic-related policies; and
- Consumer Information page, which includes disclosure information required by the Higher Education Opportunity Act.

## International Programs

# INTI International University & Colleges Information

Name of Institution	INTI International University & Colleges (INTI)
Location	Subang, Malaysia
Contact Information	<a href="https://newinti.edu.my/academic-programmes/southern-new-hampshire-university/">https://newinti.edu.my/academic-programmes/southern-new-hampshire-university/</a>
Description	<p>The pursuit of quality and excellence has always been the hallmark of INTI which has now gone 30 years past and counting. In these 30 years, more than 55,000 students have passed through the doors of INTI in their quest for quality higher education and enhanced career prospects. They are committed towards ensuring their students gain the competencies needed for the workplace of the future, and to work alongside the digital transformation driving today's global businesses in Industrial Revolution 4.0.</p> <p>Their Vision is "To be the <b>champion of change</b>, reinventing education for the dynamic leaders of the future".</p> <p>Their collaboration with highly acclaimed universities around the world enables students to gain an added edge of qualification while expanding their global perspectives. Going beyond paper qualification, their internationally recognized education will enrich both staff and students with the right skills and attributes to excel at whatever one does and wherever one goes.</p>
Majors Offered	BS in Business Administration BS in Business Administration, concentration in Finance BS in Business Administration, concentration in International Business BS in Business Administration, concentration in Marketing BA in Communication BA in Psychology BA in Psychology, concentration in Child & Adolescent Development BA in Psychology, concentration in Mental Health
Minors Offered	Business Analytics Economics Finance International Business Marketing Organizational Leadership Public Relations Communication Psychology
Admissions	Please refer to INTI's website

## International Programs

### Vietnam National University Information

Name of Institution	Vietnam National University - University of Languages & International Studies (VNU-ULIS)
Location	Hanoi, Vietnam
Contact Information	<a href="https://en.ulis.vnu.edu.vn/">https://en.ulis.vnu.edu.vn/</a>
Description	<p>Vietnam National University - University of Languages and International Studies (VNU-ULIS) is one of the seven member universities of Vietnam National University – Hanoi (VNU), a leading higher educational institution in Vietnam.</p> <p>VNU-ULIS has well equipped facilities for students and staff, with over 200 lecture halls, classrooms, language labs and a Learning Resource Center with more than 54,000 foreign language books. Students are well looked after in the student apartments which are built in the main campus and can accommodate over 1,000 students. Students and staff can enjoy hours of exercise in the newly built 1,000 square meter sports complex which comprises a stadium, a football court, basketball courts and tennis courts.</p> <p>VNU-ULIS is a prestigious research – oriented university in language education, linguistics, international studies and related social sciences and humanities. Their mission is to contribute to the national development <b>through the pursuit of excellence in education, research, and the provision of quality services relevant to social demands. We particularly value creativity, dynamics, honesty, responsibility, and capability to work and gain success in a</b> multicultural and competitive globalizing world.</p>
Majors Offered	BS in Economics & Finance MS in Teaching English as a Foreign Language (MSTEFL)
Admissions	Please refer to VNU-ULIS website

### India Online

## International Programs

Name of Offering	SNHU Office of International Online Programs
Location	India Online
Contact Information	<a href="https://in.snhu.edu/en/">https://in.snhu.edu/en/</a>
Description	<p>Southern New Hampshire University is a private, nonprofit, accredited institution with more than 3,000 on campus students, over 135,000 online students, making it one of the fastest growing universities in the nation. Since its founding in 1932, the University has transformed from a school of accounting and secretarial science into an institution offering over 200 programs, from certificates to doctoral level degrees including business, education, liberal arts, social sciences and STEM. By reinventing higher education to fit the needs of today's students and workforce, SNHU ensures that students are keeping pace with new technologies and professional requirements. SNHU provides unparalleled support and service to help students achieve their dreams and transform their lives and the lives of those around them. SNHU is proud to offer you an exceptional student experience with nationally recognized academic programs. Here are just a few of our accolades:</p> <ul style="list-style-type: none"> <li>• Named 2020 Most Innovative University in the North and one of the nation's "Best Regional Universities" by U.S. News &amp; World Report.</li> <li>• Awarded the 21st Century Distance Learning Award for Excellence in Online Technology by The United States Distance Learning Association (USDLA)</li> <li>• Named "Great College to Work For" by the Chronicle of Higher Education every year since its inception</li> <li>• One of Fast Company's 50 Most Innovative Companies (2012)</li> </ul> <p>Through our international online programs, SNHU is proud to provide affordable, accessible education through our innovative online platform.</p>
Majors Offered	<p>BS in Business Administration  BS in Business Administration, concentration in Entrepreneurship  BS in Business Administration, concentration in Finance  BS in Business Administration, concentration in International Business  BS in Business Administration, concentration in Industrial Organizational Psychology  BS in Business Administration, concentration in Healthcare Administration  BS in Business Administration, concentration in Marketing</p> <p>BS in Marketing</p> <p>BS in Marketing, concentration in Digital Marketing</p> <p>BS in Marketing, concentration in Social Media Marketing  Master of Business Administration, concentration in Entrepreneurship  Master of Business Administration, concentration in Finance  Master of Business Administration, concentration in IT Management  Master of Business Administration, concentration in International Business  Master of Business Administration, concentration in Project Management  Master of Business Administration, concentration in Marketing</p> <p>MS in Finance</p> <p>MS in Finance, concentration in Corporate Finance</p> <p>MS in Finance, concentration in Investments</p> <p>MS in Marketing</p> <p>MS in Marketing, concentration in Digital Marketing</p> <p>MS in Marketing, concentration in Social Media Marketing</p> <p>MS in Project Management and Operations</p>
Admissions	Please refer to the India Online site.

## International Programs

### Global Education Movement (GEM)

The Global Education Movement (GEM) is a major SNHU initiative offering Southern New Hampshire University Bachelor's degrees to refugees around the world. GEM is the first large-scale online learning initiative for refugees, partnering with in-country organizations to deliver high-quality education tailored to meet the needs of displaced learners.

GEM's online, project-based degree model and the robust in-person resources enable refugee students, who often face uncertain futures, to complete their studies at a self-directed pace. Through GEM, refugee students strengthen their skills for the global job market, as SNHU degrees are fully accredited and internationally recognized.

Refugee graduates with SNHU degrees are using their skills gained through the initiative for personal economic growth, as well as social and political autonomy. GEM's role is to reach and empower refugees to grow their strengths and transform their lives for the better.

Currently, GEM operates in 5 countries, Rwanda, Kenya, Malawi, South Africa, and Lebanon. Students can apply for admission to the GEM program through SNHU's in-country on the ground partners.

### University Mission

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

### Accreditations and State Authorizations

SNHU builds programs and courses based on real-world knowledge, skills, and abilities that are grounded both in the academic canon of knowledge and the expertise of practitioners in the field. Southern New Hampshire University programs complete a comprehensive review on a 3-5 year schedule. This review includes analysis of program outcomes and involves multiple constituents across the University, including department chairs, executive directors, assessment committees, and academic leadership. The University continually fosters transparency within program and course creation, assessment and evaluation, and alignment of program outcomes. In addition, all Southern New Hampshire University faculty are either academically or professionally qualified to teach, per the institutions credentialing requirements. This continuous improvement process is used to support the following accreditations and state authorizations.

#### Degree Granting Approval:

##### [New Hampshire Department of Education, Division of Higher Education - Higher Education Commission](#)

Southern New Hampshire University maintains degree granting approval from the New Hampshire Department of Education, Division of Higher Education - Higher Education Commission.

#### Regional Accreditation:

##### **New England Commission of Higher Education**

Southern New Hampshire University is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Inquiries regarding accreditations should be emailed to [accreditation@snhu.edu](mailto:accreditation@snhu.edu).

Individuals may also contact:

New England Commission of Higher Education  
3 Burlington Woods Drive, Suite 100  
Burlington, MA 01803-4514  
(781) 425-7785  
[info@neche.org](mailto:info@neche.org)

## International Programs

The New England Commission of Higher Education (NECHE) is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education for the institutions it accredits. The Commission is also recognized by the Council for Higher Education Accreditation (CHEA), affirming that its standards and processes are consistent with the quality, improvement, and accountability expectations that CHEA has established. Recognition by the Department of Education provides access to federal financial aid for U.S. students attending institutions accredited by the Commission.

### Programmatic Accreditations:

In addition to regional accreditation, certain SNHU undergraduate and graduate programs also carry specialized programmatic accreditations.

### Accreditation Council for Business Schools and Programs (ACBSP)

Many of the undergraduate and graduate business programs offered by Southern New Hampshire University are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Business programs that are currently not listed as ACBSP accredited may become accredited upon eligibility.

### Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

The Health Information Management accreditor of Southern New Hampshire University (SNHU) is the [Commission on Accreditation for Health Informatics and Information Management Education](#) (CAHIIM). SNHU's accreditation for the Baccalaureate degree in Health Information Management has been reaffirmed through 2029. All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at 312.235.3255; or by email at [info@cahiim.org](mailto:info@cahiim.org).

The Master's Degree Health Information Management Program is in Candidacy Status, pending accreditation review by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

### Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree in nursing program and master's degree in nursing program at Southern New Hampshire University are accredited by the [Commission on Collegiate Nursing Education](#), 655 K Street NW, Suite 750, Washington DC 20001, 202.887.6791.

### Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The Master of Arts in Clinical Mental Health Counseling is accredited by the [Council for Accreditation of Counseling and Related Educational Programs](#) (CACREP).

### [Council for the Accreditation of Educator Preparation](#) (CAEP)

The Elementary Education program at Southern New Hampshire University has been awarded [CAEP](#) accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP). Please access the following documents by clicking on the hyperlinks: [Summary of the Case](#); [Decision Letter](#); [CAEP Annual Reporting Measures](#)

### Council on Education for Public Health (CEPH)

Southern New Hampshire University is an applicant for accreditation by the Council on Education for Public Health. The accreditation review will address the Master of Public Health and the Master of Public Health with a concentration in Global Health programs. Other degrees and areas of study offered by this institution will not be included in the unit of accreditation review. Additional information can be found on the [CEPH website](#).

### Engineering Accreditation Commission of ABET (Accreditation Board for Engineering and Technology)

The baccalaureate degree in Mechanical Engineering and the baccalaureate degree in Aeronautical Engineering offered by Southern New Hampshire University's School of Engineering, Technology and Aeronautics (CETA) are accredited by the [Engineering Accreditation Commission of ABET](#).

## International Programs

### New Hampshire State Department of Education for Teacher Certification

Please review the [list of New Hampshire approved collegiate programs of preparation for the education professions](#)

#### State Authorizations:

State Authorization is a legal and regulatory term that refers to federal, state, and professional licensing board regulations regarding any post-secondary institution's compliance with statutes, regulations, and rules in each state in which it operates. Authorization requirements vary by state and program and may impact university operations.

As an institution with students residing across the United States, Southern New Hampshire University (SNHU), is required to obtain approval to operate based in each state for which it conducts educational activities..

In some states SNHU is exempt from seeking approval to operate as some state regulations allow for institutions that meet specific criteria to apply for an exemption in lieu of approval to operate.

While in other states SNHU has National Council for State Authorization Reciprocity Agreement (NC-SARA or 'SARA') approval to operate. SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offerings of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts: <https://nc-sara.org/regional-education-compacts>

#### Indiana

This institution is authorized by The Indiana Commission for Higher Education/ Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300, Indianapolis, IN 46204-4206, 317-232-1033.

State	Status
<a href="#">Alabama</a>	SARA
<a href="#">Alaska</a>	SARA
<a href="#">Arizona</a>	SARA
<a href="#">Arkansas</a>	SARA
<a href="#">California</a>	EXEMPT
<a href="#">Colorado</a>	SARA
<a href="#">Connecticut</a>	SARA
<a href="#">Delaware</a>	SARA
<a href="#">District of Columbia</a>	SARA
<a href="#">Florida</a>	SARA
<a href="#">Georgia</a>	SARA
<a href="#">Hawaii</a>	SARA
<a href="#">Idaho</a>	SARA
<a href="#">Illinois</a>	SARA
<a href="#">Indiana</a>	SARA & APPROVAL TO OPERATE
<a href="#">Iowa</a>	SARA
<a href="#">Kansas</a>	SARA
<a href="#">Kentucky</a>	SARA
<a href="#">Louisiana</a>	SARA & APPROVAL TO OPERATE
<a href="#">Maine</a>	SARA
<a href="#">Maryland</a>	SARA
<a href="#">Massachusetts</a>	SARA
<a href="#">Michigan</a>	SARA
<a href="#">Minnesota</a>	SARA
<a href="#">Mississippi</a>	SARA
<a href="#">Missouri</a>	SARA

## International Programs

<a href="#">Montana</a>	SARA
<a href="#">Nebraska</a>	SARA
<a href="#">Nevada</a>	SARA
<a href="#">New Hampshire</a>	SARA & APPROVAL TO OPERATE
<a href="#">New Jersey</a>	SARA
<a href="#">New Mexico</a>	SARA
<a href="#">New York</a>	SARA
<a href="#">North Carolina</a>	SARA
<a href="#">North Dakota</a>	SARA
<a href="#">Ohio</a>	SARA
<a href="#">Oklahoma</a>	SARA
<a href="#">Oregon</a>	SARA
<a href="#">Pennsylvania</a>	SARA
<a href="#">Rhode Island</a>	SARA
<a href="#">South Carolina</a>	SARA
<a href="#">South Dakota</a>	SARA
<a href="#">Tennessee</a>	SARA
<a href="#">Texas</a>	SARA
<a href="#">Utah</a>	SARA
<a href="#">Vermont</a>	SARA & APPROVAL TO OPERATE
<a href="#">Virginia</a>	SARA
<a href="#">Washington</a>	SARA
<a href="#">West Virginia</a>	SARA
<a href="#">Wisconsin</a>	SARA
<a href="#">Wyoming</a>	SARA
U.S. Territories:	
<a href="#">Guam</a>	EXEMPT
<a href="#">Puerto Rico</a>	SARA
<a href="#">U.S. Virgin Islands</a>	SARA

## Definition of Terms

### Academic Programs

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

- **Undergraduate Certificate.** An undergraduate certificate includes the equivalent of at least 12 credit hours certifying the satisfactory completion of a postsecondary education program. Undergraduate certificates require discipline-specific (or interdisciplinary) coursework.
- **Associate Degree.** A degree granted for the successful completion of a pre-baccalaureate program of study equivalent to two years of full-time study. An associate degree includes the equivalent of a minimum of 60 credit hours drawn from general education courses, electives and courses required for a specific major. Associate degree programs may not have any program additions (majors, minors, concentrations) added to the base program.
- **Bachelor's Degree.** A degree granted for the successful completion of a baccalaureate program of study equivalent to four years of full-time study. A bachelor's degree includes the equivalent of a minimum of 120 credit hours drawn from general education course requirements, major course requirements and elective courses.
- **Graduate Certificate.** A graduate certificate includes the equivalent of at least 12 credit hours beyond the bachelor's degree, but not meeting the requirements of a master's degree. All graduate certificate coursework must be at the post-baccalaureate level.
- **Master's Degree.** A degree awarded for successful completion of a post-baccalaureate program of study. A master's degree includes the equivalent of a minimum of 30 credit hours, with most requiring 36 or more credit hours. All coursework must be at the post-baccalaureate level.
- **Doctorate Degree.** A degree awarded for successful completion of a program of advanced study and scholarly work



## International Programs

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

For information about earning a second (or subsequent) undergraduate degree or graduate degree, please refer to the Special Academic Options section in the [Degree and Certificate Requirements](#) policy.

### Academic Year

An academic year extends from Sept. 1 through Aug. 31 of the following year.

### Accreditation

Accreditation indicates the review of the quality of institutions and/or programs and ensures that certain standards have been met. There are two types of accreditation: institutional and programmatic/specialized. Institutional accreditation is granted when an entire college, university or vocational school is accredited by a regional or national association. Programmatic/specialized accreditation is granted when individual programs, departments or schools are accredited within an institution.

### Asynchronous

Course-based teaching and learning experience where students can access readings, videos, exercises and projects at their own pace and around their own schedule, connecting with their classmates and instructor in discussion boards, study groups, office hours and by appointment. This modality is primarily used for online or remote courses.

### Cohort

A specific group of students who begin and progress through academic requirements together.

### Commencement

The Commencement ceremonies are the formal celebration for those who have completed or are near completing all requirements for their chosen degree. Please refer to the [Commencement Participation](#) policy for details around commencement.

### Competency

Curricular statement representing explicit knowledge, skills, abilities, and intellectual behaviors needed to demonstrate mastery.

### Concentration

A concentration is a sequence of inter-related coursework that a student chooses to pursue within a major or discipline. A concentration generally replaces elective coursework in the major or discipline, allowing students to focus their studies on an area of interest. A concentration is not an official credential, nor is it noted on the diploma. It is, however, acknowledged on student transcripts. A concentration is typically an optional component within a program of study. A concentration consists of at least 9 credit hours.

For undergraduate programs only, the concentration is part of the major beginning with the 2013-2014 academic year. Beginning with this academic year, concentration courses will be combined with the major courses on the undergraduate degree audit so that they will automatically be considered to meet institutional credit requirements.

For graduate programs, concentrations are not part of the major.

- **Additional Concentration**

Additional concentrations are allowed at the undergraduate level in any program as long as all concentrations provide a more in-depth focus related to the major and each concentration has at least nine credits separate from the major and the other concentration(s). Requests to add additional concentrations must be reviewed and approved by the student's advisor.

Multiple concentrations are not permitted at the graduate level.

### Conferral

## International Programs

A degree is considered conferred when it is posted to the student's academic record (transcript). This is SNHU's official seal of approval, indicating that all degree requirements are complete. Conferral can take place before or after the Commencement ceremony.

### Conferral Date

The conferral date is the date on which a degree is effective. Degrees are conferred 15 times per year, the first of every month and the days of the May and Mountainview Low Residency MFA commencement ceremonies.

### Course-by-Arrangement

Course-by-arrangement is a Southern New Hampshire University course appearing in the university catalog and required in the student's academic program of study, yet extraordinary circumstances prevent the student from enrolling in the course when it is normally offered. As such, all other possible alternatives should be exhausted.

Course-by-arrangement may be available to Southern New Hampshire University students who are unable to obtain a required course during the normal registration and scheduling process, when it is needed to fulfill a program requirement.

### Course Numbering

Course Number Range	Description
001-099	Developmental coursework which does not count toward total hours needed for degree completion
100-299	Lower division coursework; introductory level
300-499	Upper division course work
500-799	Graduate level course work
800-999	Doctorate level coursework

### Credit Hours

SNHU has adopted the US Department of Education and the New England Commission of Higher Education guidelines regarding the definition of a credit hour. See the [Credit Hour Definition](#) policy.

### Credit Load

Credit load refers to the number of credits or competencies a student takes in a term and is further defined by academic level as well as degree program, as needed. Please refer to the [Credit Load](#) policy. For students attending at a less than half-time credit load status, loans will not go into deferment and eligibility for other benefits may be affected.

### Developmental Course

A course with a course number from 001 to 099 which does not count toward total hours needed for degree completion. Developmental courses do not count toward institutional credit requirements.

### Direct Assessment Competency-Based

Learning organized by competencies that are mapped to course equivalencies. Student progression is measured by mastery of competencies.

### Elective Courses

An elective is a course that students choose from among various optional courses in a curriculum. Two types of electives exist. One type is an elective within a specific subject area, which fulfills the requirements of a major or program of study. The second type is a free elective, used to complete the number of credits required for a degree (commonly 60 for an associate, and 120 for a bachelor's). Students may choose any eligible courses they wish as free electives to broaden their educational experience while completing their degree requirements.

# International Programs

## Foundation Courses, Graduate

Certain master's degree programs may require foundational coursework as a prerequisite to core program requirements. Graduate program foundation courses cover essential knowledge needed as a basis for future work in the program.

## General Education Requirements

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

Students pursuing an associate degree must complete the equivalent of a minimum of 20\* credit hours of general education coursework to include one composition course, one mathematics course, and one social and behavioral science course.

Students pursuing a bachelor's degree must complete the equivalent of a minimum of 42 credit hours of general education.

\*Per New England Commission of Higher Education requirements.

## Grade Point Average (GPA) Requirements

A grade point average (GPA) is a measure of scholastic achievement, calculated by dividing the number of quality points earned by the number of credits attempted. A detailed description of how SNHU calculates GPA is included in the [Grade Scale and GPA](#) policy. Please see the [Degree and Certificate Requirements](#) policy for the minimum required GPA for each program type.

## Graduation

The term *graduation* is used interchangeably to refer to both Commencement and Conferral. It is more accurate to refer to these two events separately, as they have different requirements, and one does not necessarily include the other. For example, attending Commencement does not guarantee the conferral of a degree.

## Hybrid

A combination of two or more modalities.

## Independent Study

A Southern New Hampshire University student enrolled in an academic program may request approval to take an independent study course in a subject area that is not represented in any regularly scheduled Southern New Hampshire University course, for no more than six credits.

## Institutional Credit Hours

Institutional credit hours are defined as learning experiences completed for credit through Southern New Hampshire University. Approved international study and consortium courses are considered to be institutional credit.

## Internship

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

## Low Residency

Learning that includes intensive, shortened face-to-face sessions scheduled within the term.

## Major

A major is the disciplinary (or interdisciplinary) area of emphasis for an undergraduate degree program that includes

## International Programs

coursework focused on a specific professional or academic area. Students pursuing a bachelor's degree must complete at least 12 credit hours of institutional credit at SNHU within the major in addition to school core courses. Students pursuing an associate degree must complete at least 9 credit hours of institutional credits at SNHU within the major.

No major courses may be used to meet general education requirements. For specifics about earning a second major or double major, please refer to the Special Academic Options section in the [Degree and Certificate Requirements](#) policy.

### Matriculated

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

### Minor

A minor is an optional secondary area of emphasis for a bachelor's degree program intended to enhance or broaden students' knowledge, skills and abilities.

A minor consists of at least 15 credit hours. Of these, at least nine credit hours must be institutional credits completed at SNHU.

No more than 50% of the courses that fulfill a student's minor requirements can also be applied to a student's major requirements. Students cannot minor in the same area of the major or concentration which they are pursuing.

Courses taken to complete a student's minor can also be used to fulfill general education, school core and free elective requirements.

- **Additional Minor**

A student may elect to earn additional minors by completing both the program requirements associated with the primary minor and the requirements of additional minor(s).

No more than 50% of the courses that fulfill a student's additional minor requirements can also be applied to a student's primary major or primary minor requirements.

Courses taken to complete a student's additional minor can also be used to fulfill general education, school core and free elective requirements.

### Modality

The method of instruction in which a course is delivered, typically face to face, online or hybrid.

### Program Offering

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

### Program of Study

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

### Scholastic Standing

In order to remain enrolled in courses and qualify for graduation, a student must be in good scholastic standing. Students with a cumulative GPA that falls below the minimum face scholastic sanctions that include Scholastic Warning, Continued Scholastic Warning and Academic Suspension and Academic Dismissal. See the [Scholastic Standing](#) policy.

### Second (or subsequent) Undergraduate or Graduate Degrees

A student with a SNHU undergraduate or graduate degree may seek to earn an additional degree at the same level if they meet the requirements specified in the [Degree and Certificate Requirements](#) policy. Please note that a second degree is not the same as a second major. These are two separate degrees, with two separate diplomas.

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## **Seminar**

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

## **Synchronous**

A “live” class where students log in or show up in person to join class at a designated time, when the instructor will provide a mix of live lecture, discussions, videos, presentations, and other real-time class experiences. This modality is primarily used for on-campus courses with face-to-face instruction.

# Policies

## Academic Program Policies

### Freshman Course Requirements

SNHU expects every graduate to demonstrate proficiency in writing and quantitative skills. All entering students are encouraged to discuss course requirements with their advisor for appropriate placement and scheduling.

Students must complete the equivalent of SNHU's general education foundation course requirements, to include one approved mathematics course and two composition courses, either via transfer courses or through taking the courses at SNHU.

Students with 63 or more credits who have not completed the foundation English and mathematics requirements will not be allowed to register without completing the required first-year courses.

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

Note - This does not apply to the GEM population.

### General Education, Anti-Encroachment

A student's program may dictate the MAT course in the Foundation section of the General Education program and any two (2) additional courses in the Exploration section of the General Education Program. Programs will not dictate where General Education courses are completed (e.g., online, in person, etc.).

Note: Specific programs may have different or additional dictations based on accreditation standards. Refer to your program for details.

### General Education Transfer Policy

Students who have a conferred bachelor's or higher degree from an accredited institution are considered to have met their general education requirements. Transfer of general education credits from conferred associate degrees and other credits are assessed on a case-by-case basis.

This policy complies with the University [Transfer Credit](#) policy.

*Note: It is the responsibility of the student to be familiar with their program-specific requirements, as these may dictate specific general education courses be taken as part of the program. Transfer for these courses will be evaluated on a case-by-case basis. In addition, students with a conferred bachelor's degree from a recognized international higher education institution will be reviewed on a case-by-case basis to ensure student attainment of the general education content areas.*

### SNHU-107 Required Course (Online Only)

SNHU 107, Online Success Strategies, is a 3-credit-hour course designed to ensure student success in SNHU's online environment. It is a required course for online students who enroll with fewer than 12 transfer credit hours. Students must enroll in SNHU 107 during their first term and may elect to take one additional course that term. Students who fail SNHU 107 will be required to re-enroll in SNHU 107 in the next term and will not be permitted to enroll in any other course during that term. Students who do not successfully pass SNHU-107 after the completion of two attempts will be dismissed from the university.

Note: This policy only applies to India Online students.

## Academic Standards

### Academic Honors

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

At the close of each reporting term (fall, winter/spring, summer) at Southern New Hampshire University, the Registrar's office publishes two lists of undergraduate students who have achieved standards of academic excellence during the reporting term's work. Full-time undergraduate students who have earned a minimum grade-point average of 3.700 and above for the reporting term are named to the President's List. Undergraduate students who have earned a minimum grade-point average of 3.500 to 3.699 for the reporting term are named to the Dean's List. Full-time status is achieved by earning 12 credits over each 16-week term or paired 8-week terms grouped in fall, winter/spring, and summer.

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## Honor Societies

Please refer to the Student Handbook and my.SNHU for a list of honor society chapters at Southern New Hampshire University and their eligibility requirements.

Note: Does not apply to GEM students.

## Credit Hour Definition

Southern New Hampshire University has adopted the US Department of Education and the New England Commission of Higher Education guidelines regarding the definition of a credit hour. Federal regulations define a credit hour under Section 600.2 of the Higher Education Opportunity Act as: an amount of student work defined by an institution, as approved by the institution's accrediting agency or State approval agency, that is consistent with commonly accepted practice in postsecondary education and that:

(1) Reasonably approximates not less than—

(i) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or

(ii) At least an equivalent amount of work as required in paragraph (1)(i) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours; and

(2) Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines and degree levels.

## Unit of Credit

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

## Scholastic Standing

To remain enrolled in courses and qualify for degree conferral, a student must be in good scholastic standing. A student with a cumulative GPA that falls below the minimum will face scholastic sanctions as defined below.

### Undergraduate Scholastic Standing

An undergraduate student must maintain a cumulative GPA of 2.0 or higher. Certain programs have GPA requirements that supersede university minimums. Please check with your academic advisor for this information and review the [Degree and Certificate Requirements](#) policy. Students are evaluated for scholastic standing at the end of each term. Depending on whether you are an online student or an on-campus student, the below sanctions apply.

**Scholastic Warning:** A student with a cumulative GPA that falls below the minimum cumulative GPA of 2.0 is placed on Scholastic Warning.

**Continued Scholastic Warning 1** (Online Students Only): A student on Scholastic Warning who does not achieve a cumulative GPA of 2.0 the following term is placed on Continued Scholastic Warning 1.

**Continued Scholastic Warning 2** (Online Student Only): A student is placed on Continued Scholastic Warning 2 in the following circumstances:

- A student on Continued Scholastic Warning 1 who does not achieve a cumulative GPA of 2.0 the following term.
- A student on Continued Scholastic Warning 2 from a previous term who achieves at least a 2.0 term GPA for the current term but does not achieve a cumulative GPA of 2.0 to allow them the opportunity to improve their cumulative GPA.
- As long a student continues to achieve at least a 2.0 term GPA, they remain on Continued Scholastic Warning until they achieve a cumulative GPA of at least 2.0.

**Academic Suspension:** A campus student on Scholastic Warning or online student on Continued Scholastic Warning 2 from a previous term who does not meet a minimum term GPA of 2.0 for the current term is placed on Academic Suspension. A student who does not meet these standards due to extenuating circumstances but who is making substantial progress toward the demonstration of the standard will be reviewed on a case-by-case basis.

**Academic Dismissal:** Students are dismissed from undergraduate programs at the university in the following circumstances:

- Students who do not maintain a term GPA of 2.0 each term following their return from suspension.

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- Students who are on any level of Scholastic Warning who cease submission of graded assignments for all registered classes prior to 60% of the term in two consecutive terms (online students only).
- Students who do not successfully pass SNHU-107 Success Strategies for Online Learning after the completion of two attempts (online students only).

Academic Dismissal is considered final, and appeals are not accepted.

**Good Scholastic Standing:** Students who meet the required cumulative GPA of 2.0 or above are returned to good scholastic standing.

**Readmission after Academic Suspension:** A campus student who has been academically suspended must wait a period of one 16-week term before returning. An online student must wait a period of two (2) eight-week terms before returning. A student who would like to return early due to extenuating circumstances must appeal to the Scholastic Standing Committee.

Note: Nursing has program-specific requirements that supersede these minimum standards. Please see the Academic Progression Requirements for Nursing Programs and Professional Standards for Counseling, Nursing and Licensure-Leading Education Programs policies.

### Direct Assessment Competency-Based (CBE) Scholastic Standing

A student's scholastic standing is determined based upon information contained in the student's academic record at the end of each term. A student must meet both qualitative and quantitative (minimum completion rate) standards to remain in good scholastic standing. A student meets both the qualitative and quantitative requirements by mastering at least **six** competencies during each term.

A student who does not meet scholastic standing requirements faces scholastic sanctions that include Scholastic Warning, Academic Suspension or Dismissal. Students who withdraw prior to completing 60% of the term will not be subject to scholastic sanctions for the term.

**Scholastic Warning:** A student who does not master at least six competencies in a term is placed on Scholastic Warning for the following term.

**Continued Scholastic Warning 1:** A student on Scholastic Warning who does not master at least six competencies in a term is placed on Continued Scholastic Warning 1 for the following term.

**Academic Suspension:** A student who is on Continued Scholastic Warning and fails to master at least six competencies in the current term is placed on Academic Suspension. A student who does not meet these standards due to extenuating circumstances but who is making substantial progress toward the demonstration of the standard will be reviewed on a case-by-case basis.

**Academic Dismissal:** A student who is readmitted after Academic Suspension and fails to master at least six competencies for the term in which they are readmitted will be dismissed from undergraduate programs at the university.

Academic Dismissal is considered final, and appeals are not accepted.

**Good Scholastic Standing:** A student who masters at least six competencies is returned to good scholastic standing.

**Readmission after Academic Suspension:** A student who has been academically suspended must wait one term before returning. A student who would like to return early due to extenuating circumstances must appeal to the Scholastic Standing Committee. A student must master at least six competencies during the term they are readmitted. If they fail to do so, they are dismissed from the university. Academic Dismissal is considered final and appeals are not accepted.

### Graduate and Doctoral Scholastic Standing

A graduate student must maintain a cumulative GPA of 3.0 or higher. Certain programs have GPA requirements that supersede university minimums. Please check with your academic advisor for this information and review the Degree and Certificate Requirements policy.

**Scholastic Warning:** A student with a cumulative GPA that falls below the minimum cumulative GPA of 3.0 is placed on Scholastic Warning.

**Continued Scholastic Warning:** A student is placed on Continued Scholastic Warning in the following circumstances:

- A student on Scholastic Warning who does not achieve a cumulative GPA of 3.0 the following term.
- A student on Continued Scholastic Warning from a previous term who achieves at least a 3.0 term GPA for the current term but does not achieve a cumulative GPA of 3.0 to allow them the opportunity to improve their cumulative GPA.
- As long as students continue to achieve at least a 3.0 term GPA, they remain on Continued Scholastic Warning until they achieve a cumulative GPA of at least 3.0.

**Academic Suspension:** A student on Continued Scholastic Warning from a previous term who does not meet a minimum



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term GPA of 3.0 for the current term is placed on Academic Suspension. A student who does not meet these standards due to extenuating circumstances but who is making substantial progress toward the demonstration of the standard will be reviewed on a case-by-case basis.

**Academic Dismissal:** A student is dismissed from graduate programs at the university in the following circumstances:

- A student who is on any level of Scholastic Warning who ceases submission of graded assignments for all registered classes prior to 60% of the term in two consecutive terms.
- A student who does not maintain a term GPA of 3.0 each term following their return from suspension.

**Academic Program Dismissal:**

- Mountainview Low-Residence MFA (campus) students who earn two Unsatisfactory (U) grades in the program, or are enrolled in the MFA program for more than three years, are dismissed from the MFA program.
- Doctoral students who earn 2 Unsatisfactory (U) grades or are enrolled for more than eight (8) years (calculated by using the first term of enrollment) are dismissed from the program.
- Doctoral students enrolled in the International Business PhD who fail the comprehensive exam after two attempts will be dismissed from the program.

Academic Dismissal is considered final, and appeals are not accepted.

**Good Scholastic Standing:** Students who meet the required cumulative GPA of 3.0 or above are returned to good scholastic standing.

**Readmission after Academic Suspension:** A student who has been academically suspended must wait one term before returning. A student who would like to return early due to extenuating circumstances must appeal to the Scholastic Standing Committee.

Note: Nursing and Counseling have program-specific requirements that supersede these minimum standards. Please see the Academic Progression Requirements for Nursing Programs, MA Clinical Mental Health Counseling Program Progression and the Professional Standards for Counseling, Nursing and Licensure-Leading Education Programs policies.

## Admissions

### Admission Requirements, Graduate

#### General Information

Applicants who have earned a bachelor's degree or a graduate degree at an accredited institution in the United States or the equivalent of this degree from a comparable international postsecondary institution are eligible for application to graduate programs at the university.

#### Limited Acceptance

Applicants who are in their final year of completing their undergraduate degree and who have at least 105 credits completed may apply for admission to a graduate program. Applicants can take a maximum of two introductory graduate-level courses at SNHU before they are required to supply proof of bachelor degree conferral. They must provide this proof before registering for a third course. Not all programs allow for this option. Please check with your admission counselor for guidance.

The decision to admit an applicant to a graduate program is based on a combination of criteria according to the requirements of the specific program. Applications are reviewed on a rolling basis unless otherwise noted.

#### Basic Admission Requirements

- Completed application and an application fee that may apply.
- Official transcripts from previous institutions showing degree and post-degree coursework. A minimum of a bachelor's degree is required. All transcripts are to be submitted from the original institutions.
  - Completed bachelor's degree (admission to a master's program) or a completed master's degree (admission to a doctoral program) from an institutionally accredited organization.
- All applicants must demonstrate collegiate-level skills in the English language.
- International students must meet the admission requirements for international students.
- Certain programs may require applicants to complete an attestation form to verify information and acknowledge understanding of program requirements. (See Additional Program Requirements below).

#### Full Acceptance and Provisional Acceptance

Students with a conferred bachelor's degree showing a GPA of 2.75 or greater as well as meeting any additional program

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requirements will be offered full acceptance. Applicants whose cumulative GPA falls below 2.75, but who have at least 2.0, may be offered provisional acceptance. See Provisional Acceptance policy for more information.

Some SNHU programs may require a higher cumulative GPA. Please see program specific requirements outlined below.

### Accepted Evaluation Pending (AEP)

A graduate student whose status is accepted with evaluation pending (AEP) must provide official transcripts showing a conferred bachelor's degree by the end of their second term at SNHU. At the end of the second term, students remaining as AEP will be reviewed and automatically transitioned from AEP status to ACCEPTED status when SNHU has received official transcripts showing a conferred bachelor's degree, and any other outstanding transcript will be waived. If SNHU does not have official transcripts showing a conferred bachelor's degree, the student will not be eligible to enroll in a third term.

### Initial Enrollment

Students must enroll within one year of the date of their acceptance. Students who do not enroll within one year will be required to resubmit application materials and be readmitted under the catalog in effect at the time of readmission.

### Admission Decisions

Southern New Hampshire University reserves the right to revoke a student's acceptance in the following circumstances:

- Inaccurate information is submitted in the application process
- High school transcripts are not submitted when requested
- Any required documentation is not submitted
- Significant changes in qualifications occur after admission is offered, for example, if a student's disciplinary or criminal background changes
- Other information of a serious nature becomes available that was not considered at the time of admission

### Additional Program Requirements

#### MA in Clinical Mental Health Counseling

- Five question personal statement (500-600 words) that addresses the student's interest in becoming a counselor
- Two professional letters of recommendation using SNHU Letter of Recommendation form
- MA Counseling Recommendation Waiver form
- Availability for two in-person, weeklong residencies
- MA Counseling State Licensure Acknowledgement form \*

*\*Due to the variance of state educational requirements for counseling licensure, the state selected on an applicant's State Licensing Acknowledgement Form must be the applicant's state of residence at the time of admission. The only exception to this requirement is for military students and/or spouses of active military members who may be deployed in a state other than their state of residence. Students living in a state in which the program cannot meet the state education requirements for licensure are not eligible for the MA.CMHC program.*

#### MA in Communication

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

#### MA in English

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

#### MA in English and Creative Writing

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

#### MA in History

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

#### Master of Education (MEd) (excluding MEd in MEd in Curriculum and Instruction, Educational Studies, MEd in Educator Practices)

- Acceptance decisions are made on a rolling basis throughout the year. This is a cohort program with one start date in May. Applications must be received one month prior to the start of the first term/semester.
- Essay

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- Resume
- Interview with School of Arts, Sciences, and Education and the public-school partner district
- Students seeking an additional endorsement to their current teaching certificate will be required to complete an acknowledgement form and submit a copy of their current teaching certificate

### **MEd in Curriculum and Instruction**

- Resume including any relevant K-12 instructional or curriculum development experience, for at least six months
- Non-Licensure Acknowledgment form

### **MEd in Educator Practices or Certificate in Advanced Graduate Study**

- All applicants must have a teaching certificate, evidence of teaching experience or access to a teaching situation
- External Critique of Professional Educational Activities
- Successful completion of ProFile Seminar (first credit of 36 credits required for MEd or 31 credits required for Certificate in Advanced Graduate Study)

### **MFA in Creative Writing (online MFA)**

- A personal statement of 200-300 words is required. Students are asked to explain how someone else's story - such as a novel, movie or personal account - has impacted their life and influenced their drive to become a writer.
- A creative writing sample of 8-12 pages of fiction is required (either a short story or an excerpt from a longer work). The creative writing sample should include a brief, up to 50-word introductory paragraph that explains the literary genre of the submission, whether the submission is a complete short story or an excerpt from something longer, and, if the latter, any information the writer believes is essential to properly evaluate the submission.

### **Graduate Certificate in Online Teaching of Writing and Certificate in Professional Writing**

- Enrollment is restricted to candidates concurrently enrolled in the Master of Fine Arts in Creative Writing (online)
- Students who are enrolled in the Master of Fine Arts in Creative Writing (online) must select one of the two certificates with their program

### **MFA in Fiction/Non-Fiction (Mountainview Low Residency MFA) (Requires face-to-face learning component)**

- Minimum GPA: 3.0.
- Two (2) Letters of Recommendation. The letters of recommendation should be from those capable of assessing the applicant's preparation to succeed in a low-residency MFA program in writing.
- Personal statement (800-1,000 words) describing writing experience and commitment to writing. The applicant should include an assessment of why they are a good candidate for the MFA program at SNHU.
- Twenty (20) pages of manuscript double-spaced and numbered in the genre (fiction/nonfiction) the applicant plans to study.

### **MS Business Analytics (cohort-based program)**

- Conferred bachelor's degree.
- Phone call with admissions representative.
- Resume.
- Written personal and professional statements in response to career-related questions.
- Recorded video telling us about yourself, your career aspirations and how this program will help you meet those goals. For an accommodation due to a disability, please contact Online Accessibility ([SNHU Accessibility](#)).

### **MS in Cyber Security**

- Resume

### **MS in Data Analytics**

- Resume

### **MS in Health Information Management**

- Students must provide proof of prior college-level academic credit in pathophysiology/pharmacology, anatomy and physiology, medical terminology, computer concepts and applications, and statistics.

### **MS in Information Technology**

- Resume

### **MS in Nursing**

- Conferred BSN from an ACEN, CCNE or CNEA accredited program.
  - Acceptance: 3.0 or higher cumulative GPA

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- Provisional acceptance: cumulative GPA range 2.67 to 2.99 (provisional acceptance is not offered for the Family Nurse Practitioner track)
- Active, unencumbered Registered Nurse license
- Completion of the MSN acknowledgement form
- For students applying to the Family Nurse Practitioner track:
  - Two years of full-time work experience as a licensed registered nurse
  - Identification of one potential preceptor for a clinical practicum
  - Availability for one in-person immersion experience

**Post Master's Graduate Certificate in Healthcare Quality and Safety** (Open to qualified nursing and health professions candidates only)

- **Nurse** applicants who wish to pursue this certificate must meet MSN nursing program admissions requirements **AND** have earned a master's degree from an accredited nursing program (ACEN, CCNE and CNEA) with a minimum cumulative GPA of 3.0.
- **Non-nursing health professionals** who wish to pursue this certificate must have earned a health professions master's degree from an accredited institution with a minimum cumulative GPA of 3.0.

### MS in Professional Accountancy

- Interview with accounting department.
- Resume
- Minimum GPA: 3.0
- Conferred bachelor's degree in accounting or equivalent

### MS in Psychology

- Non-Licensure Acknowledgment Form

### MS in Teaching English as a Foreign Language

- Conferred bachelor's degree

### EdD in Educational Leadership & PhD in Education Leadership

- Interview
- Two (2) letters of recommendation
- Personal statement/statement of purpose
- Conferred master's degree

### PhD in International Business Campus or Low Residency

- Interview
- Three (3) letters of recommendation
- Minimum GPA: 3.5
- Personal statement/statement of purpose
- Resume
- Conferred master's degree (preferably in business or international business)

Some programs may not be available to international students. Please contact your admission counselor for additional information.

## Admission Requirements, International Students

International students must also meet the following requirements:

### Undergraduate Admissions Requirements

1. Official diploma or document showing proof of graduation from high school (secondary school)

OR

A college transcript showing at least 24 transferrable post-secondary credits by a NACES or AICE recognized international evaluation agency or U.S. institution, or a designated, approved credential evaluation service.

OR

A signed form attesting to the completion of high school requirements or earned GED with applicable dates and locations.

2. Proof of English language proficiency as demonstrated by the Test of English as a Foreign Language or equivalent. Test scores must be sent to SNHU directly from the administering organization or released by the test provider to

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Proficiency requirements are as follows:

## **Direct to program placement (online & campus):**

- TOEFL score of 79 and greater with a minimum of 15 on each section.
- IELTS score of 6.5 and greater with a minimum of 5.5 on each section.
- PTE score of 58 or greater
- Duolingo score of 105 or higher
- Successful completion of appropriate level at an English Pathway Partner based on terms of current agreement.

Additional English language requirements for *on-campus only* pathways:

## **Direct to program, placement into ENG 099i followed by ENG 120 (campus only)**

- TOEFL score of 71 to 78
- IELTS score of 6.0 (sub-scores  $\geq 5.5$ )
- PTE score 54 to 57
- Duolingo score of 100
- Successful completion of SNHU's English bridge program
- Successful completion of SNHU's ESL program with a qualifying score

## **Undergraduate Language Studies (ESL Bridge - campus only)**

Students with the following scores will be assigned to the undergraduate bridge program (ULS) with some English and some academic course work. Students entering undergraduate programs via ESL will be required to complete the English Bridge program unless their English proficiency score meet direct to program requirements:

- TOEFL 61-70
- IELTS 6 (sub-scores  $\leq 5.0$ )
- PTE 49-53
- Duolingo 95
- Successful completion of SNHU's ESL program
- Successful completion of appropriate level at an English Pathway Partner based on terms of current agreement.

## **Intensive English Program (ESL - campus only)**

Campus students with the scores that do not meet SNHU's current English requirements may apply for consideration for admittance into their academic program via the Intensive English Program. Some programs may not be eligible for entry via a pathway program.

## **Graduate Admissions Requirements:**

1. Proof of bachelor's degree or graduate degree completion or equivalent with certified evaluation of university transcripts by a NACES or AICE recognized international evaluation agency, or a designated, approved credential evaluation service.
2. Proof of English language proficiency as demonstrated by the Test of English as a Foreign Language or equivalent. Test scores must be sent to SNHU directly from the evaluating organization. Copies will not be accepted.

## **Online Admission Language Requirement:**

- TOEFL: 79 iBT with a minimum of 15 on each section
- IELTS: 6.5 with a minimum of 5.5 on each section
- PTE: 58
- Duolingo: 105

## **Campus Admission Requirement\*\*:**

- TOEFL score of 71 or greater
- IELTS score of 6.0 or greater
- PTE score of 54 or greater
- Duolingo of 100 or greater
- Successful completion of SNHU's ESL program

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- Successful completion of appropriate level at an English Pathway Partner based on terms of current agreement.

SNHU does not consider TOIEC or EF SET English proficiency exams for admission consideration.

### Doctorate Admission Requirements:

1. Official diploma and transcripts showing proof of graduation and completed bachelor and master degrees. Degrees earned outside of the US must be evaluated by a NACES or AICE approved evaluator.
2. For requirements or additional information on doctoral admission, please see the PhD Admission (link to PhD Admission page) section. Admission decisions for the PhD program are at the discretion of the Doctoral Admission Committee.

### Intensive English Program Admission Requirements for non-degree seeking applicants:

- No academic documents are required for Intensive English Program only admission.

SNHU uses a number of factors and criteria when evaluating an applicant for admissions to the Intensive English Program. The decision to offer admission is at the general discretion of the International Admissions Office after a careful and holistic review of all materials for submission.

### Exemptions to English Language Requirement

The following exemptions exist for the English language proficiency requirement:

- Proof of U.S. Citizenship as demonstrated by an approved government-issued document
- Proof of a full academic year of high school in the U.S. with passing grade in one year of standard English (not including ESL or developmental coursework)
- Proof of a full year of post-secondary education in the U.S. with a minimum of 24 transferrable semester hours or equivalent at the baccalaureate level taught in English (not including ESL or developmental coursework)
- Applicants may be considered for an English proficiency test waiver on a case by case basis at the discretion of SNHU International Admissions.

### Immigration Documentation

International students accepted in-person programs must submit the following documentation to receive an I20:

- Financial documents - Applicants must submit documentation that funds are available, i.e. official bank letter. A demonstrated level of support not only for tuition and room and board, but also for living expenses, pocket money, books, etc., is necessary. Documents must be dated within the past six months.
- Affidavit of support – required if funds are not in applicant's name.
- A copy of applicant's passport identification page.
- A transfer i20 form (for applicants transferring from other institutions within the US.)
- Students may be required to pay a tuition deposit indicating an intent to enroll.

An accepted student must enroll within one year of the term indicated on the original acceptance offer. Those who fail to do so will be required to resubmit an application and may be required to resubmit materials and be reconsidered for admission. The student would be required to satisfy program and degree requirements implemented after the original acceptance date.

Students from partner institutions may be considered for exemption from language tests based upon written agreement of language proficiency with partner language school officials.

### Admission Requirements, Undergraduate

To be considered for admission, students must submit the following documents:

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

## International Programs

- A conferred associate or bachelor's degree from an institutionally accredited organization.

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

Students applying to a campus-based program may have the following additional admission requirements:

- An application essay.
- Official high school transcript (or alternative credential, see list below) including at least first-quarter senior year grades, unless the student has applied for Early Action, in which case senior grades are not required. A copy of the final transcript must be submitted following high school graduation.
- One letter of recommendation from a school counselor or teacher.

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

### Admission Decisions

An admission decision is considered official upon notification to the student. Southern New Hampshire University may rescind an admission decision for any of the following reasons:

- Inaccurate information submitted in the application process
- High school transcripts not submitted, as required
- Any other required documentation not submitted
- Significant changes in qualifications after admission is offered, for example, if a student's disciplinary or criminal background changes

### Homeschool Admission Policy

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

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

### Non-Degree-Seeking Students

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

- High school graduates who wish to enroll in undergraduate courses must submit an attestation of high school completion or the equivalent.
- Current high school students who wish to enroll in undergraduate courses must submit proof that they (1) hold junior or senior standing in high school, (2) have a minimum high school grade point average of 2.0, and (3) have the permission of a parent or guardian.
- Students with a bachelor's degree or higher who wish to enroll in graduate courses must submit proof of completion of that degree.

Graduate students must fulfill course prerequisite requirements.

Non-degree seeking students who choose to enroll as degree-seeking students at a later date must meet the admission and academic requirements for that degree or certificate, including any required prerequisites. Admission as a non-degree seeking student does not guarantee later admission as a degree-seeking student.

Students seeking to enroll in nursing courses as non-degree seeking students should refer to the Nursing-Enrolling in Nursing Courses as Non-degree Seeking Students policy.

Not all courses are open to non-degree seeking students, and certain undergraduate courses will require prerequisites for non-degree seeking students. Please ask your Admission Counselor for more information on specific courses.

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Note: Does not apply to GEM students.

### Provisional Acceptance

#### Provisional Status in Graduate Programs

A student may be accepted with a Provisional status with a conferred bachelor's degree with a GPA below 2.75 but above or equal to 2.0; or to students with a conferred bachelor's degree with a GPA below 3.0 but above or equal to 2.67 for the MS in Nursing program (provisional acceptance is not offered for the MSN Family Nurse Practitioner track). Not all programs permit provisional acceptance.

A student with a Provisional status must achieve a term GPA of at least 3.0 in their first term and a cumulative GPA of at least 3.0 in their second term, at which point they will be removed from Provisional status. A student who does not meet these criteria will be denied full acceptance to graduate programs at the university.

#### Provisional Student Enrollment in another Graduate Program

Students accepted with a Provisional status who do not achieve full acceptance in their program may, on a one-time basis, request enrollment in a new program in another academic area. Students are not eligible to enroll for at least one term prior to enrolling in a second program and must satisfy the admissions requirement of the second program. Students who have been denied full acceptance are readmitted as provisional students with a Provisional status indicating a program change. They must meet all requirements for full acceptance in the second program by maintaining a term GPA of at least 3.0 each term until they achieve a cumulative GPA of at least 3.0. Upon receiving a cumulative GPA of 3.0, students will be fully accepted in good academic standing. Students who do not meet this requirement will be denied full acceptance and withdrawn from the program. Students who enroll in a second program and who are denied full acceptance and withdrawn from the program will not be allowed to request enrollment in another graduate program.

#### Provisional Student Appeal to Re-enroll in the Same Graduate Program after Denial

Students accepted with a Provisional status who have been denied full acceptance because they did not meet the academic requirements must wait a term before being readmitted to their program under continued provisional status. They must meet all requirements for full acceptance by maintaining a term GPA of at least 3.0 each term until they achieve a cumulative GPA of at least 3.0. Upon receiving a cumulative GPA of 3.0, students will be fully accepted in good academic standing. Students who re-enroll in a program and who are denied full acceptance and withdrawn from the program will not be allowed to request enrollment in another graduate program.

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

**Note:** Certain programs may have requirements that supersede university minimums. Please check with your admission counselor for that information.

### Readmission

Students maintain an active status by registering for at least one course per year. If a student withdraws from the institution, they must go through the readmission process. Online students looking to return to their program must contact their advisor to begin the readmission process.

The following conditions apply to readmission, regardless of modality:

- Students who are absent for more than one year will be placed under the current academic catalog when they return. If their original program requirements have changed, they will have to meet any additional program requirements.
- A prior acceptance to SNHU does not guarantee readmission.

## Course and Program Enrollment

### Academic Renewal

#### Undergraduate Level

After changing to another undergraduate program and successfully completing 12 institutional credit hours in a 16-week or greater time frame with a grade of "C" or above in each course, an undergraduate student who has been academically



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unsuccessful in the past at SNHU may apply for academic renewal. This will remove the negative impact to their cumulative GPA for grades lower than "C."

### Graduate Level

After changing to another graduate program and successfully completing the first nine institutional credit hours with a grade of "B-" or above in each course, a graduate student who has been academically unsuccessful in the past at SNHU may apply for academic renewal. This will remove the negative impact to their cumulative GPA for grades lower than "B-."

Academic Renewal at either the undergraduate or graduate level:

1. Will be granted only once per academic level at the undergraduate and/or graduate level at SNHU
2. Cannot be reversed
3. Must be approved by the Scholastic Standing Committee
4. Will impact transcripts, cumulative GPA and credit toward graduation as follows:
  1. Undergraduate courses with a final grade below "C" and graduate courses with a final grade below "B-" will have an "R" precede the original grade (for example, an "RC-" will replace a final grade of "C-," "RF" will replace a final grade of "F," etc.). A new grade point average will be calculated as academic renewal grades are applied. Courses so designated will:
    1. appear on the transcript in the new format
    2. be eliminated from the student's cumulative GPA
    3. not earn credit toward graduation
  2. Undergraduate courses with a final grade of "C" or better and graduate courses with a final grade of "B-" or better will:
    1. appear on the transcript
    2. be included in the student's cumulative GPA
    3. earn credit toward graduation

### Additional Information:

1. Academic Renewal **may** have a negative impact on the calculations utilized by financial aid to determine Satisfactory Academic Progress for Title IV purposes.
2. Admission standards for certain programs may not allow for Academic Renewal.
3. Change in concentration is not considered a program change for Academic Renewal purposes.
4. Academic Renewal does not nullify policies restricting the age of coursework or time limits on program completion.

Note: Does not apply to GEM students.

## Class Schedules, Locations, Cancellations and Modalities

The course locations, times and delivery methods listed in the Catalog and course syllabi are subject to change. Courses may be canceled due to low enrollment, scheduling issues or government order.

Individual class sessions can be canceled, or the time and location of classes changed, due to a variety of circumstances, including weather, illness, emergency, campus construction or government order.

Class cancellations for in-person or synchronous online classes will be announced, prior to class start whenever possible, by either a faculty or staff member of the university. Cancellations may also be announced by posted notice issued by the school's dean's office. When in doubt as to whether a class has been canceled, students should check with school administrative staff. Canceled classes and courses can be rescheduled at the option of the university or instructor but are not always made up. In-person classes can be taught remotely if necessary. There will be no refund or reduction of tuition or fees when classes are canceled or moved to an online format, except as otherwise required by the university refund policy.

## Course Add and Drop

A course drop is defined by Southern New Hampshire University as a course being removed from enrollment prior to the conclusion of week 1 of the term. In all cases, no tuition charges are incurred by students who drop courses during the first week of the term, and dropped course(s) will not appear on the student's academic transcript. All term weeks begin on Monday and end on Sunday. Holidays throughout the term do not impact these timelines.

Any removal of course(s) after week 1 would constitute a course withdrawal, may have financial implications, and would result in a "W" grade on the student's transcript. Students should reference the university's [Course Withdrawal Policy](#) for more information.

Course or competency additions and drops may occur at the beginning of a term under the following circumstances:

For campus courses, students can add and drop courses up through the first seven days of a term without penalty. Students who miss the first two sessions of a class may be dropped by the instructor without prior notice.

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For online courses, students who are looking to add courses after the term has begun must have extenuating circumstances and have approval by an Academic Advisor. For online courses, students may drop within the first seven days of the term without penalty by reaching out to the Advising Department. Students enrolled in online courses are required to submit a graded assignment or discussion during the first week of class or they will be administratively dropped.

For direct assessment, competency-based courses, students can add competencies throughout the term, with no more than a maximum of 12 unmastered competencies at a time. Students can drop within the first 14 days without penalty. However, no new competencies may be added when only one week remains in the term.

Unless students are dropped by an instructor or officially dropped or withdrawn from a class, they will receive an official grade. Non-attendance could result in a failing grade and could have possible financial implications, unless administratively dropped in the first week due to non-participation or withdrawing. Students should reference the university's [Course Participation](#) policy and reach out to their academic advisor with any questions. It is the responsibility of the student to be familiar with program-specific requirements around participation in the first week, as they may supersede the university's minimum standards. Students are encouraged to consult with their advisor on program requirements.

Exception: No student is allowed to drop or withdraw from FYS-101, except in the case of extenuating circumstances supported by documentation. Students missing the first two sessions of FYS-101 will not be dropped by the instructor. Students seeking to withdraw from FYS-101 must complete a Student-Initiated Course Withdrawal form that contains the approval of their advisor and the Director of First-Year Seminar.

## Course Participation

Course participation is at the center of learning and accomplishment. Each student is expected to arrange a course schedule that minimizes conflicts with other commitments. This includes personal obligations, participation in athletics or other university-sanctioned events, and the like. Therefore, the responsibility of participation belongs to the student.

Course participation (including, but not limited to, online module work, in-person class attendance, and working toward completion of competencies) is required in all courses. For in-person courses, being absent and/or late for class may impact a student's grade, and in the case of excessive absences, may result in failure or the instructor withdrawing the student from the course. Missing more than 10% of the scheduled class time may be considered excessive. Students are responsible for all missed work and assignments. Policies on participation and making up work must be included in the course syllabus.

Course participation is required within the first week of the term for all online courses. Participation in that modality is defined as completing one graded assignment during the first week of the course; otherwise students will be administratively removed for non-participation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course or courses after the first week and who do not officially withdraw will receive a grade calculated on the basis of all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. Please see the [Course Withdrawal](#) policy for more information regarding course withdrawal.

Direct assessment competency-based students are required to submit at least one project by day 14 of each term. Students who do not submit by day 14 of each term will be administratively dropped on day 15.

For all modalities, it is the responsibility of the student to be familiar with program-specific requirements around participation, as these may supersede the university's minimum standards. Students should consult with their advisor on program requirements.

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

If military obligations present themselves during a term, the student should inquire with their faculty on whether the obligations will allow them to be successful in their course. If the student is unable to successfully participate in a current term due to their military obligations, they should consult with their advisor on next steps regarding withdrawal. Should the possibility exist for a student to be successful in their term, students should work with their faculty on makeup work expectations. Should an Incomplete be a part of the plan for successful completion, it must adhere to the [Incomplete Grades](#) policy.

For students in the Intensive English Program (IEP), please refer to the Campus-Based Intensive English Program Policies

Note - Does not apply to the GEM population.

## Course Withdrawal Policy

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Graduate and undergraduate students may drop courses prior to the start of term and through week one without any academic penalty. For more information, students can reference the university's [Course Add and Drop](#) policy. If a student wants to withdraw from course(s) after week 1, they may do so and should consult with their Academic Advisor to discuss possible financial and academic implications. Students can withdraw at any point in the term except for the last week of a term. Withdrawals in the last week of a term are not permitted. All term weeks begin on Monday and end on Sunday. Holidays throughout the term do not impact these timelines.

In all cases, the date of withdrawal is the date the completed form is received for processing. Any withdrawal prior to the last week of the term will result in a grade of "W" on a student's academic transcript. Credit hours for courses from which a student withdraws are included in their total number of credit hours, and as such, withdrawn courses will appear as credits attempted, but no credits earned in a student's academic records. This could have implications in terms of [Scholastic Standing](#) with SNHU. Students should discuss these concerns with their academic advisor.

Merely ceasing to attend classes does not constitute an official withdrawal for academic or financial reasons. Any student who has not officially withdrawn from a course will be assigned the grade calculated on the basis of all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. Any student who has not officially withdrawn from a course will be responsible for full tuition and any accompanying fees.

Exception: No student is allowed to drop or withdraw from FYS-101, except in the case of extenuating circumstances supported by documentation. Students missing the first two sessions of FYS-101 will not be dropped by the instructor. Students seeking to withdraw from FYS-101 must complete a Student-Initiated Course Withdrawal form that contains the approval of their advisor and the Director of First-Year Seminar.

### Direct Assessment Competency-Based Student Withdrawal

When the student initiates the withdrawal process in the first 14 days of any term, they are dropped from all competencies at no charge regardless of participation. Any competencies mastered during this time are removed from the student's record. A Return to Title IV federal financial aid funds (R2T4) calculation may be completed using the student's last date of attendance. Any previously scheduled Title IV financial aid will be canceled for the term and if eligible, a post-withdrawal disbursement will be offered. The student is reported as withdrawn to the National Student Clearinghouse, and any outstanding student loans will enter the applicable grace period repayment.

### Medical Withdrawal

In cases of medical withdrawals, a student may be allowed to withdraw from a term in exceptional circumstances, such as serious illness, which must be documented by a letter from a physician, or other appropriately documented serious condition beyond the student's control. Administration reserves the right to make the final determination and give or deny approval for such a withdrawal. Any withdrawal made after the second week of the term will be processed at no refund to the student.

### Emergency Withdrawal

The goal of the Emergency Withdrawal policy is to support students who may be experiencing serious extenuating personal circumstances during a term by allowing a course withdrawal after week 1 of the term. An [Emergency Withdrawal](#), which is noted as a "W" on a student's transcript, may be granted for extraordinary cases in which a serious and unexpected medical issue or other significant personal circumstance prevents a student from continuing his or her class(es). While the [Withdrawal and Refunds](#) policy applies, the University reserves discretion to allow financial consideration for Emergency Withdrawals.

In order for an Emergency Withdrawal to be considered, the circumstance must be *serious, unforeseen* and *documented*, and must not be able to be addressed through a reasonable academic arrangement:

- *Serious*: Reserved for circumstances that fall well outside the norm of everyday challenges or stresses and are severe enough to reasonably cause disruption to a student's personal and academic life.
- *Unforeseen*: Reserved for circumstances that are outside a student's control and were unanticipated at the time of registration and/or during the term's drop period. Students applying based on chronic or intermittent issues (including pregnancy) known at the time of registration will be reviewed on a case-by-case basis.
- *Documented*: All Emergency Withdrawal requests must be accompanied by supporting documentation which clearly shows that the student was not able to complete their class successfully.

Examples of serious, unforeseen, extenuating circumstances include unexpected extended hospitalization, death of an immediate family member, severe illness of a dependent, or natural disaster. For the purposes of the Emergency Withdrawal policy, immediate family is defined as a spouse, domestic partner, parent, sibling, child, grandparent, parent-in-law, grandchild or a member of the immediate household.

Emergency Withdrawals are not granted for circumstances that are foreseeable or avoidable, or do not significantly and reasonably impact a student's ability to complete his or her online class. Examples of Emergency Withdrawal requests that do not qualify as an Emergency Withdrawal include change in employment, relocation, vacation, financial difficulties, or life

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stresses. Emergency Withdrawals are also not granted if a student does not provide sufficient documentation.

### Deadlines

All emergency withdrawal requests must be received no later than end of day on the Sunday preceding the last week of the term. Students who are not able to provide new documentation or who are not able to meet the deadlines of the Emergency Withdrawal policy can file a dispute up to 90 days after the close of the term.

An Emergency Withdrawal could potentially impact a student's academic completion rate and/or delay a student's graduation date. *Students are strongly encouraged to speak with their Academic Advisor about the potential implications of withdrawing before submitting an Emergency Withdrawal request.*

**Approval of an Emergency Withdrawal request and possible financial consideration are not guaranteed.**

### Withdrawal Disputes

Withdrawal disputes must be submitted within thirty (30) days after the end of the term during which the student withdrew. Please consult your Academic Advisor if you are looking to go through the Withdrawal Dispute process.

### Credit Load

Credit load is determined by total trimester credits. Based on either full-time, three-quarter time, or half-time credit load status, student loans will automatically go into deferment. Based on less than half-time academic load status, student loans will not go into deferment.

**All SNHU Undergraduate Students (online, on campus, and direct-assessment competency based) and on campus Mountainview Low-Residency Master of Fine Arts (MFA) program:**

Enrollment Status	Credit Load
Full Time*	12 credits (12 competencies)
Three-Quarter Time	9 - 11.99 credits (9 -11 competencies)
Half-Time	6 - 8.99 credits (6 - 8 competencies)
Less than Half-Time	Under 6 credits (fewer than 6 competencies)

\*NOTE: Undergraduate students are considered full-time with any combination of undergraduate and approved graduate courses provided they have met all eligibility requirements as outlined within the [Undergraduates Taking Graduate Courses](#) policy.

Undergraduate students in 8-week terms:

- Credit load is based on total credits over entire 16-week trimester (two consecutive 8-week terms).
- In order to enroll in more than six credits in any given term, a student must obtain permission from their academic advisor and have a cumulative GPA of 3.0 or higher.

Undergraduate students in all other undergraduate terms:

- Credit load is based on total credits in a single term.

**All SNHU Online Graduate Students, Education Graduate Field-Based Programs, and Doctoral Programs:**

Enrollment Status	Credit Load
Full Time	6 credits
Three-Quarter Time	4.5 - 5.99 credits
Half-Time	3 - 4.49 credits
Less than Half-Time	Under 3 credits

- Credit load is based on total credits in a single term
- In order to enroll in more than six credits in any given term, a student must obtain permission from their academic advisor and have a cumulative GPA of 3.0 or higher.

**On Campus SNHU Graduate Students- School of Business, Master of Arts in Teaching English as a Second or Other Language, and Education Programs:**

## International Programs

Enrollment Status	Credit Load
Full Time	9 credits
Three-Quarter Time	7 - 8.99 credits
Half-Time	5 - 6.99 credits
Less than Half-Time	Under 5 credits

### Additional Information:

Graduate students enrolled in their comprehensive exam or who are in dissertation status are considered full-time.

Graduate students that are registered in a continuation course for a Counseling Practicum or Internship are considered "half-time," due to the academic and experiential requirements of the Counseling continuation courses.

International students in F-1 and J-1 student status must be enrolled full time to maintain lawful presence in the U.S. Online classes are limited to one class per term counting toward your minimum full-time course load. Any classes taken over the minimum full-time course load may be in-class or online format.

NOTE: All reductions in a full course load for academic or medical reasons, as well as terms off, must be approved by the Office of International Student Services prior to the start of the term or class load reduction. In a final term, if only one course is remaining, it must be taken in-class to maintain F-1 or J-1 student status.

Note: Does not apply to GEM students.

## GEM Academic Progress

The Academic Progress policy is designed to help students graduate on time during their allotted scholarship period.

### Definitions:

#### *Steady Progress:*

- For GEM students enrolled in the Associate's Degree program steady progress is defined as the student mastering 6 credits or competencies per month in their program.
- For GEM students enrolled in the Bachelor's Degree program steady progress is defined as the student mastering 5 credits or competencies per month in their program.

### Rationale:

Given that all Global Education Movement (GEM) students at Southern New Hampshire University (SNHU) have a four-year scholarship, it is important that students master a certain number of competencies per month so that they can graduate in the allotted four-year time period.

As the tuition costs of further access to the SNHU programs beyond the two-year time period for the Associate's degree and two-year time period for the Bachelor's degree will not be covered by scholarship, it is imperative that students make steady progress through their program to graduate within their scholarship period.

### Withdrawal during any semester:

GEM students who do not make steady progress for two (2) consecutive months may be withdrawn by SNHU.

## Late Assignments

Timely submission of assignments is important for ongoing success in courses. In the event that a student is unable to submit an assignment on time, they should refer to their course syllabus for late assignment expectations.

## Modifications to Course of Study

### Enrolling in Multiple Programs

An undergraduate or graduate student, with the exception of those enrolled in a direct assessment competency-based program, may choose to be enrolled in multiple programs at the same time. SNHU's institutional credit minimums apply separately, however, to each degree or certificate awarded. Students should be aware that enrollment in multiple

## International Programs

programs may increase the number of courses they are required to take to complete their programs, above and beyond the minimums within the programs themselves.

### Change, Update, or Addition to Program

All SNHU students have the option to change, update, or add to their academic degree program by working with their academic advisor. This could include a full program change, adding a minor or concentration, or declaring a certificate. The advisor will work with the student to explain the impact and requirements of changing, updating, or adding to their program. Students are responsible for being aware of any financial implications or the possibility of extending their time to degree completion. If the request is approved, all changes will take effect at the end of the current term.

The courses required for a specific degree are outlined in the university catalog. Any change in program course requirements must be approved through a Petition to Amend Degree Requirements, signed by the appropriate academic administrator(s) and submitted to the Office of the University Registrar before the change can become effective.

### Transition to a Different Delivery/Modality

Students in an academic program may wish to fully transfer to the same program, or a different program, at another one of SNHU's offerings, including on campus, online or direct assessment competency based. Students must be in good academic standing and are advised to work with their respective academic advising and admission teams.

### Concurrent Enrollments Across Modalities

Students can be concurrently enrolled in courses both on campus and online only if the eight-week online term start and end dates fall entirely within the campus 16-week term. Students are not permitted to be concurrently enrolled in direct assessment competency-based offerings and online or campus offerings within the same term.

## Undergraduates Taking Graduate Courses

Undergraduate students who have completed a minimum of 90 program credits\* and have earned a minimum cumulative GPA of 3.0 may apply to take graduate courses through their academic advisor. Students may enroll in a 500- or 600-level graduate course provided the following eligibility requirements have been met:

- The course is an active course and is being offered in an upcoming term/semester.
- There is space available in the course.
- The student has met the prerequisites of the course.
- The course has been approved to fulfill program requirements.
- The graduate term dates fall within the undergraduate trimester/semester start and end dates.
- The student has submitted a completed copy of the **Undergraduate Student Request to Take Graduate Courses** form for each course including all necessary approvals. Students may enroll in more than one graduate course per term/semester.

Approval is limited to a maximum of twelve (12) credits. Undergraduate credits will be awarded upon successful completion of the course. If the student goes on to enroll in a graduate program at Southern New Hampshire University, graduate credit will be awarded only if the student earned a grade of "B" or better; the course grade earned at the undergraduate level will not apply to the graduate program or appear on the graduate transcript. Students with courses that do not meet the minimum grade requirement will be required to repeat the course upon enrollment in the graduate program.

Specific SNHU programs may have dictated pathways that outline specific graduate courses for enrollment and could require alternative minimum grade requirements.

Students should contact their academic advisor for any questions surrounding course pathways, course availability or financial implications of enrollment.

Note: Does not apply to GEM students.

## Unearned F

At SNHU, there are two categories of failing a course. Students can earn an "F" by participating and submitting their work, but not meeting minimum course requirements. Students can also receive an "unearned F" which results from not participating or submitting academic work. Students who cease participation in graded activities prior to completing 60 percent of the term will be classified as receiving an "unearned F". The last date of attendance is defined as the last time the student participated in a graded activity within the course. Students who participate past the 60 percent mark are considered to have earned their grades and no adjustments will be made.

Within SNHU's direct assessment competency-based programs and other programs that utilize a mastery model, the grade of an unearned F is not applicable. Instead, Not Mastered (NM) grades are considered unsuccessful attempts and are factored into the student's Satisfactory Academic Progress (SAP).

## International Programs

### Withdrawal from SNHU

Students wishing to withdraw from the institution can do so by completing the **Withdrawal from SNHU form**. Students should communicate and work with their academic advisor when completing this process. International students should work with the International Student Services department.

Submission of the completed form will withdraw students from the university and from all courses/competencies in which they are currently enrolled, unless the student indicates on the form that they have intentions of completing the current semester/term. For students under the age of 18 years, a written parental/guardian consent is required. If a student cannot access the form due to extenuating circumstances, they must notify their academic advisor to begin the withdrawal process.

The official withdrawal date is the date the form is submitted, unless students choose to complete the current term, in which case their withdrawal from the University will be processed after final grades have been entered. The withdrawal date will be used to determine any tuition refund, in accordance with the University's refund policy. Students are encouraged to talk to their academic advisor and Student Financial Services regarding potential impacts to GPA, military benefits and financial aid, especially as students near the end of their semester/term. Students can withdraw from the university at any point. However, any requests within the last week of the term will be processed after term end and final grades have been awarded.

The University reserves the right to withdraw students who fail to meet academic requirements or who, because of misconduct, disrupt the academic process.

INTI, VNU, India Online and GEM students seeking to withdraw from SNHU's programs must consult and work directly with their advisor. GEM students who withdraw from SNHU will forfeit their scholarship.

## Grades and Credits

### Credit for Prior Learning

Credit for Prior Learning (CPL) comprises the processes and practices of determining if knowledge gained in a variety of settings, and through formal and non-formal means, may warrant consideration of college credit and/or requirements (i.e., award of credit or a waiver of program requirement). To be eligible for prior learning credit, students must be enrolled in an undergraduate or graduate program at SNHU. Official documentation that can be authenticated is required. For evaluating non-traditional learning experience, SNHU recognizes the services of American Council on Education (ACE) and National College Credit Recommendation Service (NCCRS). For more information on any of the services below, students are encouraged to speak with their academic advisor or admission counselor:

- Credit by Examination. SNHU evaluates the results from nationally recognized external testing programs as well as institutionally developed examinations and learning experiences for acceptance toward satisfying degree requirements.
- Credit for Industry-recognized certification(s) that are not currently assessed for college credit by ACE/NCCRS and/or listed above may be awarded with departmental approval.
- Formal coursework taken in non-accredited, postsecondary educational settings. These settings include postsecondary vocational and technical training, in-service training courses in the workplace, military service training programs and career-related workshops and seminars.
- SNHU will evaluate transfer credit for continuing education units (CEUs) that were awarded from an accredited university provided:
  - The CEU course is listed on an official transcript with a grade and credits earned
  - The CEU course fulfills one of the academic program requirements at the awarding institution
  - The degree program for which the CEU course applies is accredited

Credit for Prior Learning does not factor into the student's grade point average (GPA) or institutional credit requirements at SNHU.

For more information, see [Get Credit for Work or Life Experience](#)

### Grade Appeals and Other Academic Disputes

#### Grade Appeals

The purpose of a grade appeal is to provide students an avenue by which to raise concerns specific to the accurate grading of submitted assignments and have those concerns reviewed. A grade appeal shall be confined to issues of grading accuracy specific to an individual student, and it may not involve challenging an instructor's judgment in assessing the quality of a student's work.

#### Grounds for Appeal

In a grade appeal, only the following will be considered legitimate grounds for appeal:



## International Programs

- Error: The awarded grade was miscalculated;
- Prejudice: The assignment's grade was assessed based on factors other than the student's performance in the course;
- Arbitrariness:
  - The student was not clearly notified as to the basis of the grade determination; or
  - The awarded grade departed substantially from the instructor's previously announced standards or the defined rubrics.

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

### Pre-Appeal Actions

The expectation is that student and instructor resolve the grade disagreement informally in a collegial manner. The student is strongly encouraged first to talk through the situation with their advisor; and the advisor should help the student regarding how best to approach the instructor. In all cases, a student who believes a grade has been inappropriately awarded, in accordance with the Grounds for Appeal above, must seek to resolve the matter with the instructor within thirty (30) days after the term ends. If the grade dispute cannot be resolved informally with the instructor, then the student may submit a formal appeal no later than 30 days after the term ends.

### Other Academic Disputes

If a student has a concern about a course, program, service or instructor, they are encouraged to address their concerns first with their instructor or advisor. If the issue cannot be resolved at that level:

- For campus-based courses or concerns, students should speak to the program coordinator/department chair. If the student is still not satisfied, then they should contact the appropriate Dean's office. If the student wishes to pursue the matter further, then they should speak to a representative from the Academic Affairs Office, who will review the matter and make a final decision.
- For online or direct assessment competency-based courses or concerns, students should complete the [Student Concern Dispute Form](#). Upon receipt of the form, a member of the Dispute Resolution team will review and research the concern to determine a fair resolution in consultation with the appropriate academic leadership. While disputes are being reviewed, students should continue to participate in their courses/program unless instructed otherwise by the Dispute Resolution team member.

## Grade Change

Grade change requests may be made within thirty (30) days after the term grade due date under the following circumstances:

- The instructor has made an error in calculating the grade;
- An Incomplete grade is being replaced with a letter grade;
- The instructor inadvertently did not post (or mis-posted) a grade in the Grade Center;
- The change is the result of a successful grade appeal;
- The change a result of fraud, misrepresentation or other egregious actions; or
- A grading error is detected as a result of an internal grade audit.

Grade change requests may be made by the instructor, or in extenuating circumstances, by an authorized academic dean or equivalent. Extenuating circumstances include, but are not limited to, instructor unavailability or unwillingness to change a grade despite a successful grade appeal. Grade changes are processed by the Registrar's office. Grade changes may also be requested for replacing incomplete grades or successful grade appeals that are resolved outside the 30-day window, if those processes were initiated within the parameters set by the [Incomplete Grades](#) and [Grade Appeals and Other Academic Disputes](#) policies. A grading error detected by an internal audit outside of thirty (30) days after the term grade due date will be changed only if it increases the original posted grade unless the grade change is a result of fraud, misrepresentation or other egregious actions.

After the last day of the term, late work will not be accepted unless an Incomplete is already submitted. Please see the [Incomplete Grades](#) Policy.

No grade changes will be accepted after the degree has been conferred.

## Grade Scale and GPA

Grading System



## International Programs

Grade	Definition	Points	In GPA Calculation?	Numerical Equivalent (Undergraduate)	Numerical Equivalent (Graduate)
A	Excellent	4.00	Yes	93-100	93-100
A-		3.67	Yes	90-92	90-92
B+		3.33	Yes	87-89	87-89
B	Good	3.00	Yes	83-86	83-86
B-		2.67	Yes	80-82	80-82
C+		2.33	Yes	77-79	77-79
C	Average	2.00	Yes	73-76	73-76
C-		1.67	Yes	70-72	
D+		1.33	Yes	67-69	
D	Passing	1.00	Yes	60-66	
F	Fail	0.00	Yes	0-59	0-72
IF	Incomplete Fail	0.00	Yes		
UF	Unearned Fail	0.00	Yes		
SDR	Revocation	0.00	No		
I	Incomplete	N/A	No		
AU	Audit	N/A	No		
CR	Credit	N/A	No		
IP	In Progress Passing	N/A	No		
IPT	In Progress Transfer	N/A	No		
MA	Mastery	N/A	No		
NG	Non-graded	N/A	No		
P	Pass	N/A	No		
S	Satisfactory	N/A	No		
T	Transfer Credit	N/A	No		
U	Unsatisfactory	N/A	No		
W	Withdrawal	N/A	No		
WV	Course Waived	N/A	No		

### Academic Renewal:

Grades preceded by “R” (i.e. RC, RF) denote academic renewal and are excluded from the GPA calculation. For more information, see the [Academic Renewal](#) policy.

### Incomplete & Incomplete/Fail (I & IF)

Incomplete grades are awarded when a student has been granted an exception to submit work beyond the end of the term. An Incomplete “I” grade automatically becomes an Incomplete Fail “IF” grade if work has not been completed and a grade has not been submitted prior to the pre-determined expiration date. For more information, see the [Incomplete Grades](#) policy.

### In Progress Passing (IP)

“IP” grades are issued for some internships, practicums, and courses that span more than one academic term. For more information, see the [IP Grade](#) policy

### Mastery (MA)

“MA” grades are issued for direct assessment competency-based programs once individual competencies and equivalencies are mastered. “MA” is equivalent to an “A” grade on a traditional grade scale. There are no grade points associated with MA grades, therefore there is no GPA for students in direct assessment competency-based programs. Competencies attempted, but not mastered by the end of the term will receive a status of “Not Mastered” (NM) and will not appear on the transcript. The student must re-register for these competencies in a future term.

### Passing (P) and Satisfactory (S)

## International Programs

Pass “P” and Satisfactory “S” grades are defined as a “C” or better at the undergraduate level and a “B” or better at the graduate level. P/F grades were allowed for spring 2020 courses in response to COVID19.

### Satisfactory (S) and Unsatisfactory (U)

An “S/U” option is available in some courses to students in lieu of letter grades. A satisfactory grade may be applied toward fulfilling degree credits but will not be applied toward the grade point average. Programs may use a combination of letter grades and S/U grades or S/U grades exclusively. See program requirements for more information.

### Revocation Grade (SDR)

SDR grades are issued when grades are revoked as a result of fraud, misrepresentation or other egregious actions.

### Unearned Fail (UF)

Students receive a “UF” grade in each course in which they cease participation in graded activities prior to completing 60% of the term. For more information see the [Unearned F](#) policy.

## Grade Point Average

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

Course	Calculation	Grade Points
ENG-120	3 Credits x A(4)=	12 GP
MAT-240	3 Credits x B(3)=	9 GP
MKT-113	3 Credits x C(2)=	6 GP
PSY-108	3 Credits x D(1)=	3 GP
IT-145	3 Credits x F(0)=	0 GP
<b>Total</b>	15 Credits	30 GP

30 GP divided by 15 CR = 2.00 GPA

## Incomplete Grades

There may be times when a student requests an incomplete grade, defined as an exception to submit work beyond the end of the term. Allowing a student an *Incomplete* grade is left to the instructor’s discretion, and students should not assume that they will be allowed to complete work after the term has ended. Requests for an incomplete must be submitted to the instructor prior to the end of the term, and students granted an incomplete grade have a maximum of 30 days from the last day of the term to complete their work.

The circumstances that have compelled the student to request the Incomplete should be serious and unforeseen extenuating circumstances that prevent the student from completing the requirements of the course, such as, but not limited to, unexpected extended hospitalization, death of an immediate family member, or natural disaster. Incomplete grades may be considered when the student has submitted 70% of graded course assignments, including discussion boards if appropriate. The instructor grants the incomplete grade after reviewing the remaining work to be completed and determining if the student is likely to be successful in completing the work and passing the course within 30 days.

Instructors must honor all accommodations established through the Accessibility Center. If a student is protected under the Americans with Disabilities Act or Title IX, including pregnancy, and has an accommodation for additional time, the student must request an incomplete if the additional time is needed and instructors must approve the incomplete request.

See [Grade Scale and GPA](#) for additional information.

## IP Grade

For courses that span more than one academic term, IP grades will be used to indicate each student’s academic progress at the end of each associated term. IP grades indicate In-progress Passing. After the last term ends, the instructor will submit a grade change form with the final grade. IP grades for all sections of the course will receive that final grade.

Students should refer to their specific program for procedures regarding the application of the IP grade.

## Repeating Courses

Students may repeat a course unless otherwise stated by their program-specific requirements. Credit is earned only once

## International Programs

with a passing grade. The last grade is included in the cumulative GPA; any other attempts are excluded. All prior grades will appear on the students' transcripts. There may be financial aid implications to repeating courses.

## Transfer Credit

### General Information

Only official transcripts are considered for transfer credit. Official transcripts must be sent directly from the issuing institution to SNHU. Electronic transcripts can be considered official if they are sent by an approved and secure file transfer system. Credit considered for transfer must be from the issuing institution; transfer credit posted on another institution's transcript will not be accepted.

Courses accepted for transfer credit must be at college level from an institutionally accredited organization listed by the Council for Higher Education Accreditation (CHEA) or the Department of Education (DOE/DAPIP). In order for SNHU to accept credit in transfer, the coursework must be completed during dates that the institution or relevant program was accredited.

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

Students cannot receive duplicate transfer credit. Duplicate transfer credit occurs when the content of two external courses has been equated to one SNHU course. In this instance, credit will only be awarded for one of the two external courses. SNHU awards transfer equivalencies based on individual course content.

Regardless of the total number of transfer credits awarded, students must meet minimum degree, program and institutional credit requirements, as appropriate. See the [Degree and Certificate Requirements](#) and [Institutional Credit Requirements](#).

### Articulation Agreements & Required Written Arrangements

The Office of Academic Quality, Accreditation & Support at Southern New Hampshire University maintains a list of schools and organizations with which we have articulation agreements and required written arrangements. Please visit the [Consumer Information](#) page for more information.

### Semester Hour Conversion

One (1) quarter hour is equivalent to .67 semester hours. One (1) semester hour is equivalent to 37.5 clock hours.

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

### Undergraduate Programs

Undergraduate courses accepted for transfer credit require a grade of "C-" or higher. Most credits taken externally will be considered for transfer credit regardless of when they were completed. However, time limits exist in some academic programs to ensure that transfer credits meet present-day academic standards. Students should consult with their Admission Counselor or Academic Advisor regarding these time limits. Time limits are set and approved by academic program leadership.

### Graduate Programs

Graduate courses accepted for transfer credit require a grade of "B" or higher and must have been completed within the last five (5) years. However, shorter time limits exist in some academic programs to ensure that transfer credits meet present-day academic standards. Students should consult with their admission counselor or academic advisor regarding these time limits. Time limits are set and approved by academic program leadership. A graduate course may be used only once to fulfill a requirement.

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

- Master's degree: a maximum of four graduate-level courses not to exceed twelve (12) graduate-level credits.
- Graduate certificate program: three (3) graduate-level credits.
- Mountainview Low-Residency MFA students may transfer up to one (1) full semester of credit from another low-residency or full-residency MFA program in creative writing. A successfully completed semester at another low-residency or full-residency MFA program may be counted as one fifteen (15)-credit semester in the Low-Residency MFA, which includes both residency and semester coursework.

### Doctoral Programs

## International Programs

No transfer credit will be applied to doctoral programs.

### Cohort-Based Programs

Transfer credit is generally not accepted and requires an exception from the respective academic dean.

### Nursing Programs

Students that are seeking transfer of nursing courses should review the RN to BSN Nursing Admission and Academic Requirements and Graduate Nursing Admission and Academic Requirements policies.

### Transfer Credit for Programmatic Accreditations and Affiliations

In addition to regional accreditation, certain SNHU undergraduate and graduate programs also carry specialized programmatic accreditations and affiliations. Programs with specific licensure, programmatic accreditation or affiliation requirements may place restrictions on transfer credits into major and concentration courses. In these instances, transfer students will have their previous credit and coursework evaluated by the appropriate Admission Office or the Office of the University Registrar, in conjunction with the appropriate academic department on a case-by-case basis. If you are a prospective student and need more information, please contact Admissions. If you are a current student and need more information, please contact your academic advisor.

### Request to Take Courses at Another Institution

Students who are enrolled at SNHU and wish to take a course elsewhere must submit a request by filling out the Request to Take Courses at Another Institution to ensure that the course fulfills the desired requirement. Failure to obtain prior approval to take a course at another institution may lead to SNHU not granting transfer credit for that course. Upon approval and once the course is completed, the student must arrange to have an official transcript sent directly to SNHU so that credit for the course may be applied toward degree completion. Students should reach out to their academic advisor if they needed additional support in this process.

### International Transfer Credit

Please see the [Admission Requirements, International Students](#) for more information on the transferability of credit.

## Graduation and Commencement

### Awarding Degrees in Cases of Death or Incapacity

An academic degree or certificate may be awarded to a student in the case of death or to a student who is permanently incapacitated to the point that continued academic progress is impossible even after reasonable accommodation if at least 75 percent of the degree program requirements have been completed (and in the case of thesis-based graduate degrees, the student had achieved significant progress on a thesis or dissertation, according to the opinion of the faculty advisor), the student has met 75 percent of institutional credit requirements, is in good standing and meeting the minimum GPA of 2.0 for undergraduate students and 3.0 GPA for graduate and doctoral students at the time of death or permanent incapacitation.

### Ceremonial and Latin Honors

#### Academic Honors, Associate and Baccalaureate Degrees

The university acknowledges outstanding academic performance through Ceremonial Honors and Latin Honors. Ceremonial and Latin Honors apply only to associate and bachelor's degrees completed through non-direct assessment programs. Graduate programs are not eligible for academic honors.

#### Ceremonial Honors

Ceremonial Honors serve as a way of recognizing students' outstanding academic performance during commencement ceremonies for those students who either do not qualify for Latin Honors at the time of commencement or who do not have enough institutional credits to be eligible for Latin Honors upon degree completion.

Ceremonial Honors are not recorded on the student's permanent record, transcript or diploma.

For commencement purposes, Ceremonial Honors are assessed as of the first business day after the petitioning deadline of March 1 for the Spring ceremony and Oct. 1 for the Fall ceremony and are based on GPA at that time.

Students who are still completing course work as of the petitioning deadline are eligible only for Ceremonial Honors at the Commencement Ceremony. Latin Honors will be assessed at the time of conferral.

#### Latin Honors

Latin Honors (highest honors, high honors and honors for associate degrees; summa cum laude, magna cum laude and cum

## International Programs

laude for bachelor's degrees) signify varying levels of academic achievement. Latin Honors are assessed at the time of conferral. Students must complete a minimum of 60 institutional credits for a bachelor's degree or 30 institutional credits for an associate degree to be eligible for Latin Honors upon conferral.

Only Latin Honors are recorded on the student's permanent record, transcript and diploma.

Students who meet the criteria for either Ceremonial Honors or Latin Honors are recognized as honors recipients as they cross the stage at commencement. They receive honors regalia indicating their achievement.

See criteria for Ceremonial and Latin Honors below.

### Criteria for Ceremonial Honors

Minimum Institutional Credits Completed	Cumulative GPA	Associate Degree Honors Designation	Baccalaureate Degree Honors Designation
Associate = 15 Bachelor's = 30	3.500 - 3.699	Honors	Cum Laude
Associate = 15 Bachelor's = 30	3.700 - 3.849	High Honors	Magna Cum Laude
Associate = 15 Bachelor's = 30	3.850 - 4.000	Highest Honors	Summa Cum Laude

### Criteria for Latin Honors

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

## Commencement Participation

### Petition for Degree Conferral

In order for degrees to be conferred and eligibility to participate in the commencement ceremony to be determined, students must submit a Petition for Degree Conferral (commonly referred to as the Petition to Graduate). This link can be found in mySNHU. For full details on degree and certificate conferral, click [here](#).

### Participation in Commencement

Conferral of a degree and participation in the commencement ceremony are two distinct events. Participation in the ceremony does not indicate degree completion. Degree conferral is confirmed only when recorded on the official transcript. Those earning certificates or who are non-degree-seeking students are not eligible to participate in any commencement ceremony.

Students are permitted to participate in only one commencement ceremony per degree. Students are assigned to a commencement ceremony in accordance with this policy based on their anticipated conferral date at the time of their initial degree audit. Changes to a student's anticipated conferral date do not change their original commencement ceremony eligibility. All requests to participate in a ceremony other than the one for which a student was originally eligible must be made by submitting an Appeal for Commencement Participation via mySNHU. This applies to both in-person and virtual ceremonies.

### Commencement Ceremonies

Southern New Hampshire University holds both in-person and virtual commencement ceremonies in the spring and fall. Guidelines for participation are as follows:

### Eligibility to Participate in a Spring Commencement Ceremony

## International Programs

Candidates who have an anticipated conferral degree date between January 1 and May 31 will participate in a spring commencement ceremony.

To be eligible to participate in the spring commencement ceremony, campus students must complete the Petition for Degree Conferral by **December 1 (inclusive - 11 pm ET)** and online students (including direct assessment and students in international locations) must complete the Petition for Degree Conferral by **March 1 (inclusive - 11 pm ET)**. All students must meet the following criteria:

- Campus students must anticipate that all program requirements will be complete and all grades will be received and verified by the University registrar by the end of the spring term.
- Online students (including direct assessment students and students in international locations) must anticipate that all program requirements will be complete and all grades will be received and verified by the University registrar by April 30.
- Students must be in good academic standing with at least a 2.0 cumulative GPA (undergraduate) and a 3.0 cumulative GPA (graduate).
- Mountainview Low-residency Master of Fine Arts students have special guidelines. See **Mountainview Low-residency Master of Fine Arts Students** below.
- Doctoral candidates have special guidelines. See **Doctoral Candidates** below.

### Appeals to Participate in Spring Commencement for Conferrals between January 1 and May 31 - Students Who Filed the Petition for Degree Conferral Late

- Students who submit a Petition for Degree Conferral past the required spring commencement deadlines above and have an anticipated conferral degree date between January 1 and May 31 and also hope to participate in the spring commencement ceremony **may** be approved to participate in the ceremony. However, they will not be included in the commencement booklet, may not be eligible for ceremonial honors (including cords) and may not be eligible to receive the standard amount of ceremony tickets.
- See **Spring Appeals Process** below.

### Appeals to Participate in Spring Commencement for Conferrals between June 1 and July 1

- In rare circumstances, a student who has submitted a Petition for Conferral by the required spring commencement deadline but has an anticipated conferral degree date no later than July 1 may be allowed to participate in the spring commencement ceremony. To be considered, the student must have compelling circumstances for the request and be in good academic standing.
- See **Spring Appeals Process** below.

### Spring Appeals Process

Students who wish to file an Appeal for Commencement Participation should work with their academic advisors and forward the appeals to the Ceremonies and Events Office, which will make the final determination in consideration of space availability. Appeals must be submitted by April 1.

### Mountainview Low-residency Master of Fine Arts Students

The Mountainview Low-residency Master of Fine Arts Program holds separate ceremonies from the spring and fall University commencement ceremonies. Students will be contacted directly by the Fine Arts academic leadership with details about the ceremony.

### Doctoral Candidates

Doctoral hooding will be included only in the spring commencement ceremony.

All graduate requirements must be completed, including dissertation defense no later than **March 1**. Exceptions may be requested by a dean for students who are expected to meet all requirements, including defense, after March 1 if approved by the VPAA's office after consulting with the commencement office to see if commencement materials can be ordered. There is no guarantee that materials can be ordered after the March 1 date.

### Eligibility to Participate in a Fall Commencement Ceremony

## International Programs

Candidates who have an anticipated conferral degree date between June 1 and December 31 will participate in a fall commencement ceremony.

To be eligible to participate in a Fall Commencement ceremony, all students (including direct assessment and students in international locations) must complete the Petition for Degree Conferral by **October 1 (inclusive - 11 pm ET)**. All students must meet the following criteria:

- Students must anticipate that all program requirements will be complete and all grades will be received and verified by the University registrar by November 30.
- Students must be in good academic standing with at least a 2.0 cumulative GPA (undergraduate) and a 3.0 cumulative GPA (graduate).
- Mountainview Low-residency Master of Fine Arts students have special guidelines. See **Mountainview Low-residency Master of Fine Arts Students** below.
- Doctoral candidates have special guidelines. See **Doctoral Candidates** below and in the Spring guidelines for full details.

### Special Case for Campus Students

- Campus students who complete degree requirements in the fall semester will have the option to participate in the spring commencement ceremony.
- See **Fall Appeals Process** below.

### Appeals to Participate in Fall Commencement for Conferrals between June 1 and December 31 - Students Who Filed the Petition for Degree Conferral Late

- Students who submit a Petition for Degree Conferral past the required fall commencement deadlines above and have an anticipated conferral degree date between June 1 and December 31 and also hope to participate in the fall commencement ceremony **may** be approved to participate in the ceremony. However, they will not be included in the commencement booklet, may not be eligible for ceremonial honors (including cords) and may not be eligible to receive the standard amount of ceremony tickets.
- See **Fall Appeals Process** below.

### Appeals to Participate in Fall Commencement for Conferrals between January 1 and February 1

- In rare circumstances, a student who has submitted a Petition for Conferral by the required deadline but has an anticipated conferral degree date no later than February 1 may be allowed to participate in the fall commencement ceremony. To be considered, the student must have compelling circumstances for the request and be in good academic standing.
- See **Fall Appeals Process** below.

### Fall Appeals Process

Students who wish to file an Appeal for Commencement Participation should work with their academic advisors and forward the appeals to the Ceremonies and Events Office, who will make the final determination in consideration of space availability. Appeals must be submitted by November 1.

### Mountainview Low-residency Master of Fine Arts Students

The Mountainview Low-residency Master of Fine Arts Program holds separate ceremonies from the Spring and Fall University commencement ceremonies. Students will be contacted directly by the Fine Arts academic leadership with details about the ceremony.

### Doctoral Candidates

Doctoral hooding will be included only in the spring commencement ceremony.

## Degree and Certificate Conferral

### Petition for Degree Conferral

In order for degrees to be conferred and eligibility to participate in the commencement ceremony to be determined, students must submit a Petition for Degree Conferral (commonly referred to as the Petition to Graduate). This link can be

## International Programs

found in mySNHU.

### Participation in Commencement

Conferral of a degree and participation in the commencement ceremony are two distinct events. Participation in the ceremony does not indicate degree completion. Degree conferral is confirmed only when recorded on the official transcript. Those earning certificates or who are non-degree-seeking students are not eligible to participate in any commencement ceremony. Students are permitted to participate in only one commencement ceremony per degree.

For full details on participation in commencement, click [here](#).

### Petition for Degree Conferral Deadlines

#### Campus Student

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

<b>For a conferral date of:</b>	January 1	Spring Commencement Ceremony
<b>Petitions to Graduate are due no later than:</b>	October 1	December 1
<b>Program requirements must be complete and grades must be received and verified by the University registrar by:</b>	December 30	End of the spring term
<b>Conferral Posted Date:</b>	January 15	10 business days after Spring Commencement Ceremony

#### Campus Graduate Students and Online Graduate and Undergraduate Students (including direct assessment and students in international locations)

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

Direct assessment students must petition for both eligible programs:

- Undergraduate Degree Program (ex. AA.GST)
- Competency Program (ex. AA.GST.CFA)

Failure to petition for both programs may result in a delay to the graduation process.

#### Graduation Fee

Upon petition submission, a non-refundable Petition to Graduate fee will be applied to the student's account. Certificate students and non-degree seeking-students are not eligible to participate in any ceremony and therefore will not be assessed a fee.

#### Conferral Dates

Degrees are conferred 15 times per year: the first of every month and the dates of the spring and Mountainview Low-residency MFA commencement ceremonies.

#### Conferral Requirements

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

A period of 10 business days following the conferral date is required to post the conferral information to the student record.

#### Credentials (Diplomas and Certificates)

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

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

All credentials will be mailed from the University's vendor within 20 business days of the conferral date.



## International Programs

If the student does not receive their credential within 30 days of it being mailed, at the address specified through the Petition to Graduate process, the student should contact the Office of the University Registrar. The student will be sent another credential. However, if the mailing address was not updated, the student will need to provide the updated address and pay the cost of a replacement credential.

## Degree and Certificate Requirements

### Undergraduate Students

Students, including direct assessment students, must fulfill the following university requirements to be eligible for an undergraduate degree or certificate:

#### Undergraduate Degree

1. General education requirements.
2. All prescribed courses and program requirements.
3. A minimum of 120 credits of work in a bachelor's degree program (more than 120 credits may be required depending on the program of study) or 60 credits in a program leading to an associate degree (more than 60 credits may be required depending on the program of study). A minimum of 15 credit hours for an associate degree or 30 credit hours for a bachelor's degree must be institutional credit taken at SNHU. This excludes developmental courses. See the [Institutional Credit Requirements](#) policy for additional details.
4. An overall undergraduate level GPA of 2.0 or higher or equivalent for programs where no GPA is calculated. Students who have a mix of modalities must have a 2.0 GPA in all course work at the academic level.

#### Undergraduate Certificate

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours of institutional credit taken at SNHU.
3. An overall undergraduate level GPA of 2.0 or higher or equivalent for programs where no GPA is calculated. Students who have a mix of modalities must have a 2.0 GPA in all course work at the academic level.

In addition to the university requirements outlined above, the following programs maintain minimum grade/GPA requirements that supersede the University's minimum standards.

<b>Undergraduate Program</b>	<b>Requirements</b>
Aeronautical Engineering (BS) Electrical Engineering (BS) Mechanical Engineering (BS)	A minimum grade of C- in all engineering general education courses (EG 110, EG 498 and EG 499), major, core and major electives or concentration courses.
Education (Licensure Programs)	Only education courses with a grade of "C-" or better may be used toward NH teacher certification requirements. Any education courses with a grade lower than a "C-" may be used for graduation credits but will need to be repeated with an earned grade of "C-" or higher to be applied toward State of New Hampshire teacher certification.
Construction Management	Major courses require a minimum grade of C-.
Nursing	Students must achieve a grade of B- or better in all NUR and IHP required program courses.* *Please see the Academic Progression Requirements for Nursing Programs policy.
Sport Management (BS)	Students must maintain a minimum cumulative GPA of 2.5.

### Graduate Students

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

#### Doctoral Degree

1. Complete the minimum number of credits of required courses for a specific doctoral program with a GPA of 3.0 or higher.
2. Complete and satisfactorily pass all written/oral comprehensive and qualifying examinations.
3. Submit and receive approval for a dissertation topic and all approvals required for conducting a dissertation and original research.
4. Complete and defend a doctoral dissertation.
5. Submit a final copy of the dissertation for publication in the University's institutional repository and through an approved external scholarly database.

## International Programs

6. Completion within eight years of the first day of the first term.

### Master's Degree

1. All prescribed courses and program requirements.
2. A minimum of 24 credit hours of institutional credits taken at SNHU, with no more than four transfer courses, a maximum of 12 transfer credit hours.
3. An overall graduate-level GPA of 3.0 or higher or equivalent for programs where no GPA is calculated. Students who have a mix of modalities must have a 3.0 GPA in the all course work at the academic level.
4. No more than two grades of "C" or "C+" within the program's prescribed courses.
5. Completion within eight years of the first day of the first term.

### Graduate Certificate

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours of institutional credit taken at SNHU.
3. An overall graduate level GPA of 3.0 or higher or equivalent for programs where no GPA is calculated. Students who have a mix of modalities must have a 3.0 GPA in the all course work at the academic level.
4. No more than one grade of "C" or "C+" within the certificate's prescribed courses.
5. Completion within eight years of the first day of the first term.

In addition to the University requirements outlined above, the following programs maintain minimum grade/GPA requirements that supersede the University's minimum standards.

<b><u>Graduate Program</u></b>	<b><u>Requirements</u></b>
Clinical Mental Health Counseling (MA)	A minimum of a B- in all SNHU counseling courses except for the practicum and internship courses which are graded Pass/Fail.* *Please see the MA Clinical Mental Health Counseling Program Progression policy.
Education (Licensure Programs)	Only education courses with a grade of "C-" or better may be used toward NH teacher certification requirements. Any education courses with a grade lower than a "C-" may be used for graduation credits but will need to be repeated with an earned grade of "C-" or higher to be applied toward State of New Hampshire teacher certification.
Nursing	Students must achieve a grade of B- or better in all NUR and IHP required program courses.* *Please see the Academic Progression Requirements for Nursing Programs policy.

### Special Academic Options

#### Second Major or Double Major (Bachelor Degree Programs only)

An undergraduate student may elect to earn a second major by:

1. Completing the degree requirements of both majors, excluding the associated school core courses.
2. No more than two courses in the secondary major may overlap with the primary major.
3. The student's diploma will show the primary major as the conferred degree; the transcript will reflect both majors.

Please note that a second major is not the same as a second degree. It is a single degree, and the second major is reflected only on the transcript.

#### Second (or subsequent) Undergraduate Degrees

A student with a SNHU undergraduate degree seeking to earn an additional degree of the same level must:

1. Complete at least 30 additional credit hours of institutional credit taken at SNHU.
2. Satisfy all other requirements of the new degree.
3. Have no more than two (2) courses in the major of the new degree that overlap with the major(s) of the previous degree(s).
4. Second (or subsequent) degrees may be pursued concurrently; however, the courses satisfying institutional credit requirements cannot be shared between credentials. See the [Institutional Credit Requirements](#) policy for additional details.

Please note that a second degree is not the same as a second major. These are two separate degrees, with two separate diplomas.

#### Second (or subsequent) Graduate Degrees

A student who wishes to earn an additional master's degree through Southern New Hampshire University must:

## International Programs

1. Take a minimum of seven graduate courses beyond the first degree.
2. Satisfy all other requirements in the new degree program.
3. Meet all institutional credit requirements. See the [Institutional Credit Requirements](#) policy for additional details.

Students considering pursuing an additional degree at the same level should speak with an advisor to determine specific additional requirements.

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

For information on other special academic options, talk to your advisor.

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

## Institutional Credit Requirements

Institutional credit hours are defined as learning experiences completed for credit through Southern New Hampshire University. Institutional credit requirements cannot be fulfilled by developmental courses. Approved international study and consortium courses are considered to be institutional credit.

Award Level	Minimum Institutional Credit Hours Required	Minimum Institutional Credit Hours Required within the Major	Additional Institutional Credit Hours Required to Earn a Subsequent Credential at the Same Level	Notes
Certificate	12	NA	9	Students may use the same institutional credit to fulfill requirements for their first certificate and degree of the same level.
Associate	15	9	15	Students may use credits from the associate degree to fulfill credit requirements for the bachelor's degree.
Bachelor's	30	12	30	Second (or subsequent) degrees at the same level may be pursued concurrently; however, institutional credits may not be shared between these degrees. For a minor, students must complete a minimum of nine institutional credit hours and for a certificate, students must complete a minimum of 12. These institutional credits count toward the 30-credit institutional minimum for the bachelor's degree. No more than 50% of the courses that fulfill a student's minor requirements can also be applied to a student's major requirements.
Graduate	24	N/A	21	Second (or subsequent) degrees at the same level may be pursued concurrently; however, the additional institutional credits required may not be shared between these degrees.

NOTE: Southern New Hampshire University will limit academic residency to 25% of the degree requirement for all degrees for active-duty service members and their adult family members (spouse and college-age children). Academic residency can be completed at any time while active-duty service members and their family members are enrolled. Reservists and National Guard members on active duty are covered in the same manner.

## Non-Conferred Completer (NCC)

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

The Office of the University Registrar will notify students via SNHU email if they fall into one of these categories. Students intending to increase their remaining program requirements (for example, adding a minor) must file a Program Modification form available via mySNHU within five business days of the notification email.\*

## International Programs

If the student does not intend to increase their program requirements, they should file the Petition for Degree Conferral (commonly referred to as the Petition to Graduate) via mySNHU in accordance with official deadlines in the Degree and Certificate Conferral policy.

If the student does not submit a Program Modification form or a Petition for Degree Conferral (Petition to Graduate), a registration hold will be placed on the student's account on the sixth business day. The student will be removed from any course registrations in future terms and will not be able to register for any new courses.

The Office of the University Registrar will file a Petition for Degree Conferral (Petition to Graduate) and officially confer the student's credential in accordance with normal Degree and Certificate Conferral deadlines. The graduation fee will be applied to the student's account.

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

## Records and Right to Privacy

### Academic Record Retention

#### Introduction

Southern New Hampshire University (the "University") requires that University student academic and course records be retained for specific periods of time. These academic records must be managed according to the guidelines outlined in this policy.

This policy establishes guidelines that set forth the minimum length of time that records should be retained. This will allow the University to:

- Meet its business and legal needs
- Optimize the use of space and minimize the cost of academic records retention
- Ensure that outdated or useless records are deleted/destroyed

Record retention periods for selected academic records may be increased for various reasons, including government regulation, judicial or administrative orders, contracts, pending or threatened litigation, or audit requirements. Such changes in the records retention schedule supersede the requirements listed in this schedule and will be so noted on the appropriate document. When needed, the Dean of the University Library, or designee, provides advice as to what non-current records of enduring value should be transferred to the University Archives at the Shapiro Library.

#### Definitions

##### Academic Record

An academic record is anything containing academic or course-related information regardless of format (paper, digital, photographic, recordings, etc.). Typical academic records include transcripts, admission documents, waivers and other items found in student files, as well as instructor grade books, final exams, etc. Records will be retained, archived and/or destroyed based on the retention periods defined in this policy.

##### Retention Schedule

A descriptive schedule that provides a guideline for the minimum length of time that selected records should be retained before they are deleted/destroyed or placed in archival preservation.

##### Retention Period

Minimum required length of time for maintaining records. Records may be held longer than the retention period, but should not be disposed of prior to that date.

##### Records Destruction

The physical or electronic destruction of a record after it has become obsolete or otherwise in accordance with this policy.

##### Litigation Hold

A communication issued as the result of current or anticipated litigation, audit, government investigation or other similar matter that suspends the normal process regarding the retention and disposition of University records.

##### Associate

An employee, faculty member or staff member of the University.

# International Programs

## Policy

### **Purpose**

The purpose of this policy is to allow the University to make sensible decisions about what information to keep and what information to discard, and to establish procedures for the maintenance, retention, preservation, and disposal of academic records.

### **Roles and Responsibilities**

All employees, faculty members or staff members of the University are responsible for being aware of, and adhering to, the provisions outlined within this Policy.

### **Procedure**

Records for which there is a retention requirement in the retention schedule are recommended to be deleted/destroyed when they have reached the conclusion of their retention period. Academic records not specifically identified in this document should be retained a minimum of five (5) years if there is a legitimate business reason to do so, and deleted/destroyed if there is not.

Academic records should be deleted/destroyed in ways commensurate with their confidentiality and with methods which do not permit recovery, reconstruction or future use of confidential information. For example, paper records should be cross-shredded and not placed in recycle bins, and electronic or machine readable records should undergo multiple overwrites, physical destruction or degaussing. Emails should be handled as any other record in terms of retention and disposal.

## International Programs

### Academic Record Retention/Purge Schedule

#### Admission records for applicants who do not enroll

##### Retention Period: 2 years after application term

Record Type	Description
Acceptance Letters/Admission Letters/Decision Letters	Notices of admission, denial or waitlist
Alien Registration Receipt Card (international students)	Evidence of admissibility as a permanent resident
Application for admission or readmission	Admission applications such as undergraduate, graduate, international or non-degree/special admittance
Attestation Form	Student document certifying completion of high school program
Credit by examination	Reports/scores on AP, CLEP, etc.
Diploma	
Disciplinary Action	Documentation of violation and Disciplinary Action, including plagiarism
Dual Enrollment forms	
Entrance examination reports/test scores	Standardized test scores, such as ACT/SAT, LSAT, MCAT, GRE, TOEFL
Honors Application/Honors Essay	
1-20 (international students)	Certificate of eligibility for F-1 visa status
Letter of intent	
Manuscript (admission)	
Military documents	including Certificate of Eligibility, DD214, etc.
Personal Statement	
Request for final transcript letters	
Resume	
School Report	Common Application: includes senior grades, recommendation and transcript
Transcript - high school	
Transcript - other colleges	Including college courses in progress
Preliminary Transfer Credit Evaluation	
Statement of Educational Costs (international students)	Estimate of total school year costs
Statement of Financial Responsibility (international students)	Evidence of adequate financial resources
Waivers of rights of access	Waiving right of access to admission letters of recommendation
Waiver requests	Forms to waive: transfer credit evaluation from another institution, application fee, deposit fee

#### Admission records for applicants who do not enroll and Student Academic Records

##### Retention Period: 4 years after application term

Record Type	Description
Text Opt In	

## International Programs

<b>Student Academic Records</b>	
<b>Retention Period: 5 years from receipt</b>	
Record Type	Description
Academic Advising Records	Including, but not limited to, electronic and non-electronic documents, forms and records
Acceptance Letters/Admission Letters/Decision Letters	Notices of admission, denial, or waitlist
Add/Drop Course Withdrawal Form	(non-electronic)
Alien Registration Receipt Card (international students)	Evidence of admissibility as a permanent resident
Application for admission or readmission	Admission applications such as undergraduate, graduate, international, or non-degree/special admittance, MFA Manuscript
Athletic Eligibility Reports	
Attestation Form	Student document certifying completion of high school program
Class Schedules (students)	Student schedules for each term
Enrollment Verifications	Verifications of enrollment, graduation, GPA, and other related academics
Entrance examination reports/test scores	Standardized test scores, such as ACT/SAT, LSAT, MCAT, GRE, TOEFL
Degree Audit records	Degree audits in support of graduation clearing
Grade Change Forms	Non-electronic record of authorization to change grade
Grade Dispute Documents	Student final grade disputes
Honors Application/Honors Essay	
1-20 (international students)	Certificate of eligibility for F-1 visa status
Leave of Absence Forms	
Major/Minor Add/Drop Forms	
MFA Manuscript	
Military documents	
Personal Data Information Forms	Including Certificate of Eligibility, DD214, etc.
Personal Statement	Non-electronic change of address and other demographic data (excluding name changes)
Petitions to Graduate	
Preliminary Transfer Credit Evaluation	Degree application, record of degree name, etc.
Registration/Enrollment Records	
Release from high school or Dual Enrollment forms	(non-electronic)
Resume	
Returned Diplomas	

## International Programs

Scholastic Standing Documentation	Notice of academic scholastic standing related to academic nonperformance/deficiency (except academic dismissal, which is permanent)
Statement of Educational Costs (international students)	Estimate of total school year costs
Statement of Financial Responsibility	Evidence of adequate financial resources (international students)
Student Inquiries Relating to Academic Records	
Teacher Certifications	
Transcript Request Forms	Official transcript requests by student
Transfer Credit Evaluations	
VA certification records	Certifying documents for federal VA benefits
Waiver requests	Forms to waive: transfer credit evaluation from another institution, application fee, deposit fee
Withdrawal from the University Forms	(non-electronic)

### Course Records

#### Retention Period: 1 year after course completion

Record Type	Description
Final Exams	If not returned to the student
Graded Coursework	If not returned to the student

### Course Records

#### Retention Period: 2 years after course completion

Record Type	Description
Faculty grade book	Record of students in course and work completed

### Student Academic Records

#### Retention Period: 7 years after course completion

Record Type	Description
Field Trip permission slips	

### Student Academic Records

#### Retention Period: 10 years after graduation or non-attendance

Record Type	Description
Athletic Records	Initial and continuing eligibility information, academic information, documentation of participation, tutor evaluation and assessment
Data Change Logs	Electronic log of changes to enrollment and other data, including date/time stamp information and use that changed data if that data is maintained separately in the system
Email data/information	Emails and other electronic communications that authorize academic/enrollment actions and/or provide directory/non-directory information about a student
Enrollment Data	Electronic record of enrollment in classes, including records of drop, add and enrollment change activity
Letter of Intent	

### Student Academic Records

#### Retention Period: 50 years after graduation or non-attendance

Record Type	Description
Student Demographic Information	Electronic student data, including student characteristics, date of birth, former names, address information, photo ID and ethnic information, etc.



## International Programs

<b>Student Academic Records</b>	
<b>Retention Period: Permanent</b>	
Record Type	Description
Academic Dismissal	Notice of academic action related to academic non-performance/deficiency
Academic Integrity Code Violations (with sanctions)	Documentation of violation and disciplinary action, including plagiarism
Approvals for:	
Course Audit	
Course Repeat	
Credit/no Credit	Authorization for various enrollment options
Exceptions	Exceptions to academic rules
Overrides	Exceptions to academic rules
Petitions to Amend	Exceptions to academic rules
Waivers	Approvals to meet program requirements with administrative action
Catalogs	Published annually or bi-annually, record of courses, degrees and programs of study offered
Class Lists/Rosters	Record of class rosters for each term
Commencement programs	Published annually or bi-annually, record of courses, degrees and programs of study offered
Comprehensive Exams	
Credit by examination	Reports/scores on AP, CLEP, etc.
Degree statistics	Record of degrees granted by institution per graduation term and/or annually
Diploma	
Enrollment Statistics	Per term report of enrolled students, e.g., by class, by course, totals, head count and FTE
FERPA	(unless terminated by student)
Requests for formal hearings	Student-initiated request for formal hearing regarding amendment of education record
Authorization to disclose non-directory information	Necessary for compliance with record-keeping requirements in FERPA
Authorization to prevent or resume directory information	Student request to opt out of directory information disclosure
Statements on content of records regarding hearing panel decision	Documentation when student request for amendment of a record is not granted
Written decision of hearing panels	Decisions resulting from hearings regarding amendment of education records
Grade Data	Electronic record of submitted grades and grade changes, including date/time stamp and user data
Grade distribution and other grade statistics	Report of grades given, including summary grade point statistics by class
Grade submission sheets	Non-electronic original record of grades submitted at end of term
Graduation lists	Lists of graduates for graduating class
Narrative Evaluations and Competency Assessments	
Race/ethnicity reporting	Report of student enrollment, graduation and other metrics by race and ethnic origin
School Report	Common Application: includes senior grades, recommendation and transcript
Transcripts - high school	Including request for final transcript letters
Transcripts - other colleges	Including college courses in progress documents and request for final transcript letters
Thesis/Dissertation	

## International Programs

### Change of Student Name, SSN or DOB

To request a change of legal name, diploma name, Social Security number or date of birth from the one that is currently on record at SNHU, a student must submit appropriate documentation using the Change to Biographical Record form through the Service Portal on mySNHU. **This must be completed by the student requesting the change.**

The student must provide official supporting documentation. Acceptable documentation is limited to one of the following:

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

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

### FERPA Student Right to Privacy

#### Student Rights Under FERPA

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

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

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

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

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

(3) The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

The University forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the students' enrollment or transfer.

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

(4) The right to file a complaint with the US Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

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

# International Programs

## SNHU Directory Information

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

SNHU has designated the following information as directory information:

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

If you do not want SNHU to disclose directory information from your education records without your prior written consent, you must notify the University in writing. This may be done at any time by submitting an [Authorization to Prevent or Resume Disclosure of Directory Information](#) to the Office of the University Registrar by fax to 603-629-4647 or by email to [registrar@snhu.edu](mailto:registrar@snhu.edu). The primary purpose of directory information is to allow the University to confirm attendance to prospective employers and other third parties, and to include this type of information from your education records in certain University publications. Examples include a playbill, showing your role in a drama production, the annual yearbook, Dean's List, President's List, recognition lists, Commencement Ceremony Program, and sports activity sheets/team rosters, showing weight and height of team members.

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

## Solomon Amendment & FERPA

**Solomon Amendment** is a federal law that allows military recruiters to access the following "student recruiting" information on students age 17 and older at the time of the request:

- First name
- Last name
- Student class level (e.g. Freshman, Sophomore)
- Academic program (e.g. BS in Accounting)
- Age
- Phone - Cell
- Phone - Home
- SNHU Email Address
- Preferred Address

Under the Solomon Amendment, information will be released for military recruitment purposes only. The military recruiters must be from one of the 12 eligible units within the five branches of the service:

1. **Army:** Army, Army Reserve, Army National Guard
2. **Navy:** Navy, Navy Reserve
3. **Marine Corps:** Marine Corps, Marine Corps Reserve
4. **Air Force:** Air Force, Air Force Reserve, Air Force National Guard
5. **Coast Guard:** Coast Guard, Coast Guard Reserve

The Department of Education has determined that the Solomon Amendment supersedes most elements of FERPA. An institution is therefore obligated to release data included in the list, which may or may not match FERPA directory information. However, if a student has submitted an [Authorization to Prevent Disclosure of Directory Information](#) to the Office of the University Registrar to prevent the release of their directory information, then no information from the student's education record will be released under the Solomon Amendment.

## Releasing Academic Records of Deceased Students

Education records are no longer protected under FERPA after a student's death; consequently the disposition of records pertaining to a deceased individual is not a FERPA issue but a matter of institutional policy. Southern New Hampshire

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University maintains full discretion in deciding whether, and under what conditions, education records of deceased students should be disclosed.

The university will not release education records without written authorization of the executor/executrix of the deceased student's estate, or next of kin if an executor/executrix has not been appointed.

### Request for Transcript

Except as provided by the Federal Family Education Rights and Privacy Act and in instances in which a student consents to release their transcript to another party, the Office of the University Registrar will not release a transcript to any person other than to the person identified by name on the transcript. To request an official copy, please visit the [Credential Solutions](#) website.

### Transcripts from Other Institutions

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

## Rights and Responsibilities

### Academic Integrity Policy

#### Standards of Academic Integrity

As an academic community committed to fostering an ethical and intellectual environment, Southern New Hampshire University holds its students to these standards of academic integrity; the University expects that all aspects of a student's educational path are conducted with the highest degree of integrity, accountability for one's own work and respect for the intellectual property of others. Violations of these academic standards, such as cheating and plagiarism, will result in sanctions. This policy identifies the behaviors and sets the guidelines that members of the SNHU academic community are expected to follow.

#### Academic Integrity Expectations

All members of the university community have a responsibility to acquaint themselves with the expectations for academic integrity noted within this policy. Faculty and staff are asked to join in educating students about academic integrity, while students are expected to understand and follow policy, engaging in ethical academic practices.

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

#### Academic Integrity Definitions

Violating the University's standards of academic integrity constitutes a serious offense. Violations of academic integrity include, but are not limited to, the major behaviors below.

**Academic Misconduct:** The intentional violation of college policies by tampering with grades or taking part in obtaining or distributing any part of a test, quiz or graded assignment. Academic Misconduct includes, but is not limited to:

- Stealing, buying, downloading or otherwise obtaining any coursework
- Distributing materials for the purpose of cheating
- Asking or bribing any other person to obtain a test or any information about a test
- Misrepresenting the truth; lying to an instructor to increase a grade; and lying or misrepresenting facts when confronted with an allegation of academic dishonesty
- Changing, altering, or being an accessory to changing and/or altering of a grade in a grade book or any other academic record, on a computer, on a test, on a "change of grade" form, or on other official academic records of the college that relate to grades
- Sabotaging the work of another student
- Altering, forging or misusing University-related documents
- Intentionally reporting a false violation of academic integrity
- Offering a bribe to any University member in exchange for special consideration or favors

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

**Cheating:** The act of deceiving, which includes such acts as, but is not limited to:

- Using unauthorized notes, materials or other study aids during course work

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- Using unauthorized technology in completing course work
- Obtaining or providing assessment materials prior to its administration
- Allowing another person to do one's work and submitting it as one's own
- Doing work for another person for them to submit as their own
- Obstructing or interfering with another student's academic work
- Undertaking any activity intended to obtain an unfair advantage over other students
- Or whatever else is deemed contrary to the rules of fairness, including special rules designated by the instructor/reviewer in the course/competency

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

**Contract Cheating:** The obtaining of academic work from another person or entity that is then submitted for academic credit as if the student had created the work themselves. Contract cheating can include, but is not limited to:

- The exchange of work for money or other goods, such as providing your own academic work to another or receiving work done by another person
- Can occur on a single assignment, an entire course or multiple courses in an academic program

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

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

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

**Plagiarism:** The use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation. Examples include:

- Misrepresentation of sources used in a work for which the student claims authorship
- Improper use of course materials in a work for which the student claims authorship
- Submission of written work such as laboratory reports, computer programs or papers that have been copied from the work of other students, with or without their knowledge or consent

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

**Self-Plagiarism:** Self-plagiarism is work done for one course and submitted to another and refers to work previously submitted at this or any other institution to fulfill academic requirements in another class, to include repeated classes. Slightly altered work from one course that has been resubmitted to another is also considered to be fraudulent. In some instances, instructors may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance. Under no circumstances will a complaint be considered if resubmitted work earns a different grade than from the original submission. Some programs may have outlined exceptions to this policy, including in their curricular expectations.

**Unauthorized Collaboration:** Unauthorized collaboration is the sharing of work completed for an assignment, project, quiz, or examination questions or answers with another student without the permission of the faculty member. Examples of unauthorized collaboration include, but are not limited to:

- Copying another student's academic work
- Allowing another student to copy one's work
- Group collaboration on individual assignments without express permission of the faculty member

The processes for addressing concerns regarding academic integrity can be found in the current Student Handbook.

## Academic Record and Degree Revocation

Southern New Hampshire University's awards of academic credit and degrees constitute its certification of student achievement. However, a student's academic record, admission and/or conferred degree may be awarded in error or as a result of fraud, misrepresentation, or other intentional or unintentional actions. To preserve the integrity of Southern New Hampshire University's academic standards and the degrees granted by the University, the University may exercise its right to revoke a previously conferred degree or academic credit as outlined in this procedure. The authority to revoke a degree rest with the president. The president has delegated that authority to the University chief academic officer.

Definitions/general provisions:

1. **Clear and convincing evidence:** Clear and convincing evidence is defined as evidence of such convincing force

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that it demonstrates, in contrast to the opposing evidence, a high probability of the truth of fact(s) for which it is offered as proof. Such evidence requires a higher standard of proof than proof “by a preponderance of the evidence” but a lower standard than required for proof “beyond a reasonable doubt.”

2. **Academic record:** An academic record is defined as any academic activity attempted that becomes part of the student’s permanent record, including credits earned.
3. **Degree:** A degree is defined as any form of degree, academic credential, certificate, professional designation or another award (e.g., Honors designation) conferred by the University or any of its colleges, departments or units.
4. **Registrar:** Registrar is defined as the management personnel in the Office of the Registrar at the University.
5. **Notice of Intent to Revoke:** Notice of Intent to Revoke is defined as the written notice issued to a student whose academic record, admission and/or conferred degree the University intends to revoke under the terms of this policy.
6. **University Academic Record and Degree Revocation Committee:** The University Academic Record and Degree Revocation Committee shall consist of members of each business unit.
7. **Timelines:** The University may, but is not required to, extend timelines set forth herein. The University chief academic officer shall determine extensions. The UCAO or designee shall promptly and in writing notify the student and any University administrators involved of any revised timeline.

### Basis for revocation:

An academic record, admission and/or conferred degree may be revoked by the University if 1) upon examination of a student’s record, it is determined that the requirements for the admission and/or conferred degree as established by Southern New Hampshire University at the time of admission or degree conferral were not met or 2) information comes to light which, if known at the time of admission or the awarding of the degree, would have resulted in a determination that the admission or the degree should not have occurred. The basis for an academic record, admission and/or conferred degree revocation include, but are not limited to, the following:

1. Intentional misconduct by administrators, faculty, staff, or students, including fraud, dishonesty, or falsification or unauthorized altering of information of a student record (including in an Official University student information system).
2. Error(s) by administrators, faculty, staff or students which resulted in the granting of the degree when the degree otherwise would not have been awarded.
3. Other violations of the University’s Student Conduct Code that are of such a nature that had they been discovered before the issuance of the degree; they would have resulted in the suspension or expulsion of the student from the University.

### Investigation:

1. When information comes to light that places into question the validity of an academic record, admission and/or conferred degree, it shall be referred to the vice president/University registrar or assistant vice president of academic operations.
2. Upon receipt of such information, the vice president/University registrar or assistant vice president of academic operations shall conduct an initial review of the information and determine whether such information is credible and whether, if established as true, the evidence would justify the revocation of an academic record, admission and/or conferred degree.
3. The University chief academic officer will determine if there is sufficient information to initiate the process to revoke an academic record, admission and/or conferred degree and if so, they will issue a Notice of Intent to Revoke. The vice president/University registrar or assistant vice president of academic operations will contact the University Academic Record and Degree Revocation Committee to advise them of the upcoming hearing. If the University chief academic officer determines that there is insufficient evidence to justify a revocation, no further action shall be taken.
4. The University chief academic officer may direct the vice president/University registrar or assistant vice president of academic operations to place an administrative hold on the issuance of any official transcript for a student to whom a Notice of Intent to Revoke has been sent.

### Process, when Notice of Intent to Revoke is issued:

1. The Notice shall be a written notice sent to the student informing the student that the University has evidence requiring a hearing to determine whether the revocation of the student’s academic record, admission and conferred degree under this policy is necessary under the circumstances. The Notice shall describe the evidence with sufficient detail to allow the student to respond to the Notice. A copy of this policy shall also accompany the Notice. The Notice shall state that if the student decides to contest the revocation, the student shall, within 30 calendar days of confirmed receipt of the Notice, make a written request to the University chief academic officer for a hearing. When cases involve multiple students with facts and circumstances in common, the University may conduct joint hearings to promote efficient and accurate process. The confirmed receipt can be a document signed by the person who delivered the Notice indicating that the student was given the Notice; a receipt signed by the student acknowledging receipt of the Notice by certified mail; a signed acknowledgement by the student of receipt of the overnight mail containing the Notice; or other proof of actual receipt by the student, such as email delivery confirmation. The Notice shall also state that if the student requests a hearing, the student shall prepare a written response to the Notice stating whether the student disputes the information set forth in the Notice and/or the University’s conclusion that the academic record, admission and/or conferred degree should be revoked as well as

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the specific evidence and reasons upon which the student bases such dispute or conclusion.

2. The Notice shall be sent by certified mail, personal or overnight delivery, to the last known mailing or contact address for the student as well as email delivery with confirmation. The University may attempt such other methods to deliver the Notice with confirmation as it deems appropriate. If possible, the request for a hearing shall be sent to the University chief academic officer via certified mail.
3. If the student does not request a hearing within 30 calendar days of confirmed receipt of the Notice, the chief academic officer will proceed with the scheduled hearing.
4. If the student requests a hearing, the University chief academic officer shall use reasonable efforts to schedule such hearing no sooner than 30 and no later than 60 calendar days after the student notifies the University of the request for a hearing. The student shall be provided with written notice of the scheduled hearing date and location no later than 14 days before the hearing.
5. The student shall be entitled to review the evidence that supports the University's Notice and may request a copy of such evidence at cost.
6. The student and the University may be accompanied at the hearing by an advisor, who may neither speak for nor on behalf of, the student or University. A request must be made to the University chief academic officer for an advisor to attend 14 days prior to the hearing.
7. The student and the University shall be allowed to introduce evidence and call witnesses to testify at the hearing. The formal rules of evidence applied in courtroom proceedings do not apply in the hearing. A list of witnesses must be submitted to the University chief academic officer 14 days prior to the hearing.
8. If, after requesting the hearing, the student fails to appear at the hearing without good cause, the hearing shall proceed, and the University chief academic officer shall render a decision based on the evidence submitted. The University chief academic officer shall weigh the evidence presented and shall draw no inferences from the student's absence from the hearing.
9. If despite reasonable due diligence, the University received no confirmation that the student received the Notice or is unable to locate the student to provide the Notice, the University may nonetheless seek revocation of the academic record, admission and/or conferred degree. The University shall schedule a hearing within 60 calendar days of the date of the Notice that shall proceed in the absence of the student. The University chief academic officer shall consider the evidence presented at the hearing by the University and shall determine whether there is sufficient evidence to revoke the student's academic record, admission and/or conferred degree under this policy.
10. The University chief academic officer shall consider and weigh the evidence and shall prepare written findings concerning whether there is clear and convincing evidence to revoke the academic record, admission and/or conferred degree. If the University chief academic officer finds that the evidence establishes that the academic record, admission and/or conferred degree should be revoked, they shall also consider whether the student should be permitted to complete the requirements for their academic program after some sanction is applied. Sanctions may include but are not limited to a ban from enrollment for some period or a loss of catalog year rights.
11. The University chief academic officer shall prepare a letter that explains the reasons for the decision. The decision letter shall be issued within 10 calendar days of the hearing.
12. Nothing in this policy shall be construed to prevent the University chief academic officer from agreeing to an informal resolution of the matter with a student instead of, or after, a hearing.
13. The University shall allow any affected student to petition the University to reopen the revocation decision, provided the student establishes that they received notice after the 60-day time frame discussed in Section 1 above or, for a good cause shown, was unable to contact the University or to respond within the period specified. Any student who meets the above-noted requirements shall be provided an opportunity to respond and a hearing in the manner described in this policy.

Post-revocation Steps - If an academic record, admission and/or conferred degree is revoked:

1. Ensure that all relevant records of the University relating to the student are promptly amended to reflect the revocation.
2. Note the effective date of the revocation on the student's transcript and use reasonable efforts to transmit a copy of the official (revised) transcript to the student.
3. A copy of the hearing minutes and all relevant materials will be uploaded to the student record.
4. The student should take appropriate steps to notify all former and current employers, relevant educational institutions, professional registration bodies or associations, or others as applicable to the revocation. If despite its due diligence, the University is unable to provide this notice to the student due to an inability to contact or locate the student, the University shall place a hold on the student's records until it can provide such notice.
5. If at the time of the revocation the student is enrolled at the University, the University chief academic officer shall promptly notify the University student conduct officer of the revocation so that the student conduct officer can consider whether to take any further steps.
6. The student is not relieved of any financial obligation unless it is determined that fees shall be reversed after a comprehensive review has been completed.

## Institutional Review Board (IRB)

The Institutional Review Board (IRB) protects the rights and welfare of human subjects recruited to participate in research activities conducted on or by Southern New Hampshire University (SNHU) stakeholders. The IRB has the primary responsibility to review and monitor all human subject research in compliance with all local, state and federal laws; SNHU policies and procedures; and the highest standards of ethical conduct and practice. All submissions come through one online platform and will be reviewed by appropriate IRB committee members.

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The IRB follows [SNHU's Institutional Review Board \(IRB\) Handbook](#) which is designed to assist students, faculty and staff who are seeking approval to conduct research while affiliated with SNHU. This includes all research involving human participants and dissertations, Applied Doctoral Projects (ADP), and other related research projects.

INTI/VNU

Research conducted at or on the INTI and VNU campuses must seek approval through the partner institution's IRB process.

## Non-Discrimination, Equal Access & Equal Opportunity Policies

In recognition of its responsibilities to its faculty, staff, and students as well as to the communities in which it operates, Southern New Hampshire University reaffirms its continuing commitment to afford qualified or qualifiable individuals equal access and equal opportunity within the University. To ensure equal access and equal opportunity, Southern New Hampshire University shall not discriminate against any individual or group on any legally prohibited basis.

## Observing Days of Faith or Conscience

Southern New Hampshire University recognizes the important role that faith and conscience days play in the lives of its students. These days may include, but are not limited to, organized activities within a religion, culture, identity or political affiliation. Students may be excused from course participation and associated deadlines on days that they identify for a reason of faith or conscience. Students are expected to plan in advance and notify their instructor as soon as possible, ordinarily at the beginning of a term, if a reasonable accommodation is needed. Instructors are expected to be inclusive of diverse reasons of faith or conscience, cultivate an academic culture of belonging, and work collaboratively with students. Such non-participation related to faith or conscience, when preceded by proper notification to instructors, will not carry any penalty or sanction; however, excused non-participation related to faith or conscience does not mean students are excused from meeting course standards and expectations. If a reasonable accommodation is not made or additional resolution is needed, students should reference SNHU's [Grade Appeals and Other Academic Disputes](#) policy.

## Sexual Misconduct

### 1. Introduction

Southern New Hampshire University ("the University") is committed to providing a workplace and educational environment that are free from Sexual Misconduct, including unlawful Sexual Harassment, or associated Retaliation, on the basis of sex. Accordingly, the University adopts this policy and the associated procedures for a prompt and equitable grievance process for claims of Sexual Misconduct and Sexual Harassment, including sexual assault, stalking, Sexual Exploitation, dating violence or domestic violence, all as further defined in this Policy. The University encourages prompt reporting of these matters to allow the University to quickly respond, address allegations and offer immediate support to the affected community members, as set forth in this Policy.

#### 1.1

Reports of Sexual Harassment and any inquiries concerning this Policy should be directed to the University's Title IX Coordinator, whose contact information is as follows:

Kristin Scaduto  
Title IX Coordinator/Equity Officer  
2500 North River Road  
Manchester, NH 03106  
603.644.3188  
[k.scaduto@snhu.edu](mailto:k.scaduto@snhu.edu)  
[titleix@snhu.edu](mailto:titleix@snhu.edu)

Further information regarding reporting is found in Section 6 of this Policy.

### 2. Definitions

For purposes of this Policy, these words have the following definitions:

#### 2.1

**Advisor** means a person chosen by a Party or appointed by the University to accompany the Party to meetings related to



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the Resolution process, to advise the Party on that process, and to conduct cross-examination for the Party at the hearing, if any.

### 2.2

**Complainant** means an individual who is alleged to be the victim of conduct that could constitute Sexual Misconduct, Sexual Harassment, or Retaliation for engaging in a protected activity.

### 2.3

**Confidential Professional** means an employee who has a legally recognized professional duty of confidentiality and is not a Required Reporter of Notice of Sexual Misconduct, Sexual Harassment, or Retaliation on the basis of sex (irrespective of Clery Act Campus Security Authority status).

### 2.4

**Consent:** See Section 3.5 of this Policy.

### 2.5

**Day** means a business day when Southern New Hampshire University is in normal operation. It does not include weekends or holidays.

### 2.6

**Education Program or Activity** means locations, events or circumstances where the University exercises substantial control over both the Respondent and the context in which the Sexual Harassment or discrimination occurs and also includes any building owned or controlled by a student organization that is officially recognized by Southern New Hampshire University.

### 2.7

**Final Determination** means a binding conclusion by a Decision-Maker by a preponderance of the evidence concerning whether the alleged conduct did or did not violate policy.

### 2.8

**Finding** means a conclusion by a preponderance of the evidence that conduct alleged did or did not occur.

### 2.9

**Formal Complaint** means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the University investigate the allegation.

### 2.10

**Formal Grievance Process** means the method of formal resolution designated by this Policy, by which the University addresses conduct prohibited by this Policy in compliance with the legal requirements of 34 CFR Part 106.45.

### 2.11

**Grievance Process Pool** includes any Investigators, Decision-Makers, appeal officers, and Advisors who may perform any or all of these roles (though not at the same time or with respect to the same case). At the discretion of the Title IX Coordinator, certain members of the Pool may be restricted to certain roles based on availability and individual training levels.

### 2.12

**Decision-Maker or Panel** refers to those who have decision-making and Sanctioning authority within the University's formal grievance processes.

### 2.13

**Investigator** means the person or persons tasked by the University with gathering facts about an alleged violation of this Policy, assessing relevance and credibility, synthesizing the evidence and compiling this information into an investigation report and file of directly related evidence.

### 2.14

**Notice** means that an employee, student or third party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of harassing, discriminatory and/or retaliatory conduct, or of violations of this Policy. When used in lower case format in this Policy, notice has its normal dictionary meaning.

### 2.15

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**Official with Authority** means an employee of the University explicitly vested with the responsibility to implement corrective measures for harassment or other conduct prohibited by this Policy, on behalf of the University.

2.16

**Party/Parties** include the Complainant(s) and Respondent(s), collectively. Neither the Title IX Coordinator nor the University are Parties.

2.17

**Required Reporter** means a University employee who is obligated by policy to share knowledge, Notice, and/or reports of Sexual Harassment, Sexual Misconduct, or Retaliation with the Title IX Coordinator. This reporting obligation is separate and independent from any reporting obligation under other University policies or from applicable state law reporting obligations with respect to child abuse, elder/incapacitated adult abuse, hazing/bullying, etc., though these responsibilities may overlap with reporting obligations set forth in this Policy.

2.18

**Remedies** are actions taken by the University after a Final Determination, which are directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence and ensure equitable access to the University's educational programs or activities.

2.19

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Misconduct, Sexual Harassment, Retaliation for engaging in a protected activity or otherwise violating this Policy.

2.20

**Resolution** means the result of an informal or Formal Grievance Process.

2.21

**Retaliation** means words or actions that intimidate, threaten, coerce or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this Policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding or hearing under this Policy or Title IX.

2.22

**Sanction** means a consequence imposed by the University on a Respondent who is found to have violated this policy.

2.23

**Sexual Exploitation** occurs when an individual takes sexual advantage of another person for the benefit of anyone other than that person without that person's Consent, or in a circumstance where that person cannot legally Consent. Examples of behavior that could rise to the level of Sexual Exploitation include:

- I. Prostituting another person;
- II. Recording images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts or nakedness without that person's Consent;
- III. Distributing, or threatening to distribute, images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not Consent to such disclosure and/or objects to such disclosure; and,
- IV. Viewing another person's sexual activity, intimate body parts or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's Consent, and for the purpose of arousing or gratifying sexual desire.
- V. Coercing a person into engaging in unwanted sexual activity by exploiting that person's substance or drug dependence.

2.24

**Sexual Harassment** means harassment on the basis of sex, sexual assault, stalking, dating violence or domestic violence, each as further defined in Section 3.4 of this Policy.

2.25

**Sexual Misconduct** includes a range of unwelcome conduct of a sexual nature occurring without Consent, including, Sexual Exploitation, Sexual Harassment, sexual assault, relationship violence (including domestic violence and dating violence) or stalking.

2.26

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**Student** means, for the purpose of this Policy, any individual who has accepted an offer of admission, or who is registered or enrolled for coursework, and who maintains an ongoing relationship with the University.

### 2.27

**Title IX Coordinator** is the official (or officials) designated by the University to ensure compliance with Title IX, this Policy and the University's Title IX program. References to the Title IX Coordinator throughout this policy may also encompass a designee of the Title IX Coordinator for specific tasks, where appropriate.

### 2.28

**Title IX Team** refers to the Title IX Coordinator, any Deputy Title IX Coordinators who may be designated from time to time, and any member of the Grievance Process Pool.

## 3. Policy 3.1 Scope

The University strictly prohibits all forms of Sexual Misconduct by any member of its community, whether occurring in University programming or off campus but having an effect on the University's educational environment or a Complainant's educational experience. This Policy applies to Parties regardless of sexual orientation, gender identity, or expression.

The Sexual Harassment Grievance Procedure set forth in Section 9 of this Policy applies to Sexual Harassment occurring in all Programs and Activities of Southern New Hampshire University, and is available to Complainants in the United States. All Sexual Misconduct which does not fall within the jurisdiction of the Sexual Harassment Grievance Procedure, but which are otherwise actionable under this Policy, may be addressed under the Institutional Sexual Misconduct Grievance Procedures set forth in Section 10 of this Policy.

Conduct or grievances that fall outside the scope of this Policy may be addressed under other Southern New Hampshire University policies and procedures, as applicable. Nothing in this Policy shall be used to deny any individual's rights under Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e et seq. or any regulations promulgated thereunder.

### 3.2 Purpose

The purpose of this Policy is to define, prevent and respond to Sexual Misconduct and Sexual Harassment as defined in 34 C.F.R. Part 106, and achieve compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681-1688) and associated regulations, as well as applicable New Hampshire state law.

### 3.3 Policy Statement

It is the policy of Southern New Hampshire University to prohibit all forms of Sexual Misconduct and Sexual Harassment or Retaliation within the Scope of this Policy. The University will respond to Notice of allegations of Sexual Misconduct and Sexual Harassment or Retaliation in accordance with the appropriate procedures set forth below.

The University does not discriminate on the basis of sex in any education program or activity, and is prohibited from doing so by Title IX. This requirement not to discriminate extends to both admission and employment at the University.

### 3.4 Prohibited Sexual Harassment

The Department of Education's Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC) and the State of New Hampshire regard Sexual Harassment, a specific form of discriminatory harassment, as an unlawful discriminatory practice. As stated above, Sexual Harassment is prohibited by this Policy.

The University has adopted the following definition of Sexual Harassment in order to address the unique environment of an academic community, which consists not only of employer and employees, but of students as well. Acts of Sexual Harassment can be committed by any person upon any other person, regardless of the sex, sexual orientation and/or gender identity of those involved.

Sexual Harassment, as an umbrella category, includes the offenses of Sexual Harassment, sexual assault, domestic violence, dating violence and stalking\*, and is defined as:

conduct on the basis of sex that satisfies one or more of the following:

- I. An employee of the University conditioning the provision of an aid, benefit or service of the University on an individual's participation in unwelcome sexual conduct (often referred to as "quid pro quo");
- II. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the University's education program or activity; or
- III. Sexual assault, defined as:
  - A. **Sex Offenses, Forcible:** Any sexual act directed against another person, without the Consent of the victim, including instances in which the victim is incapable of giving Consent.
  - B. **Rape:** penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the Consent of the victim. Attempts or assaults to commit rape are also included; however, statutory rape and incest are excluded (each defined separately below).
  - C. **Forcible Sodomy:** Oral or anal sexual intercourse with another person, forcibly and/or against that person's

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will (non-consensually), or not forcibly or against the person's will in instances in which the Complainant is incapable of giving Consent because of age or because of temporary or permanent mental or physical incapacity.

- D. **Sexual Assault with an Object:** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving Consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.
- E. **Forcible Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving Consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.
- F. **Sex Offenses, Non-forcible:**
  - i. **Incest:** Non-forcible sexual intercourse, between persons who are related to each other, within the degrees wherein marriage is prohibited by law.
  - ii. **Statutory Rape:** Non-forcible sexual intercourse, with a person who is under the statutory age of Consent.
- G. **Dating Violence,** defined as: violence committed by a person—
  - i. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - ii. where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - 1. The length of the relationship;
    - 2. The type of relationship;
    - 3. The frequency of interaction between the persons involved in the relationship.
- H. **Domestic Violence,** defined as: violence, on the basis of sex, committed by a current or former spouse or intimate partner of the Complainant, by a person with whom the Complainant shares a child in common, or by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of New Hampshire, or by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of New Hampshire.
- I. **Stalking,** defined as: engaging in a course of conduct, on the basis of sex, directed at a specific person, that
  - i. would cause a reasonable person to fear for the person's safety, or
  - ii. the safety of others; or
  - iii. suffer substantial emotional distress.

The University reserves the right to impose any level of Sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this Policy.

\*The New Hampshire state law definitions of "Consent," "Domestic Violence," "Dating Violence," "Sexual Assault," and "Stalking" differ in some ways from the federal definitions listed here. SNHU will provide the state law definitions as part of its education programs for students (as required by the Clery Act) but definitions applied for purposes of this Policy will be the federal definitions provided here, as required by Title IX.

### 3.5 Force, Coercion, Consent and Incapacitation

As used in this Policy and the offenses above, the following definitions apply:

- I. **Force:** Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that is intended to overcome resistance or produce Consent.

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not Consent. Consent is not defined by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-Consent.

- II. **Coercion:** Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain Consent. Consent is the equal approval, given freely, willingly and knowingly of each participant to desired sexual involvement. Consent is an affirmative, conscious decision indicated clearly by words or actions to engage in mutually accepted sexual contact. A person forced to engage in sexual contact by force, threat of force or coercion has not Consented to contact. Coercion includes unreasonably pressuring another to engage in sexual activity. Lack of mutual Consent is the crucial factor in any Sexual Misconduct. Consent to some form of sexual activity does not necessarily constitute Consent to another form of sexual activity. Silence without demonstrating permission does not constitute Consent.

Consent is not valid when a person is incapacitated, or when an intellectual or other disability prevents a person from having the capacity to give Consent. A person is incapacitated if they lack the capacity to Consent to sexual activity because the person is asleep, unconscious, mentally and/or physically helpless, or otherwise unaware that sexual activity is occurring. Incapacitation is not necessarily the same as legal intoxication. Where alcohol or other drugs are involved, evaluating Incapacitation requires an assessment of how the consumption of alcohol and/or drugs affects a person's decision-making ability; awareness of consequences; ability to make informed, rational judgments; capacity to appreciate the nature and quality of the act; or level of consciousness. The assessment is based on objectively and reasonably apparent indications of incapacitation when viewed from the perspective of a

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sober, reasonable person.

Under New Hampshire state law, a person under 13 years of age cannot Consent to any form of sexual contact. Individuals between the ages of 13 and 16 cannot Consent to penetrative sexual activity. Individuals between the ages of 13 and 16 cannot Consent to non-penetrative sexual activity with individuals who are more than five years older than they are. Individuals older than 16 years of age can legally Consent to sexual activity.

### 3.6 Retaliation Prohibited

Retaliation in response to a protected activity is strictly prohibited by this Policy. Protected activity under this Policy includes reporting an incident that may implicate this Policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation and/or acting in good faith to oppose conduct that constitutes a violation of this Policy.

Acts of alleged Retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. The University is prepared to take appropriate steps to protect individuals who fear that they may be subjected to Retaliation.

Charges against an individual for code of conduct violations that do not involve sex discrimination or Sexual Harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of Sexual Harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitute Retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute Retaliation, provided that a determination regarding responsibility, alone, is not sufficient to conclude that any Party has made a materially false statement in bad faith.

### 3.7 Right to Report

Any person may report sex discrimination, Sexual Misconduct, including Sexual Harassment or related Retaliation (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute Sexual Misconduct or Sexual Harassment), in person, by mail, by telephone or by electronic mail, using the contact information listed for the Title IX Coordinator, or to an Official with Authority, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator herein.

### 3.8 False Allegations and Evidence

Deliberately false and/or malicious accusations under this Policy, as opposed to allegations which, even if erroneous, are made in good faith, are a violation of this Policy, and a serious offense that will be subject to appropriate disciplinary action. Additionally, witnesses and Parties knowingly providing false evidence, tampering with or destroying evidence after being directed to preserve such evidence, or deliberately misleading an official conducting an investigation can be subject to discipline.

## 4. Role of the Title IX Coordinator 4.1 Role Overview

The University's designated Title IX Coordinator has the primary responsibility for coordinating the University's efforts related to the intake, investigation, resolution and implementation of measures to stop, remediate and prevent Sexual Misconduct, Sexual Harassment and Retaliation prohibited under this Policy. The University's Title IX Coordinator is also responsible to provide or facilitate ongoing training, consultation and technical assistance on Title IX for all students, faculty and staff, and other community members, including:

- I. regular training for faculty and staff outlining their rights and obligations under Title IX and this Policy, including the appropriate response to reports of Sexual Misconduct, the obligation to report Sexual Misconduct (as applicable), and the scope and availability of confidentiality;
- II. annual training for other Title IX staff, Investigators, Decision-Makers, and any person who facilitates an Informal Resolution process, on the definition of Sexual Misconduct and Sexual Harassment, the scope of the University's education program or activities, how to conduct an investigation and grievance process including hearings, appeals and Informal Resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias;
- III. annual training for investigators on issues of relevance to create an investigative report that fairly summarizes relevant evidence;
- IV. regular training for Decision-Makers on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant;
- V. regular training for students outlining their rights under Title IX, including with respect to Sexual Harassment, the reporting process (including reports to local law enforcement and confidential reporting to counselors or advocates), the procedures used to process complaints, applicable student conduct code provisions relating to Sexual Misconduct and the consequences of violating those provisions, the role of alcohol and drugs in Sexual Misconduct, the effects of trauma, strategies and skills for bystander intervention, the offices or individuals with

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whom students can speak confidentially, the offices or individuals who can provide support services, the Required Reporter employees who must report incidents to the Title IX Coordinator and Title IX's protections against Retaliation.

### 4.2 Website and Training Materials

The Title IX Coordinator is responsible to ensure that all training materials used to train the Title IX Team are made publicly available on the University's designated Title IX web page, for a period of seven years from issuance.

### 4.3 Requests for Confidentiality

The Title IX Coordinator also evaluates requests for confidentiality, as outlined below, by those who report or complain about Sexual Misconduct or Sexual Harassment in the context of the University's responsibility to provide a safe and non-discriminatory environment for all members of its community.

### 4.4 Bystander Policy

The University encourages all community members to take reasonable and prudent actions to prevent or stop an act of Sexual Harassment. Taking action may include direct intervention where it is safe to do so, creating a distraction, calling law enforcement or seeking assistance from a person in authority.

### 4.5 Amnesty Policy

- I. **Students:** Student Complainants, bystanders or witnesses may have concerns about reporting Sexual Misconduct because of the University's drug or alcohol policy, or other policy violations. The University's primary concern is community safety. A Complainant shall not be subject to a disciplinary proceeding or Sanction for a violation of the University's code of conduct related to the incident unless a University official determines that the report was not made in good faith or that the violation was egregious.
- II. **Employees:** The University may, at its discretion, offer employee Parties and witnesses amnesty from policy violations (typically more minor policy violations) related to the facts and circumstances surrounding the incident.

## 5. Healthcare and Support Resources 5.1 Resources Available

Complainant has the option to seek treatment for injuries sustained during an incident of Sexual Misconduct, preventive treatment for sexually transmitted diseases and other health services. A medical exam is also an important way for a health provider to properly collect and preserve evidence, which could later be used in a civil or criminal case. In cases where necessary, rape kits are also available at local emergency rooms.

### 5.2 Medical Treatment

Medical treatment facilities in the area of the Manchester/Hooksett campus include the following:

**Elliot Hospital**  
**4 Elliot Way, Manchester, NH 03013**  
**603-669-5300**

**Catholic Medical Center (CMC)**  
**100 McGregor St, Manchester, NH 03102**  
**603-668-3545**

Sexual assault and domestic violence resources in New Hampshire and the Manchester area include:

**New Hampshire Sexual Assault Hotline**  
**1-800-277-5570**

**New Hampshire Domestic Violence Hotline**  
**1-866-644-3574**

### 5.3 Community Services

Services for survivors of sexual assault, domestic violence, stalking and Sexual Harassment are available through the NH Coalition Against Domestic and Sexual Violence, which comprises 13 member programs throughout the state. A community member does not need to be in crisis to call. According to the Coalition's website, services are free, confidential and available to everyone regardless of gender, age, health status (including HIV-positive), physical, mental or emotional ability, sexual orientation, gender identity/expression, socioeconomic status, race, national origin, immigration status or religious or political affiliation.

Coalition member agencies serving the Manchester and Hooksett campus areas include:

**Crisis Center of Central New Hampshire (CCCNH)**  
**PO Box 1344, Concord, NH 03302-1344**  
**Crisis Line: 1-866-841-6229**  
**Office: 603-225-7376**

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### **YWCA Crisis Service**

**72 Concord Street, Manchester, NH 03101**

**Crisis Line: 603-668-2299**

**Manchester Office: 603-625-5785**

[www.ywcanh.org](http://www.ywcanh.org)

Coalition agencies provide the following services:

- Support and information, available in person and through a 24-hour hotline
- Accompaniment, support and advocacy at local hospitals, courts and police departments
- Access to emergency shelter
- Peer support groups
- Assistance with protective/restraining orders and referrals to legal services
- Information and referrals to community programs
- Community and professional outreach and education

### 5.4 Financial Assistance Resources

Community members who require medical assistance but have financial hardship or limited financial resources may qualify for financial assistance through the NH Health Access Network. The New Hampshire Health Access Network helps low-income residents of New Hampshire who have health insurance but need financial assistance to help cover out-of-pocket medical expenses such as deductibles, co-pays and co-insurance.

### **The NH Health Access Network NH Health Access Network**

**125 Airport Road**

**Concord, NH 03301**

**603-225-0900**

[www.healthynh.com](http://www.healthynh.com)

### 5.5 On-Campus Resources

Basic non-emergency medical treatment, and counseling for on-campus students, are also available at the Campus Wellness Center, located in the Robert A. Freese Student Center. Students can access health services during normal business hours by walk-in and may reach the Wellness Center counselors at 603-645-9679. Emergency counseling services are also available 24 hours a day. During regular business hours, a student can speak with a counselor by contacting the Wellness Center staff. During nights, weekends and holidays, a student seeking emergency counseling can access services by calling the Wellness Center and selecting the appropriate option to speak with an after-hours counselor.

### 5.6 Resources for Online Students and Remote Employees

In addition, a list of counseling, health, mental health, victim advocacy, legal assistance and other services available, including crisis help lines, can also be found on the COCE Wellness Center's [web page](#). Students and remote employees located outside of New Hampshire can click the "Locate Resources in Your Area" link to be directed to crisis resources based on their location.

### 5.7 Resources for Employees

Full-time and half-time University employees have access to the Employee Assistance Program (EAP) offered through Anthem, which provides assessment and referral for a wide range of concerns facing employees.

To speak with a consultant, please call 1-800-647-9151.

## 6. Reporting Sexual Misconduct, Sexual Harassment and Retaliation 6.1 Reporting Policy

The University encourages community members to promptly report incidents of Sexual Harassment, Sexual Misconduct or Retaliation immediately to the University using the process described below. Required Reporters must inform the Title IX Coordinator or any Official with Authority of incidents of Sexual Misconduct of which they are aware, as further detailed below. Any person may inform the Title IX Coordinator or other Official with Authority of an alleged violation of this policy. However only a Complainant or the Title IX Coordinator can sign a Formal Complaint.

### 6.2 Reporting Process

Concerns of a violation of this Policy or seeking supportive measures may be made using the intake forms designated here:

- **University College** -- Campus students may file a report in one of two ways: First by filing a report in person at the Office of Public Safety or by filing an online [Incident Form](#).
- **College of Online and Continuing Education** -- Online students may file an online [Student Dispute Form](#) through the Office of Dispute Resolution and Student Conduct.
- **University Employees** may contact their Human Resources Business Partner or submit a [Complaint Notification Form](#).

Those wishing to engage the Formal Grievance Process for Sexual Harassment and/or Retaliation may file a Formal

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Complaint with the Title IX Coordinator or any Official with Authority. Such a report may be made at any time (including during non-business hours) by using the email or postal office address(es) listed for the Title IX Coordinator and/or any other official listed/designated below.

A Formal Complaint means a document filed/signed by the Complainant or signed by the Title IX Coordinator alleging a policy violation by a Respondent and requesting that the University investigate the allegation(s). A complaint may be filed with the Title IX Coordinator in person, by mail or by electronic mail, by using the contact information set forth below, or as described in this section. As used in this paragraph, the phrase "document filed by a Complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the University) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the complaint.

If Notice is submitted in a form that does not meet this standard, the Title IX Coordinator will contact the Complainant to ensure that it is filed correctly.

### 6.3 Anonymous Reports

Reports that are submitted anonymously limit the ability of the University to respond in a formal manner. The privacy of those submitting bias reports will be maintained to the extent possible. Therefore, persons are strongly encouraged to identify themselves when submitting reports and participate in the investigation and response process.

### 6.4 Contact Information for Reporting

Complaints or Notice of alleged Sexual Misconduct, including Sexual Harassment, Retaliation, other policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to the University's Title IX Coordinator:

- Kristin Scaduto, Title IX Coordinator, can be reached on the University's main campus at 2500 North River Road, Manchester NH, by telephone at 603-644-3188, or by email at [K.Scaduto@snhu.edu](mailto:K.Scaduto@snhu.edu).

The following Deputy Title IX Coordinator(s) have also been designated as Officials with Authority and may also accept Notice or complaints on behalf of the University:

- Michael Graskemper is the Director of Dispute Resolution for the College of Continuing and Online Education (COCE) and is also the Deputy Title IX Coordinator for COCE. He can be reached at 603-314-7647, or at [M.Graskemper@snhu.edu](mailto:M.Graskemper@snhu.edu).

The following additional personnel are also identified as Officials with Authority by the University:

- All athletics coaches and athletic directors, including assistant directors
- Residence life personnel (not including student employees)
- Dean of students, academic deans & Office of Vice President of Academic Affairs
- President and CEO
- Chief operating officer
- Executive vice president, Human Resources

### 6.5 Reporting to the Police

Complainants are also encouraged to consider reporting Sexual Misconduct that constitutes a crime, or any other related crime, to law enforcement authorities. Complainants may also wish to pursue a criminal or civil restraining order from a local court. However, Complainants have a right to choose not to file a report with law enforcement or seek a restraining order. The decision to file a criminal complaint or seek a court order is a deeply personal choice. Complainants often make this decision based on the circumstances surrounding the incident and the circumstances in their lives at the time of the incident. Complainants must also understand that SNHU Public Safety is not a police force, and a report to Public Safety is not equivalent to filing a police report.

Upon reporting an incident to the Title IX Coordinator (or other Official with Authority), Complainants will have the opportunity, if they choose, to speak with appropriate local law enforcement personnel to make the report. Confidential Resource Advisors can also assist with this process. Complainants do not need to file a criminal complaint with law enforcement in order to initiate a grievance with the University, and the University may find a Respondent responsible for violating this Policy regardless of the status or outcome of any criminal proceedings. Absent extenuating circumstances, the University will not unduly delay its grievance process to await the completion of any criminal proceeding or investigation, unless required to do so by valid court order.

In the case of an ongoing emergency, dial 911. Non-emergency contact information for local police in the Manchester area for non-emergency reporting is as follows:

#### **Hooksett Police Department**

15 Legends Dr.  
Hooksett, NH 03106  
603-624-1560



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### **Manchester Police Department**

405 Valley Street  
Manchester, NH 03106  
603-668-8711

#### 6.6 Employee Reporting Obligation

The University takes the position that all employees except those with a legal duty of confidentiality (e.g., a licensed counselor, doctor or nurse) or confidential resource Advisors are Required Reporters. With respect to students who are also employed by the University, only those working in the office of Residence Life (RDs, CAs, RAs), graduate teaching assistants or instructors, and those student employees with similar significant responsibility for student welfare are Required Reporters under this Policy.

A Required Reporter who witnesses or has Notice of Sexual Misconduct, Sexual Harassment or Retaliation against a student must immediately contact the Title IX Coordinator to make a report to allow the University to respond appropriately. A failure by a Required Reporter to report a violation of this Policy may warrant disciplinary action up to and including termination.

This reporting obligation does not apply for any employee who has themselves been an alleged victim of Sexual Misconduct, Sexual Harassment or retaliation, with respect to the specific conduct or incident(s) affecting them.

#### 6.7 Additional Reporting Resources

A student or applicant who believes that he or she has been discriminated against can also file a charge of discrimination with the US Department of Education Office for Civil Rights.

The Regional Office serving New Hampshire can be contacted at:

US Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
Telephone: 617-289-0111  
Facsimile: 617-289-0150  
[Email: OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

US Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
Telephone: 617-289-0111  
Facsimile: 617-289-0150  
[Email: OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

#### 6.8 Timing of Complaints

There is no time limit for filing a complaint or providing Notice under this Policy. However, if the Respondent is no longer subject to the University's jurisdiction and/or significant time has passed, the University's ability to investigate, respond and provide Remedies may be limited or impossible. Complainants are therefore strongly encouraged to file complaints in a timely manner to maximize the University's ability to promptly gather evidence, and conduct a thorough, impartial and reliable investigation. If the Respondent is expected to graduate or complete a program during the pendency of the process, the University may temporarily withhold that student's Southern New Hampshire University degree, certificate or other terminal credential, pending conclusion of the complaint Resolution procedures.

#### 6.9 Independence and Conflict of Interest

- I. The Title IX Coordinator is responsible for oversight of the Title IX Team, and acts with independence and authority free from bias and conflicts of interest. The Title IX Coordinator ultimately oversees all outcomes and Resolutions under this Policy and these procedures. The members of the Title IX Team are vetted and trained to ensure that they are not biased for or against any Party in a specific case, or for or against Complainants and/or Respondents, generally. Reports of misconduct or discrimination committed by any other Title IX Team member should be reported to the Title IX Coordinator.
- II. To raise any concern involving bias or conflict of interest, or misconduct or discrimination committed by the Title IX Coordinator, contact the University's chief of staff, Donald Brezinski, by phone at 603-644-3109, or email at [d.brezinski@snhu.edu](mailto:d.brezinski@snhu.edu). The chief of staff may also coordinate with the Human Resources department regarding review and resolution of such concerns. Concerns of bias or a potential conflict of interest by any other Title IX Team member should be raised with the Title IX Coordinator.

#### 7. Privacy and Confidentiality 7.1 Disambiguation

Cases involving alleged Sexual Harassment demand special attention to issues of privacy and confidentiality. For the purpose of this Policy, privacy and confidentiality have distinct meanings.

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- I. **Privacy:** Privacy means that information related to a Formal Complaint will be shared with a limited number of University employees who "need to know" in order to assist in the assessment, investigation and Resolution of the report, as well as the Parties and their Advisors. All employees who are involved in the University's response to Notice under this policy receive specific training and guidance about sharing and safeguarding private information in accordance with state and federal law. The privacy of student education records will be protected in accordance with the Family Educational Rights and Privacy Act ("FERPA"), as outlined in the University's FERPA policy, except where limited or superseded by the applicable Title IX regulations (found at 34 C.F.R. Part 106). The University reserves the right to designate which University officials have a legitimate educational interest in being informed about incidents that are subject to this Policy, consistent with FERPA. The privacy of employee records will be protected in accordance with Human Resources policies, except where limited by applicable law.

However, privacy in this context has limits: all Complainants must understand that the following receipt of a Formal Complaint of Sexual Harassment, the University is legally required to provide prompt written notice to all known Parties to the complaint of the following information:

- identities of Parties involved, if known
- conduct alleged to constitute Sexual Harassment
- date and location of incident(s)
- Notice of any additional allegations added after the initial notice to the known Parties

As further detailed below, known Parties are also entitled to receive certain evidence gathered during the investigation process that is directly related to the Formal Complaint.

The University will keep any supportive measures provided to any Complainant or Respondent private, to the extent that maintaining such privacy would not impair the ability to provide such measures.

The University may also by necessity contact parents/guardians or third parties to inform them of situations in which there is a significant and articulable health and/or safety risk, but will usually consult with the student first before doing so.

### 7.2 Confidentiality

For purposes of this Policy, Confidentiality should be understood in the context of laws that protect certain relationships, including those who provide services related to medical and clinical care, mental health providers, counselors, ordained clergy, and some sexual assault or domestic violence counselors. The law (which varies by state) creates a privilege between certain health care providers, mental health care providers, attorneys, clergy, spouses and others, with their patients, clients, parishioners and spouses. The University has designated individuals who are able to have legally privileged communications as Confidential Professionals who are exempt from Required Reporter responsibilities. All other employees of the University are Required Reporters who must inform the Title IX Coordinator or other Official with Authority of any incidents subject to this policy.

When information is shared by a Complainant with a Confidential Professional, that person cannot reveal the information to any third party except when an applicable law or a court order requires or permits disclosure of such information.

All Confidential Professionals may be required or permitted to break confidentiality by law in certain circumstances, as more fully described in "Exceptions to Confidentiality," below.

Confidential Professionals will not inform the University's Title IX Coordinator of an incident, unless a Complainant directs them to do so, but can still assist the Complainant in receiving other necessary protection and support, such as academic support or accommodations, disability, health or mental health services. As a practical matter, the full availability of some of these services may be limited in certain circumstances by a victim's desire for confidentiality and level of cooperation.

A Complainant who at first requests confidentiality from a Confidential Professional may later decide to file a Formal Complaint with the University.

### 7.3 Confidential Professionals

#### I. **Professional and Pastoral Counselors**

SNHU can provide campus-based students with professional, licensed counselors who provide mental health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor). SNHU Wellness counselors can be reached at 603-645-9679. Pastoral counselors may also be available to speak to campus-based students through Campus Ministry, which can be reached at 603-645-9608 or by referral at the Wellness Center.

These counselors are not required to report any identifying information about an incident to the Title IX Coordinator without a Complainant's permission. A counselor may collect and eventually report some general, non-identifying data that will not lead to an investigation, such as the date of the report, date of the crime, and general location as part of the University's crime data reporting responsibility. A member of the community wishing to speak with a professional, licensed counselor can request to do so through the on-campus Wellness Center.

Emergency services are available 24 hours a Day. Students can access services during normal business hours by calling 603-645-9679. During nights, weekends and holidays, a student can access services by contacting Public

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Safety at 603-645-9700 who will notify a counselor on call.

Employees and students in the College of Online and Continuing Education (COCE) and other non-campus-based students can also log on to the Wellness HelpU Program [site](#) and find a list of available professional counseling resources in their state.

Employees also have access to the Employee Assistance Program (EAP) offered through Anthem, which can be reached at 1-800-647-9151.

### II. **Registered Nurses**

In addition to counseling services, the campus Wellness Center is staffed by advanced practice registered nurse(s) (APRN) and licensed registered nurse(s). New Hampshire law (RSA 326-B) provides that confidential communications made to a nurse by a patient are entitled to the same privilege as those between a physician and a patient. As a result, a nurse in the Wellness Center is not required to reveal any details of an incident to the Title IX Coordinator. As with a professional counselor, a nurse may collect and eventually report some general, non-identifying data that will not lead to an investigation, such as the date of the report, date of the crime and general location, as part of the University's crime data reporting responsibility.

### III. **Confidential Resource Advisors**

As required by New Hampshire state law, the University has also designated Confidential Resource Advisors, who shall not be Required Reporters, and who shall be permitted to assist students in a confidential manner and provide appropriate resources and information, and assist any student with the reporting process, if desired.

For purposes of this Policy, all University-appointed and trained Advisors within the Grievance Process Pool are designated as Confidential Resource Advisors. Advisors selected by parties from outside the Grievance Process Pool may not be designated as Confidential Resource Advisors as they may not have been trained or vetted by the University.

While communications between Advisors and their advisees are considered private as to the University and its personnel, Parties should be aware that legal privilege for communications made to Confidential Resource Advisors under New Hampshire law applies only to communications between victims of alleged sexual assault, alleged domestic abuse, alleged sexual harassment or alleged stalking and a Confidential Resource Advisor in the course of that relationship and in confidence. Therefore, communications made between a Respondent and their Advisor would typically be private as to the University, but may not be legally privileged communications under New Hampshire state law.

The University may from time to time designate other employees or categories of employees as Confidential Resource Advisors, and may also from time to time enter into memoranda of understanding with outside local, state or national agencies to provide third-party Confidential Resource Advisors to Parties.

## 7.4 Exceptions to Confidentiality

While these professional counselors and nurses may maintain a victim's confidentiality vis-à-vis the University, they (and other University personnel) may have mandatory reporting or other obligations under state or federal law. For example, New Hampshire has a mandated reporter law for when a person "has reasons to suspect that a child has been abused or neglected" (R.S.A. §169-C:29), which requires timely disclosure to the N.H. Department of Health and Human Services if the victim is under 18 years of age. A similar reporting law applies to incapacitated and elderly adults (RSA 161-F:46). New Hampshire also has an anti-hazing statute that requires that any person who is present or otherwise has direct knowledge of any student hazing must report the hazing to law enforcement or educational institution authorities (RSA 631:7).

Likewise, behavior that poses a serious threat of harm to self or others, or receipt of a court order or a subpoena under certain circumstances, can trigger a duty to timely disclose confidential information, irrespective of the categories above.

Also, if the University determines that the alleged perpetrator(s) poses a serious and immediate threat to the University community, Campus Safety may be called upon to issue a timely warning to the community as required by federal law. Any such warning should not include any information that identifies the Complainant.

## 8. Supportive Measures and Emergency Removal 8.1 Supportive Measures

The University will offer and implement appropriate and reasonable supportive measures to the Parties upon Notice of alleged Sexual Misconduct, including Sexual Harassment, and/or Retaliation.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Parties to restore or preserve access to the University's education program or activity, including measures designed to protect the safety of all Parties or the University's educational environment, and/or deter further harassment, discrimination and/or Retaliation.

The Title IX Coordinator promptly makes supportive measures available to the Parties upon receiving Notice or a complaint. At the time that supportive measures are offered, the University will inform the Complainant, in writing, that they may file a Formal Complaint with the University either at that time or in the future, if they have not done so already. The Title IX Coordinator works with the Complainant to ensure that their wishes are reasonably considered with respect to the supportive measures that are planned and implemented, including with respect to privacy.

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The University will maintain the privacy of the supportive measures, solely to the extent that privacy does not impair the University's ability to provide the supportive measures. The University will seek to ensure as minimal an academic impact on the Parties as reasonably possible. The University will implement measures in a way that does not unreasonably burden the other Party.

Supportive measures may include, but are not limited to:

- A. Referral to counseling, medical and/or other healthcare services
- B. Referral to the Employee Assistance Program
- C. Referral to community-based service providers
- D. Student financial aid counseling
- E. Education to the community or community subgroup(s)
- F. Altering campus housing assignment(s)
- G. Altering work arrangements for employees or student-employees
- H. Safety planning
  - I. Implementing contact limitations (restricted contact orders) between the Parties
- J. Academic support, extensions of deadlines or other course/program-related adjustments
- K. Timely warnings
- L. Class schedule modifications, withdrawals
- M. leaves of absence
- N. Increased security and monitoring of certain areas of the campus
- O. Any other actions deemed appropriate by the Title IX Coordinator

Violations of restricted contact orders will be referred to appropriate student or employee conduct processes for enforcement.

### 8.2 Emergency Removals and Administrative Leaves

#### I. **Emergency Removals**

The University can act to remove a Respondent entirely or partially from its education program or activities on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student or other individual justifies removal. This risk analysis is performed by the Title IX Coordinator in conjunction with the Public Safety Team, using objective violence risk assessment procedures.

In all cases in which an emergency removal is imposed, the student, employee or two (2) representatives from a student organization will be given notice of the action and the option to request to meet with the Title IX Coordinator prior to such action/removal being imposed, or as soon thereafter as reasonably possible, to show cause why the action/removal should not be implemented or should be modified. This meeting will be conducted remotely using electronic video conferencing technology whenever possible.

This meeting is not a hearing on the merits of the allegation(s), but rather is an administrative process intended to determine solely whether the emergency removal is appropriate. When this meeting is not requested in a timely manner, objections to the emergency removal will be deemed waived. This section also applies to any restrictions that a coach or athletic administrator may place on a student-athlete arising from allegations related to Title IX. There is no appeal process for emergency removal decisions.

A Respondent may be accompanied by an Advisor of their choice when meeting with the Title IX Coordinator for the show cause meeting. The Respondent will be given access to a written summary of the basis for the emergency removal prior to the meeting to allow for adequate preparation.

The Title IX Coordinator has sole discretion under this policy to implement or stay an emergency removal and to determine the conditions and duration. Violation of an emergency removal under this policy will be grounds for discipline, which may include expulsion or termination.

The University will implement the least restrictive emergency actions reasonably possible in light of the circumstances and safety concerns. As determined by the Title IX Coordinator, these actions could include, but are not limited to removing a student from a residence hall, temporarily re-assigning an employee (in consultation with Human Resources), restricting a student's or employee's access to or use of facilities or equipment, allowing a student to withdraw or take grades of incomplete without financial penalty, authorizing an administrative leave and suspending a student's participation in extracurricular activities, student employment, student organizational leadership or intercollegiate/intramural athletics.

At the discretion of the Title IX Coordinator, alternative coursework options may be pursued to ensure as minimal an academic impact as possible on the Parties.

#### II. **Administrative Leaves**

The University reserves its right to place an employee on administrative leave during the pendency of a grievance related to alleged Sexual Misconduct, Sexual Harassment or Retaliation, in accordance with existing HR policy and procedures. No Appeal of an administrative leave is provided pursuant to this Policy.

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### 8.3 Grievance Procedures

The University will apply one of two grievance procedures based on the specific conduct alleged. As further described in Sections 9 and 10 of this Policy, these procedures largely mirror one another, with important exceptions. For purposes of both Grievance Procedures, the Respondent is presumed not responsible for the reported misconduct unless and until a Final Determination is made at the conclusion of the applicable grievance process that the Respondent is responsible. The burden of proof is on the University, and not on either Party.

- I. The Title IX Sexual Harassment Grievance Procedures set forth in Section 9 apply only to qualifying allegations of Sexual Harassment (including sexual assault, dating violence, domestic violence and stalking, as defined above) as defined in this Policy.

The Sexual Harassment Grievance Procedures may be used to address collateral misconduct only if it is determined to be arising from the investigation of or occurring in conjunction with reported Sexual Harassment (e.g., Retaliation, vandalism, physical abuse of another).

- II. The Institutional Sexual Misconduct Grievance Procedures set forth in Section 10 to apply to Sexual Misconduct that does not constitute Sexual Harassment within the definitions and/or jurisdiction of the Title IX regulations. Complaints that are dismissed from the Sexual Harassment Grievance Procedures may (and often are) referred to be processed under the Institutional Sexual Misconduct Grievance Procedures, including for Sexual Harassment that does not meet the jurisdictional requirements of Title IX.

### 8.4 Other Policies and Procedures

All other allegations of discrimination on the basis of a protected class (excluding Sexual Misconduct) will be referred to the [University's Discrimination Complaint Protocol](#), except that complaints of disability discrimination will be addressed under the [University's ADA/504 Grievance Procedure](#). Other incidents may be addressed through procedures elaborated in the student, faculty and staff handbooks, or other applicable policies or procedures.

### 8.5 Time Frame for Response & Grievance Process

The University will conduct a timely review of complaints processed under either grievance process. Absent extenuating circumstances, review and Resolution are expected to take place within sixty (60) to ninety (90) days from Notice or receipt of the Formal Complaint. Absent extenuating circumstances, decisions on appeals are typically issued within thirty (30) days of the date of receipt of the appeal.

### 8.6 Extensions

For purposes of complaints processed under either grievance process, all deadlines and time requirements in the grievance process may be extended for good cause as determined by the Title IX Coordinator or their designee. Both the Respondent and the Complainant will be notified in writing of the delay, the reason for delay and provided the date of the new deadline or event. Extensions requested by one Party will ordinarily not be longer than five business/school days.

## 9. Title IX Sexual Harassment Grievance Process 9.1 Initial Assessment

Following receipt of Notice or a complaint of an alleged violation of this Policy, the Title IX Coordinator engages in an initial assessment, which is typically one to five days in duration. The steps in an initial assessment can include:

- I. If Notice is given, the Title IX Coordinator seeks to determine if the Complainant wishes to make a Formal Complaint, explains the process to do so and provides assistance with filing, if desired.
- II. If a Formal Complaint is received, the Title IX Coordinator assesses its sufficiency and works with the Complainant to make sure it is correctly completed.
- III. At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the University.
- IV. The Title IX Coordinator reaches out to the Complainant to assess and offer supportive measures (which may also have already been offered or provided prior to the filing of a Formal Complaint).
- V. The Title IX Coordinator works with the Complainant to ensure that they are aware of the right to have an Advisor.
  - A. If a Formal Complaint has not been filed, and the Complainant wishes only to pursue supportive measures, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation of appropriate supportive measures.
  - B. If the Complainant does not wish to file a Formal Complaint after the Title IX Coordinator describes the process, discusses availability of supportive measures and considers the Complainant's wishes, the Title IX Coordinator may in their discretion still initiate a Formal Complaint by signing it in lieu of the Complainant. The Title IX Coordinator may consider a variety of factors in making this assessment, including a pattern of alleged misconduct by the Respondent.
  - C. If the Title IX Coordinator does not sign a Formal Complaint, and an Informal Resolution option is preferred by Complainant, the Title IX Coordinator assesses whether the complaint is suitable for Informal Resolution which informal mechanism may serve the situation best or is available, and seeks to determine if the Respondent is also willing to engage in Informal Resolution. If so, each Party's voluntary written Consent is required to proceed with Informal Resolution.
  - D. If a Formal Grievance Process is preferred, the Title IX Coordinator determines if the misconduct alleged falls within the scope of Title IX Sexual Harassment and this procedure.

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1. If it does, the Title IX Coordinator will initiate the formal investigation and grievance process.
2. If it does not, the Title IX Coordinator issues a determination that this procedure does not apply (and will “dismiss” that aspect of the complaint, if any), assesses which other University policies may apply and which resolution process is applicable, and will refer the matter accordingly. Dismissing a complaint under these Sexual Harassment Grievance Procedures is procedural, and does not limit the University’s authority to address a complaint with other appropriate processes and Remedies. Complaints dismissed from the Sexual Harassment Grievance Procedures will often be referred to the Institutional Sexual Misconduct Grievance Procedures (Section 10) or other applicable University process for Resolution.

† If circumstances require, the vice president of student affairs or Title IX Coordinator will designate another person to oversee the process below should an allegation be made about the Coordinator or the Coordinator be otherwise unavailable or unable to fulfill their duties.

‡ A Complainant who has graduated may still be “attempting to participate” in the University’s education program or activity; for example, where the Complainant has graduated from one program but intends to apply to a different program, or where the graduated Complainant intends to remain involved with a recipient’s alumni programs and activities. Similarly, a Complainant who is on a leave of absence may be “participating or attempting to participate” in the recipient’s education program or activity; such a Complainant may still be enrolled as a student even while on leave of absence, or may intend to re-apply after a leave of absence and thus is still “attempting to participate.”

### 9.2 Dismissal (Mandatory and Discretionary)

- I. The University must dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:
  - A. The conduct alleged in the Formal Complaint would not constitute Sexual Harassment as defined in the Policy hereinabove, even if proved; and/or
  - B. The conduct did not occur in an educational program or activity controlled by the University (including buildings or property controlled by recognized student organizations), and/or the University does not have control of the Respondent; and/or
  - C. The conduct did not occur against a person in the United States.
- II. The University may dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing:
  - A. A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein; or
  - B. The Respondent is no longer enrolled in or employed by the University; or
  - C. Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the Parties.

This dismissal decision is appealable by any Party under the procedures for appeal below. A Complainant who decides to withdraw a complaint may later request to reinstate it or refile it.

### 9.3 Counterclaims

The University is obligated to ensure that the grievance process is not abused for retaliatory purposes. The University permits the filing of counterclaims but uses an initial assessment, described above, to assess whether the allegations in the counterclaim are made in good faith. Counterclaims made with retaliatory intent will not be permitted.

Counterclaims determined to have been reported in good faith will be processed using the grievance procedures below. Investigation of such claims may take place after Resolution of the underlying initial allegation, in which case a delay may occur.

Counterclaims may also be resolved through the same investigation as the underlying allegation, at the discretion of the Title IX Coordinator. When counterclaims are not made in good faith, they will be considered retaliatory and may constitute a violation of this policy.

### 9.4 Right to an Advisor

The Parties may each have one Advisor of their choice present with them for all meetings and interviews within the Resolution process, if they so choose. The Parties may select whomever they wish to serve as their Advisor as long as the Advisor is eligible and available. §

Choosing an Advisor who is also a witness in the process creates potential for bias and conflict-of-interest. A Party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker(s).

#### I. Who Can Serve as an Advisor

The Advisor may be a friend, mentor, family member, attorney, or any other individual a Party chooses to advise,

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support, and/or consult with them throughout the Resolution process. The Parties may choose Advisors from inside or outside the University community.

The Title IX Coordinator will also offer to assign a trained Advisor for any Party if the Party so chooses. If the Parties choose an Advisor from the pool available from the University, the Advisor will be trained by the University and be familiar with the University's Resolution process, and will have been designated as a Confidential Resource Advisor under New Hampshire law.

If the Parties choose an Advisor from outside the pool of those identified by the University, the Advisor may not have been trained by the University and may not be familiar with the University policies and procedures.

Parties also have the right to choose not to have an Advisor in the initial stages of the Resolution process, prior to a hearing.

### II. **Advisors in Hearings/The University-Appointed Advisor**

Under US Department of Education regulations applicable to Title IX, cross-examination is required during the hearing, but must be conducted by the Parties' Advisors. The Parties are not permitted to directly cross-examine each other or any witnesses. If a Party does not have an Advisor for a hearing, the University will appoint a trained Advisor for the limited purpose of conducting any cross-examination.

A Party may reject this appointment and choose their own Advisor, but they may not proceed without an Advisor. If the Party's Advisor will not conduct cross-examination, the University will appoint an Advisor who will do so thoroughly, regardless of the participation or non-participation of the advised Party in the hearing itself. Questioning of the Parties and witnesses will also be conducted by the Decision-Maker(s) during the hearing.

### III. **Advisor's Role**

The Parties may be accompanied by their Advisor in all meetings and interviews at which a Party is entitled to be present, including intake and interviews. Advisors should help the Parties prepare for each meeting and are expected to advise ethically, with integrity and in good faith.

The University cannot guarantee equal Advisory rights, meaning that if one Party selects an Advisor who is an attorney, but the other Party does not or cannot afford an attorney, the University is not obligated to provide an attorney.

### IV. **Advisor Violations of University Policy**

All Advisors are subject to the same University policies and procedures, whether they are attorneys or not. Advisors are expected to advise their advisees without disrupting proceedings. Advisors should not address University officials in a meeting or interview unless invited to (e.g., asking procedural questions). The Advisor may not make a presentation or directly represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the Investigator(s) or other Decision-Maker(s) except during a hearing proceeding, during cross-examination or as otherwise specifically permitted by this Policy.

The Parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the Resolution process. Although the Advisor generally may not speak on behalf of their advisee, the Advisor may consult with their advisee, either privately as needed, or by conferring or passing notes during any Resolution process meeting or interview. For longer or more involved discussions, the Parties and their Advisors should ask for breaks to allow for private consultation.

Any Advisor who oversteps their role as defined by this policy will be warned only once. If the Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role.

### V. **Sharing Information with the Advisor**

The University expects that the Parties may wish to have the University share documentation and evidence related to the allegations with their Advisors. Parties may share this information directly with their Advisor if they wish. Doing so may help the Parties participate more meaningfully in the Resolution process.

The University also provides a Consent form that authorizes the University to share such information directly with their Advisor. The Parties must either complete and submit this form to the Title IX Coordinator or provide similar documentation demonstrating Consent to a release of information to the Advisor before the University is able to share records with an Advisor.

### VI. **Privacy of Records Shared with Advisor**

Advisors are expected to maintain the privacy of the records shared with them, except where their advisees provide express permission to share private information.

### VII. **Expectations of an Advisor**

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The University generally expects an Advisor to adjust their schedule to allow them to attend University meetings when planned, but may change scheduled meetings to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay.

The University may also make reasonable provisions to allow an Advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

### VIII. **Expectations of the Parties with Respect to Advisors**

A Party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The Parties are expected to inform the Investigator(s) of the identity of their Advisor at least two (2) business days before the date of their first meeting with Investigators (or as soon as possible if a more expeditious meeting is necessary or desired).

The Parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a Party changes Advisors, Consent to share information with the previous Advisor is terminated, and a release for the new Advisor must be secured. Parties are expected to inform the Title IX Coordinator of the identity of their hearing Advisor at least two (2) business days before the hearing.

"Available" means the Party cannot insist on an Advisor who simply doesn't have inclination, time or availability. Also, the Advisor cannot have institutionally conflicting roles, such as being a Title IX administrator who has an active role in the matter, or a supervisor who must monitor and implement sanctions.

## 9.5 Resolution Processes

Resolution proceedings are private. All persons present at any time during the Resolution process are expected to maintain the privacy of the proceedings in accordance with this Policy. While there is an expectation of privacy around what Investigators share with Parties during interviews, the Parties have discretion to share their own knowledge and evidence with others if they so choose. The University encourages Parties to discuss this with their Advisors before doing so.

### I. **Informal Resolution Options**

Informal Resolution can include three different approaches:

- A. When the Parties agree to resolve the matter through an offered alternate resolution mechanism, including mediation, restorative practices, etc.;
- B. When the Respondent accepts responsibility for violating policy, and desires to accept a Sanction and end the resolution process; or
- C. When the Title IX Coordinator can resolve the matter informally by providing supportive measures to remedy the situation.

To initiate Informal Resolution, a Complainant needs to submit a Formal Complaint, as defined above. If a Respondent wishes to initiate Informal Resolution, they should contact the Title IX Coordinator to so indicate.

It is not necessary to pursue Informal Resolution first in order to pursue a Formal Grievance Process, and any Party participating in Informal Resolution can stop the process at any time and begin or resume the Formal Grievance Process.

Prior to implementing Informal Resolution, the University will provide the Parties with written notice of the reported misconduct and any Sanctions or measures that may result from participating in such a process, including information regarding any records that will be maintained or shared by the University.

The University will obtain voluntary, written confirmation that all Parties wish to resolve the matter through Informal Resolution before proceeding and will not pressure the Parties to participate in Informal Resolution. Informal Resolution is never appropriate or available for allegations that an employee sexually harassed a student.

### II. **Alternate Resolution**

Alternate Resolution is an informal process, including mediation or restorative practices, etc., by which a mutually agreed upon Resolution of an allegation is reached. All Parties must Consent in writing to the use of Alternate Resolution.

The Title IX Coordinator may look to the following factors to assess whether Alternate Resolution is appropriate, or which form of Alternate Resolution may be most successful for the Parties:

- A. The Parties' amenability to Alternate Resolution;
- B. Likelihood of potential Resolution, taking into account any power dynamics between the Parties;
- C. The Parties' motivation to participate;
- D. Civility of the Parties;
- E. Whether an emergency removal is needed;
- F. Skill of the Alternate Resolution facilitator with this type of complaint;
- G. Complaint complexity;
- H. Emotional investment of the Parties;
- I. Rationality of the Parties;



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- J. Goals of the Parties;
- K. Adequate resources to invest in Alternate Resolution (time, staff, etc.)

The ultimate determination of whether Alternate Resolution is available (with Consent of the parties) or successful is to be made by the Title IX Coordinator. The Title IX Coordinator maintains records of any Resolution that is reached, and failure to abide by the Resolution agreement may result in appropriate responsive/disciplinary actions. Results of complaints resolved by Informal Resolution or Alternate Resolution are not appealable after a Resolution agreement has been signed.

### III. Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the Resolution process. If the Respondent indicates an intent to accept responsibility for all of the alleged misconduct, the formal process will be paused, and the Title IX Coordinator will determine whether Informal Resolution can be used according to the criteria in that section above.

If Informal Resolution is applicable, the Title IX Coordinator will determine whether all Parties and the University are able to agree on responsibility, Sanctions and/or Remedies. If so, the Title IX Coordinator implements the accepted Finding that the Respondent is in violation of University policy and implements agreed-upon Sanctions and/or Remedies, in coordination with other appropriate administrator(s), as necessary.

This result is not subject to appeal once all Parties indicate their written assent to all agreed-upon terms of Resolution. When the Parties cannot agree on all terms of Resolution, the Formal Grievance Process will resume at the same point where it was paused.

When a Resolution is accomplished, the appropriate Sanction or responsive actions are promptly implemented under the direction of the Title IX Coordinator.

### IV. Negotiated Resolution

The Title IX Coordinator, with the written Consent of the Parties, may negotiate and implement an agreement to resolve the allegations that satisfies all Parties and the University. Negotiated Resolutions are not appealable after agreement is reached. Failure by a Party to honor and portion of an agreement may be punishable under the Student Code of Conduct, or Employee Handbook, as applicable.

## 9.6 Grievance Process Pool

The Formal Grievance Process relies on the Grievance Process Pool ("the Pool") to carry out the process.

### I. Pool Member Roles

Members of the Pool are trained and can serve in in the following roles at the direction of the Title IX Coordinator:

1. To act as an Advisor to the Parties (note that Party-selected Advisors from outside the Pool are not considered part of the Pool and do not receive training from the University)
2. To serve in a facilitation role in Informal Resolution under the direction of the Title IX Coordinator
3. To investigate complaints
4. To serve as a hearing facilitator (process administrator, no decision-making role)
5. To serve as a Decision-Maker, either individually or as part of a panel, regarding the complaint
6. To serve as an Appeal Decision-Maker

### II. Pool Member Appointment

The Title IX Coordinator appoints the Pool, which acts with independence and impartiality. While members of the Pool are typically trained in a variety of skill sets and can rotate amongst the different roles listed above in different cases, the University can also designate permanent roles for individuals in the Pool, using others as substitutes or to provide greater depth of experience when necessary. This process of role assignment may be the result of particular skills, aptitudes, or talents identified in members of the Pool that make them best suited to particular roles.

The University reserves the right to supplement the pool on an as-needed basis with individuals from external service providers, consultants or other firms.

### III. Pool Member Training

The Pool members who will serve in an Investigator Decision-Maker role, or who facilitate Informal Resolution processes, receive annual training related to their respective roles. This training includes, but is not limited to:

- A. The scope of this Policy and associated procedures
- B. The scope of the University's programs and activities
- C. The definition of Sexual Harassment
- D. How to conduct an investigation and grievance process, including hearings, appeals and Informal Resolution processes, as applicable
- E. How to serve impartially by avoiding prejudgment of the facts at issue, conflicts of interest and bias, and how to avoid reliance on sex stereotypes
- F. Any technology to be used at a live hearing

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- G. Issues of relevance of questions and evidence
- H. For those filling the Investigator role, Issues of relevance to create an investigation report that fairly summarizes relevant evidence
- I. Reporting, confidentiality and privacy requirements
- J. How to apply definitions used by the University with respect to Consent (or the absence or negation of Consent) consistently, impartially and in accordance with policy
- K. For Decision-Makers, how to determine appropriate Sanctions in reference Sexual Harassment findings

All Pool members are required to attend these trainings. The materials used to train all members of the Pool are publicly posted here: <https://www.snhu.edu/consumer-information/title-ix-sexual-misconduct>

### 9.7 Formal Grievance Process: Notice of Investigation and Allegations

The Title IX Coordinator will provide written notice of the investigation and allegations (the “NOIA”) to the Respondent upon commencement of the Formal Grievance Process. This facilitates the Respondent’s ability to prepare for the interview and to identify and choose an Advisor to accompany them. The NOIA is also copied to the Complainant, who is to be given advance notice of when the NOIA will be delivered to the Respondent.

The NOIA will include:

- I. A meaningful summary of all of allegations,
- II. The identity of the involved Parties (if known),
- III. The specific conduct alleged to constitute Sexual Harassment,
- IV. The date and location of the alleged incident(s) (if known),
- V. A copy of the specific policies implicated (including this Policy),
- VI. The URL of the University’s public web page with Title IX materials,
- VII. A description of the applicable procedures,
- VIII. A statement of the potential Sanctions/responsive actions that could result,
- IX. A statement that the University presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- X. A statement that Final Determinations of responsibility are made at the conclusion of the process and that the Parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period,
- XI. A statement about the University’s policy on Retaliation,
- XII. Information about the privacy of the process,
- XIII. Information on the right of Parties to have an Advisor of their choice, who may be, but is not required to be, an attorney,
- XIV. A statement informing the Parties that the University’s Policy prohibits knowingly making false statements, including knowingly submitting false information during the Resolution process,
- XV. Detail on how the Party may request disability accommodations during the interview process,
- XVI. The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process, to the Title IX Coordinator any bias or conflict of interest that the Investigator(s) may have, and
- XVII. An instruction to preserve any evidence that is directly related to the allegations.

Amendments and updates to the NOIA may be made as the investigation progresses and more information becomes available regarding the addition of various charges.

Notice will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address(es) of the Parties as indicated in official University records, or emailed to the Parties’ University-issued email or designated accounts. Once mailed, emailed and/or received in person, notice will be presumptively delivered.

### 9.8 Appointment of Investigators

Once the decision to commence a formal investigation is made, the Title IX Coordinator appoints Pool members to conduct the investigation (typically using a team of two Investigators), usually within two (2) business days of determining that an investigation should proceed.

### 9.9 Ensuring Impartiality

Any individual materially involved in the administration of the Resolution process may have neither a conflict of interest or bias for a Party generally, or for a specific Complainant or Respondent specifically.

The Title IX Coordinator will vet the assigned Investigator(s) to ensure impartiality by ensuring that there are no actual or apparent conflicts of interest or disqualifying biases. The Parties may, at any time during the Resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another Pool member will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the University’s Chief of Staff.

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The Formal Grievance Process involves an objective evaluation of all relevant evidence obtained, including evidence which supports that the Respondent engaged in a policy violation and evidence which supports that the Respondent did not engage in a policy violation. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent or witness.

The University operates with the presumption that the Respondent is not responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by a preponderance of the evidence.

### 9.10 Investigation Timeline

Investigations are completed expeditiously, normally within thirty (30) business days, though some investigations may take weeks or even months, depending on the nature, extent and complexity of the allegations, availability of witnesses, police involvement, etc.

The University will make a good faith effort to complete investigations as promptly as circumstances permit and will communicate regularly with the Parties to update them on the progress and timing of the investigation.

### 9.11 Delays in the Investigation Process and Interactions with Law Enforcement

The University may undertake a short delay in its investigation (several days to a few weeks) if circumstances require. Such circumstances include, but are not limited to a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of Parties and/or witnesses, and/or accommodations for disabilities or health conditions.

The University will communicate in writing the anticipated duration of the delay and reason to the Parties and provide the Parties with status updates if necessary. The University will promptly resume its investigation and Resolution process as soon as feasible. During such a delay, the University will implement supportive measures as deemed appropriate.

University action(s) are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

### 9.12 Steps in the Investigation Process

All investigations are thorough, reliable, impartial, prompt and fair. Investigations involve interviews with all relevant Parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

All Parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses, and to fully review and respond to all evidence on the record.

The Title IX Coordinator or assigned Deputy Coordinator may be present to observe any of the steps in the investigation process, including party or witness interviews, as part of their oversight responsibilities.

The Investigator(s) typically take(s) the following steps, if not already completed (not necessarily in this order):

- I. Determine the identity and contact information of the Complainant
- II. In coordination with campus partners (e.g., the Title IX Coordinator), initiate or assist with any necessary supportive measures
- III. Identify all policies implicated by the alleged misconduct and notify the Complainant and Respondent of all of the specific policies implicated
- IV. Assist the Title IX Coordinator with conducting a prompt initial assessment to determine if the allegations indicate a potential policy violation
- V. Commence a thorough, reliable and impartial investigation by identifying issues and developing a strategic investigation plan, including a witness list, evidence list, intended investigation time frame, and order of interviews for all witnesses and the Parties
- VI. Meet with the Complainant to finalize their interview/statement, if necessary
- VII. Prepare the initial Notice of Investigation and Allegation (NOIA). The NOIA may be amended with any additional or dismissed allegations
- VIII. Notice should inform the Parties of their right to have the assistance of an Advisor, who could be a member of the Pool or an Advisor of their choosing present for all meetings attended by the Party
- IX. Provide each interviewed Party and witness an opportunity to review and verify the Investigator's summary notes (or transcript) of the relevant evidence/testimony from their respective interviews and meetings
- X. Make good faith efforts to notify the Parties of any meeting or interview involving the other Party, in advance when possible
- XI. When participation of a Party is expected, provide that Party with written notice of the date, time and location of the meeting, as well as the expected participants and purpose
- XII. Interview all available, relevant witnesses and conduct follow-up interviews as necessary
- XIII. Allow each Party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of the other Party and witnesses, and document in the report which questions were asked, with a rationale for any changes or omissions
- XIV. Complete the investigation promptly and without unreasonable deviation from the intended timeline
- XV. Provide regular status updates to the Parties throughout the investigation

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- XVI. Prior to the conclusion of the investigation, provide the Parties and their respective Advisors (if so desired by the Parties) with a list of witnesses whose information will be used to render a Finding
- XVII. Write a comprehensive investigation report fully summarizing the investigation and all witness interviews, and addressing all relevant evidence. Appendices including relevant physical or documentary evidence will be included
- XVIII. Prior to the conclusion of the investigation, provide the Parties and their respective Advisors (if so desired by the Parties) a secured electronic or hard copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which the University does not intend to rely in reaching a Final Determination, for a review and comment period of 10 business days so that each Party may meaningfully respond to the evidence. The Parties may elect to waive the full 10 days. Each copy of the materials shared will be watermarked on each page with the role of the person receiving it (e.g., Complainant, Respondent, Complainant's Advisor, Respondent's Advisor)
- XIX. The Investigator(s) may elect to respond in writing in the investigation report to the Parties' submitted responses and/or to share the responses between the Parties for additional responses
- XX. The Investigator(s) will incorporate relevant elements of the Parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report. The Investigator(s) should document all rationales for any changes made after the review and comment period
- XXI. The Investigator shall have an opportunity to receive confidential legal advice regarding any aspect of the investigation or the report from the University's legal counsel
- XXII. The Investigator will incorporate any relevant feedback, and the final report is then shared with all Parties and their Advisors through secure electronic transmission or hard copy at least ten (10) business days prior to a hearing. The Parties are also provided with a file of any directly related evidence that was not included in the report

### 9.13 Role and Participation of Witnesses in the Investigation

Witnesses (as distinguished from the Parties) who are employees of the University are expected to cooperate with and participate in the University's investigation and Resolution process. Failure of such witnesses to cooperate with and/or participate in the investigation or Resolution process constitutes a violation of policy and may warrant discipline.

While in-person interviews for Parties and all potential witnesses are ideal, circumstances (e.g., study abroad, summer break) may require individuals to be interviewed remotely. Remote conference technologies may be used for interviews in the Investigator's discretion. The University will take appropriate steps to reasonably ensure the security/privacy of remote interviews.

### 9.14 Recording of Interviews

No unauthorized audio or video recording of any kind is permitted during investigation meetings. If Investigator(s) elect to audio and/or video record interviews, all involved Parties must be made aware of audio and/or video recording.

### 9.15 Evidentiary Considerations in the Investigation

The investigation does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the Parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove Consent.

### 9.16 Referral for Hearing

Provided that the complaint is not resolved through Informal Resolution, once the final investigation report is shared with the Parties, the Title IX Coordinator will refer the matter for a hearing.

The hearing cannot be less than ten (10) business days from the conclusion of the investigation --when the final investigation report is transmitted to the Parties and the Decision-Maker--unless all Parties and the Decision-Maker agree to an expedited timeline.

The Title IX Coordinator will select an appropriate Decision-Maker or panel of Decision-Makers from the Pool.

### 9.17 Hearing Decision-Maker Composition

The University will designate a single Decision-Maker or a three-member panel from the Pool, at the discretion of the Title IX Coordinator. The single Decision-maker will also Chair the hearing. With a panel, one of the three members will be appointed as Chair by the Title IX Coordinator.

The Decision-Maker(s) will not have had any previous involvement with the investigation. The Title IX Coordinator may elect to have an alternate from the Pool sit in throughout the Resolution process in the event that a substitute is needed for any reason.

Those who have served as Investigators will be witnesses in the hearing and therefore may not serve as Decision-Makers. Those who are serving as Advisors for any Party may not serve as Decision-Makers in that matter.

The Title IX Coordinator may not serve as a Decision-Maker or Chair in the matter but may serve as an administrative

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facilitator of the hearing if their previous role(s) in the matter do not create a conflict of interest. Otherwise, a designee may fulfill this role. The hearing will convene at a time determined by the Chair or designee.

Legal counsel for the University may be present in the hearing to observe and provide legal counsel to the Chair or panel during recesses which may be called by the Chair as reasonably necessary.

### 9.18 Evidentiary Considerations in the Hearing

Any evidence that the Decision-Maker(s) determine(s) is relevant and credible may be considered. The hearing does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the Parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove Consent.

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate Sanction upon a determination of responsibility, in accordance with the University's progressive discipline system. This information is considered only at the Sanction stage of the process.

University personnel may not access, consider, disclose or otherwise use a Party's records that are made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the Party, unless the University obtains that Party's voluntary, written Consent to do so for a grievance process under this section.

After post-hearing deliberation, the Decision-Maker renders a determination, based on the preponderance of the evidence, whether it is more likely than not that the Respondent violated the Policy as alleged.

### 9.19 Notice of Hearing

No less than ten (10) business days prior to the hearing, the Title IX Coordinator or the Chair will send notice of the hearing to the Parties. Once mailed, emailed and/or received in-person, notice will be presumptively delivered.

The notice will contain:

- I. A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures and a statement of the potential Sanctions/responsive actions that could result.
- II. The time, date and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities.
- III. Any technology that will be used to facilitate the hearing.
- IV. Information about the option for the live hearing to occur with the Parties located in separate rooms using technology that enables the Decision-Maker(s) and Parties to see and hear a Party or witness answering questions. Such a request must be raised with the Title IX Coordinator at least five (5) business days prior to the hearing.
- V. A list of all those who will attend the hearing, along with an invitation to object to any Decision-Maker on the basis of demonstrated bias. This must be raised with the Title IX Coordinator at least two (2) business days prior to the hearing.
- VI. Information on how the hearing will be recorded or transcribed and on access to the recording for the Parties after the hearing.
- VII. A statement that if any Party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the Party's or witness's testimony and any statements given prior to the hearing will not be considered by the Decision-Maker(s). For compelling reasons, the Chair may reschedule the hearing.
- VIII. Notification that the Parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The Party must notify the Title IX Coordinator if they do not have an Advisor, and the University will appoint one. Each Party must have an Advisor present. There are no exceptions.
- IX. A copy of all the materials provided to the Decision-Maker(s) about the matter, unless they have been provided already.\*\*
- X. An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.

Hearings for possible violations that occur near or after the end of an academic term (assuming the Respondent is still subject to this Policy) and are unable to be resolved prior to the end of term will typically be held immediately after the end of the term or during the summer, as needed, to meet the Resolution timeline followed by the University and remain within the goal of 60-90 business days for Resolution.

In these cases, if the Respondent is a graduating student, a hold may be placed on graduation and/or official transcripts until the matter is fully resolved (including any appeal). A student facing charges under this Policy is not in good standing to graduate.

\*\* The final investigation report may be shared using electronic means that preclude downloading, forwarding or otherwise

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sharing.

### 9.20 Alternative Hearing Participation Options

The Title IX Coordinator or the Chair can arrange to use web or video conferencing technology to allow remote testimony and otherwise conduct a live hearing by video conference without compromising the fairness of the hearing. Remote options may also be needed during in-person hearings for witnesses who cannot appear in person. Any witness who cannot attend in person should let the Title IX Coordinator or the Chair know at least five (5) business days prior to the hearing so that appropriate arrangements can be made.

### 9.21 Pre-Hearing Preparation

The Chair, after any necessary consultation with the Parties, Investigator(s) and/or Title IX Coordinator, will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence and the final investigation report to the Parties at least ten (10) business days prior to the hearing.

Any witness scheduled to participate in the hearing must have been first interviewed by the Investigator(s) or have proffered a written statement or answered written questions, unless all Parties and the Chair assent to the witness's participation in the hearing. The same holds for any evidence that is first offered at the hearing. If the Parties and Chair do not assent to the admission of evidence newly offered at the hearing, the Chair will delay the hearing and instruct that the investigation needs to be reopened to consider that evidence.

The Parties will be given a list of the names of the Decision-Maker(s) at least five (5) business days in advance of the hearing. All objections to any Decision-maker must be raised in writing, detailing the rationale for the objection, and must be submitted to the Title IX Coordinator as soon as possible and no later than 48 hours prior to the hearing. Decision-makers will only be substituted if the Title IX Coordinator concludes that their bias or conflict of interest precludes an impartial hearing of the allegation(s).

The Title IX Coordinator will give the Decision-Maker(s) a list of the names of all Parties, witnesses and Advisors at least five (5) business days in advance of the hearing. Any Decision-Maker who cannot make an objective determination must recuse themselves from the proceedings when notified of the identity of the Parties, witnesses and Advisors in advance of the hearing. If a Decision-Maker is unsure of whether a bias or conflict of interest exists, they must raise the concern to the Title IX Coordinator as soon as possible.

During the ten (10) business Day period prior to the hearing, the Parties have the opportunity for continued review and comment on the final investigation report and available evidence. That review and comment can be shared with the Chair at the pre-hearing meeting or at the hearing and will be exchanged between each Party by the Chair.

### 9.22 Pre-Hearing Meetings

The Chair at their discretion may convene a pre-hearing meeting(s) with the Parties and their Advisors to invite them to submit the questions or topics they (the Parties and their Advisors) wish to ask or discuss at the hearing, so that the Chair can rule on their relevance ahead of time to avoid any improper evidentiary introduction in the hearing or provide recommendations for more appropriate phrasing. However, this advance review opportunity does not preclude the Advisors from asking at the hearing for a reconsideration based on any new information or testimony offered at the hearing. The Chair must document and share their rationale for any exclusion or inclusion at this pre-hearing meeting.

At each pre-hearing meeting with a Party and their Advisor, the Chair will consider arguments that evidence identified in the final investigation report as relevant is, in fact, not relevant. Similarly, evidence identified as directly related but not relevant by the Investigator(s) may be argued to be relevant. The Chair may rule on these arguments pre-hearing and will exchange those rulings between the Parties prior to the hearing to assist in preparation for the hearing. The Chair may during a recess consult with legal counsel and/or the Title IX Coordinator, or ask either or both to attend pre-hearing meetings.

### 9.23 Hearing Procedures

At the hearing, the Decision-Maker(s) has the authority to hear and make determinations on all allegations of Sexual Harassment and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the Sexual Harassment, including related Retaliation.

Participants at the hearing may include the Chair, any additional panelists, a hearing facilitator (if deemed necessary), the Investigator(s) who conducted the investigation, the Parties, Advisors to the Parties, any called witnesses, the Title IX Coordinator, observing legal counsel for the University and anyone providing authorized accommodations or assistive services.

The Chair will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf.

The Chair will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-Maker(s) and the Parties and will then be excused.

### 9.24 Joint Hearings

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In hearings involving more than one Respondent or in which two (2) or more Complainants have accused the same individual of substantially similar conduct, the default procedure will be to hear the allegations jointly.

However, the Title IX Coordinator may permit the investigation and/or hearings pertinent to each Respondent to be conducted separately if there is a compelling reason to do so. In joint hearings, separate determinations of responsibility will be made for each Respondent with respect to each alleged policy violation.

### 9.25 The Order of the Hearing – Introductions and Explanation of Procedure

The Chair explains the procedures and introduces the participants. This may include a final opportunity for challenge or recusal of the Decision-Maker(s) on the basis of bias or conflict of interest. The Chair will rule on any such challenge unless the Chair is the individual who is the subject of the challenge, in which case the Title IX Coordinator will review and decide the challenge.

At the hearing, recording, witness logistics, Party logistics, curation of documents, separation of the Parties and other administrative elements of the hearing process are managed by a non-voting hearing facilitator appointed by the Title IX Coordinator. The hearing facilitator may attend to logistics of rooms for various Parties/witnesses as they wait; flow of Parties/witnesses in and out of the hearing space; ensuring that recording and/or virtual conferencing technology is working as intended; copying and distributing materials to participants as appropriate, etc.

### 9.26 Investigator Presents the Final Investigation Report

The Investigator(s) will then present a summary of the final investigation report, including items that are contested and those that are not, and will be subject to questioning by the Decision-Maker(s) and the Parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the Parties nor the Decision-Maker(s) should ask the Investigator(s) their opinions on credibility, recommended findings or determinations, and the Investigators, Advisors and Parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Chair will direct that it be disregarded.

### 9.27 Testimony and Questioning

Once the Investigator(s) present their report and are questioned, the Parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Chair. The Parties/witnesses will submit to questioning by the Decision-Maker(s) and then by the Parties through their Advisors (“cross-examination”).

All questions are subject to a relevance determination by the Chair. The Advisor, who will remain seated during questioning, will pose the proposed question orally, electronically or in writing (orally is the default, but other means of submission may be permitted by the Chair upon request or agreed to by the Parties and the Chair), the proceeding will pause to allow the Chair to consider it, and the Chair will determine whether the question will be permitted, disallowed or rephrased.

The Chair may explore arguments regarding relevance with the Advisors, if the Chair so chooses. The Chair will then state their decision on the question for the record and advise the Party/witness to whom the question was directed, accordingly. The Chair will explain any decision to exclude a question as not relevant, or to reframe it for relevance.

The Chair will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant) or abusive. The Chair has final say on all questions and determinations of relevance, subject to any appeal. The Chair may consult with legal counsel on any questions of admissibility. The Chair may ask Advisors to frame why a question is or is not relevant from their perspective but will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If the Parties raise an issue of bias or conflict of interest of an Investigator or Decision-Maker at the hearing, the Chair may elect to address those issues, consult with legal counsel, refer them to the Title IX Coordinator and/or preserve them for appeal. If bias is not in issue at the hearing, the Chair should not permit irrelevant questions that probe for bias.

### 9.28 Refusal to Submit to Cross-Examination and Inferences

If a Party or witness chooses not to submit to cross-examination at the hearing, either because they do not attend the meeting, or they attend but refuse to participate in questioning, then the Decision-Maker(s) may not rely on any prior statement made by that Party or witness at the hearing (including those contained in the investigation report) in the ultimate determination of responsibility. The Decision-Maker(s) must disregard that statement. Evidence provided that is something other than a statement by the Party or witness may be considered.

If the Party or witness attends the hearing and answers some cross-examination questions, only statements related to the cross-examination questions they refuse to answer cannot be relied upon. However, if the statements of the Party who is refusing to submit to cross-examination or refuses to attend the hearing are the subject of the allegation itself (e.g., the case is about verbal harassment or a quid pro quo offer), then those statements are not precluded from admission. Similarly, statements can be relied upon when questions are posed by the Decision-Maker(s), as distinguished from questions posed by Advisors through cross-examination.

The Decision-Maker(s) may not draw any inference solely from a Party’s or witness’s absence from the hearing or refusal to

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answer cross-examination or other questions.

If charges of policy violations other than Sexual Harassment are considered at the same hearing, the Decision-Maker(s) may consider all evidence they deem relevant, may rely on any relevant statement as long as the opportunity for cross-examination is afforded to all Parties through their Advisors, and may draw reasonable inferences from any decision by any Party or witness not to participate or respond to questions.

If a Party's Advisor of choice refuses to comply with the University's established rules of decorum for the hearing, the University may require the Party to use a different Advisor. If the University-provided Advisor refuses to comply with the rules of decorum, the University may provide that Party with a different Advisor to conduct cross-examination on behalf of that Party.

### 9.29 Recording Hearings

Hearings (but not deliberations) are recorded or transcribed by the University for purposes of review in the event of an appeal. The Parties may not record the proceedings and no other unauthorized recordings are permitted.

The Decision-Maker(s), the Parties, their Advisors and appropriate administrators of the University will be permitted to listen to the recording in a controlled environment determined by the Title IX Coordinator. No person will be given or be allowed to make a copy of the recording without permission of the Title IX Coordinator.

### 9.30 Deliberation, Decision-Making and Standard of Proof

The Decision-Maker(s) will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question. If a panel is used, a simple majority vote is required to make a Finding or Final Determination. The preponderance of the evidence standard of proof is used. The hearing facilitator may be invited to attend the deliberation by the Chair, but is there only to facilitate procedurally, not to address the substance of the allegations.

The Decision-Maker(s) will review the statements from the hearing and any pertinent conduct history and determine the appropriate Sanction(s).

The Chair will then prepare a written determination regarding responsibility and deliver it to the Title IX Coordinator, detailing the elements listed below:

- I. Identification of the allegations potentially constituting Sexual Harassment as defined in this Policy;
- II. A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the Parties, interviews with Parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- III. Findings of fact supporting the Final Determination;
- IV. Conclusions regarding the application of the University's Policy to the facts;
- V. A statement of, and rationale for, the result as to each allegation, including a Final Determination regarding responsibility, any disciplinary Sanctions the University will impose on the Respondent, and whether Remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the University to the Complainant; and
- VI. The University's procedures and permissible bases for the Complainant and Respondent to appeal.

This report typically should not exceed five (5) pages in length and must be submitted to the Title IX Coordinator within two (2) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the Parties.

### 9.31 Resolution Letter

Within 7 days of receiving the deliberation statement, the Title IX Coordinator will assist the Decision-Maker to convey the deliberation statement to all Parties, including any Sanctions and findings of fact, in the form of an Resolution Letter, signed by the Decision-Maker.

The Resolution Letter will be shared with the Parties simultaneously. Notification will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address of the Parties as indicated in official University records, or emailed to the Parties' University-issued email or otherwise approved account. Once mailed, emailed and/or received in person, notice will be presumptively delivered.

Remedies (other than Sanctions) provided to the Complainant designed to ensure access to the University's educational or employment program or activity are not typically shared with the Respondent unless the Remedy directly relates to the Respondent.

The Resolution Letter will also include information on when the results are considered by the University to be final, any changes that occur prior to finalization, and the relevant procedures and bases for any available appeal options.

### 9.32 Sanctions

#### I. **Factors:**



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Factors that may be considered when determining a Sanction/responsive action may include, but are not limited to:

- A. The nature of, severity of and circumstances surrounding the violation(s)
- B. The Respondent's disciplinary history
- C. Previous allegations or allegations involving similar conduct
- D. The need for Sanctions/responsive actions to bring an end to the Sexual Misconduct, Sexual Harassment and/or Retaliation
- E. The need for Sanctions/responsive actions to prevent the future recurrence of
- F. discrimination, harassment, and/or Retaliation
- G. The need to remedy the effects of the discrimination, harassment, and/or
- H. Retaliation on the Complainant and the community
- I. The impact on the Parties
- J. Any other information deemed relevant by the Decision-Maker(s)

The Sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

The Sanctions described in this policy are not exclusive of, and may be in addition to, other actions taken or Sanctions imposed by external authorities.

### II. Student Sanctions

The following are the usual Sanctions that may be imposed upon students or organizations singly or in combination:

- A. **Warning:** A warning consists of formal notification that the student has violated the university's community standards and advises that repetition will result in a more severe Sanction.
- B. **Reprimand:** At this increased standing, students understand a formal reprimand is in place.
- C. **Residence Probation:** Students are placed on residence probation for a minimum of one semester. The Decision-Maker reserves the right to determine the length of probation based on the incident and the student's past history. Any violation of university policy during the probationary period may result in the student's referral for residence suspension.
- D. **Residence Suspension:** automatically carries with it the status of persona non grata in the residential areas. If the student has lost the privilege to live on campus, he/she/they is barred from the residence areas and will be allowed only in non-residential spaces, administrative and academic buildings, and the Dining Center between 7:30 am and 12:00 am. The student's vehicle may be on campus only during that time, and parking is restricted to Lots 1 or 12.
- E. **University Probation:** This Sanction is the most serious warning for violation of university regulations prior to university suspension, and it places limits on the student's good standing with the university. Students on university probation may be limited in their ability to attend university programs, and if a student is currently in residence, this status automatically carries residence probation. If the student is found responsible for violating any university policy during the period of probation, both residence suspension and/or university suspension may become effective and the student may be subject to additional Sanctions.
- F. **University Suspension:** means that the student is dismissed from the university for a given period of time, with an opportunity for re-admission. If suspended from the university, the student will be persona non grata in all university facilities and online environments and from all university functions for the period of his/her/their suspension.
- G. **University Dismissal:** If a student is dismissed from the university, he/she/they is permanently dismissed from the university without opportunity for readmission. If dismissed from the university, the student will be persona non grata in all university facilities and online environments and from all university functions.

As this model is presented in increasing severity, it should be noted that violations may be cumulative. A student's prior conduct history and length of time between violations are factors considered when selecting a conduct Sanction.

In some cases, a Sanction may be held in abeyance. This means that the suspension will not be enforced immediately, but is "in place." This conduct status requires that specific conditions be fulfilled. Any violation of those conditions will result, at a minimum, in immediate enforcement of the suspension without a hearing. It may also result in further conduct action.

### III. Employee Sanctions

Responsive actions available for an employee who has engaged in Sexual Harassment, Sexual Misconduct and/or Retaliation include:

- A. Warning – Verbal or Written
- B. Performance Improvement/Management Process
- C. Required Training or Education
- D. Probation
- E. Loss of Annual Pay Increase
- F. Loss of Oversight or Supervisory Responsibility
- G. Demotion
- H. Suspension with pay
- I. Suspension without pay
- J. Termination
- K. Other Actions: In addition to or in place of the above Sanctions, the University may assign any other Sanctions as deemed appropriate.

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### 9.33 Withdrawal or Resignation While Charges Pending

#### I. **Students:**

If a student has an allegation pending for violation of this Policy, the University may place a hold on a student's ability to graduate and/or to receive an official transcript/diploma.

Should a student decide not to participate in the Resolution process, the process proceeds absent their participation to a reasonable Resolution. Should a student Respondent permanently withdraw from the University, the Resolution process ends, as the University no longer has disciplinary jurisdiction over the withdrawn student with respect to Sexual Harassment.

However, the University will continue to address and remedy any systemic issues, variables that may have contributed to the alleged violation(s) and any ongoing effects of the alleged Sexual Harassment and/or Retaliation. The student who withdraws or leaves while the process is pending may not return to the University. Such exclusion applies to all campuses and modalities of the University. A hold will be placed on their ability to be readmitted. They may also be barred from University property and/or events.

If the student Respondent withdraws or takes a leave for only a specified period of time (e.g., one semester or term), the Resolution process may continue remotely and that student is not permitted to return to the University unless and until all Sanctions have been satisfied.

#### II. **Employees:**

Should an employee Respondent resign with unresolved allegations pending, the Resolution process ends, as the University no longer has disciplinary jurisdiction over the resigned employee.

However, the University will continue to address and remedy any systemic issues, variables that contributed to the alleged violation(s) and any ongoing effects of the alleged Sexual Harassment.

The employee who resigns with unresolved allegations pending is not eligible for rehire with the University or any campus of the University, and the records retained by the Title IX Coordinator will reflect that status.

### 9.34 Appeals

Any Party may file a request for appeal ("Request for Appeal"), but it must be submitted in writing to the Title IX Coordinator within seven days of the delivery of the Notice of Outcome.

A single Appeal Decision-Maker will Chair the appeal. No Appeal Decision-Maker will have been involved in the process previously, including any dismissal appeal that may have been heard earlier in the process.

The Request for Appeal will be forwarded to the Appeal Chair for consideration to determine if the request meets the grounds for appeal.

This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

#### I. **Grounds for Appeal**

Appeals are limited to the following grounds:

- A. Procedural irregularity that affected the outcome of the matter;
- B. New evidence that was not reasonably available at the time the Final Determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- C. The Title IX Coordinator, Investigator(s) or Decision-Maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

If any of the grounds in the Request for Appeal do not meet the grounds in this Policy, that request will be denied by the Chair and the Parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds in this Policy, then the Appeal Chair will notify the other Party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-Maker(s).

The other Party(ies) and their Advisors, the Title IX Coordinator and, when appropriate, the Investigators and/or the original Decision-Maker(s) will be mailed, emailed and/or provided a hard copy of the request with the approved grounds and then be given seven days to submit a response to the portion of the appeal that was approved and involves them. All responses will be forwarded by the Chair to all Parties for review and comment.

The Appeal Chair will collect any additional information needed and all documentation regarding the approved grounds and the subsequent responses, and the Chair will render a decision in no more than seven business days, barring exigent circumstances.

A Notice of Appeal Outcome will be sent to all Parties simultaneously, including the decision on each approved

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ground and rationale for each decision. The Notice of Appeal Outcome will specify the Finding on each ground for appeal, any specific instructions for remand or reconsideration, any Sanctions that may result which the University is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent the University is permitted to share under state or federal law.

Notification will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address of the Parties as indicated in official institutional records, or emailed to the Parties' University-issued email or otherwise approved account. Once mailed, emailed and/or received in person, notice will be presumptively delivered.

### II. Sanctions Status During the Appeal

Any Sanctions imposed as a result of the hearing are stayed during the appeal process. Supportive measures may be reinstated, subject to the supportive measure procedures above.

If any of the Sanctions are to be implemented immediately post-hearing, then emergency removal procedures (detailed above) for a hearing on the justification for doing so must be permitted within 48 hours of implementation. The University may still place holds on official transcripts, diplomas, graduations and course registration pending the outcome of an appeal when the original Sanctions included separation.

### III. Appeal Considerations

- A. Decisions on appeal are to be deferential to the original decision, making changes to the Finding only when there is clear error and to the Sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- B. Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- C. An appeal is not an opportunity for Appeal Decision-Makers to substitute their judgment for that of the original Decision-Maker(s) merely because they disagree with the Finding and/or Sanction(s).
- D. The Appeal Chair/Panel may consult with the Title IX Coordinator on questions of procedure or rationale, for clarification, if needed. Documentation of all such consultation will be maintained.
- E. Appeals granted based on new evidence should normally be remanded to the original Investigator(s) and/or Decision-Maker(s) for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, decided on appeal.
- F. Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or Sanction is changed on remand (except in the case of a new hearing).
- G. In rare cases where a procedural error cannot be cured by the original Decision-Maker(s) (as in cases of bias), the appeal may order a new hearing with a new Decision-Maker(s).
- H. The results of a new hearing can be appealed, once, on any of the three available appeal grounds.
- I. In cases in which the appeal results in reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status.

### 9.35 Failure to Comply with Sanctions

All Respondents are expected to comply with the assigned Sanctions, responsive actions and/or corrective actions within the time frame specified by the final Decision-Maker(s) (including the Appeal Chair/Panel).

Failure to abide by the Sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect or any other reason, may result in additional Sanction(s)/action(s) pursuant to the University's standard conduct process, including suspension, expulsion and/or termination from the University.

A suspension will be lifted only when compliance is achieved to the satisfaction of the Title IX Coordinator.

### 9.36 Recordkeeping

The University will maintain for a period of at least seven years records of:

- I. Each Sexual Harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;
- II. Any disciplinary Sanctions imposed on the Respondent;
- III. Any Remedies provided to the Complainant designed to restore or preserve equal access to the University's education program or activity;
- IV. Any appeal and the result therefrom;
- V. Any Informal Resolution and the result therefrom;
- VI. All materials used to train Title IX Coordinators, Investigators, Decision-Makers and any person who facilitates an Informal Resolution process. The University will make these training materials publicly available on the University's website; and
- VII. Any actions, including any supportive measures, taken in response to a report or Formal Complaint of Sexual Harassment, including:
  - A. The basis for all conclusions that the response was not deliberately indifferent;
  - B. Any measures designed to restore or preserve equal access to the University's education program or

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activity; and

- C. If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The University will also maintain any and all records in accordance with state and federal laws.

### 9.37 Disabilities Accommodations in the Resolution Process

The University is committed to providing reasonable accommodations and support to qualified students, employees or others with disabilities to ensure equal access to the University's Resolution process.

Students needing such accommodations or support should contact the Campus or Online Accessibility Centers. Employees should notify their HR business partner. The request will be reviewed, and, in consultation with the person requesting the accommodation and the Title IX Coordinator, determine which accommodations are appropriate and necessary for full participation in the process.

## 10. Southern New Hampshire University Institutional Sexual Misconduct Grievance Procedures 10.1 Scope

The University adopts these Institutional Sexual Misconduct Grievance Procedures for purposes of all Sexual Misconduct this is not otherwise subject to the Sexual Harassment Grievance Procedures (hereafter referred to as "other Sexual Misconduct").

These procedures do not apply for cases where both the Complainant and Respondent are employees, and not students. Instead, procedures and policies of the Employee Handbook and SNHUPEA Master Agreement (as applicable) apply to such matters between employees falling outside the scope of the definition/jurisdiction of Sexual Harassment under this Policy.

### 10.2 Procedure

The University adopts and will employ the same procedures as are set forth in Section 9, above, including designated appeal procedures, for purposes of addressing all other Sexual Misconduct, with the following important exceptions.

For purposes of these Institutional Sexual Misconduct Grievance Procedures:

- I. **Advisors:** Advisors may attend Investigatory meetings and hearings, but may provide input and advice only to the student for whom they are appointed directly. They may not advocate directly or represent the student in any proceedings, nor question witnesses. Reasonable breaks or recesses can be provided to permit private consultation with Advisors.
- II. **Cross Examination:** Neither a student nor his or her Advisor is permitted to directly cross-examine another Party. Questions for the witness may be submitted by the questioning student, and, after assessment by the Chair, may be asked, or modified, to the witness by the Chair directly.
- III. **Admissibility of Statements:** Statements made but which are not the subject of cross-examination may still be considered and weighed by the Decision-Maker(s). This may occur, for example, if a Respondent or Complainant does not attend a hearing, but made statements to the Investigator in the course of an Investigation. Section 9.28, therefore, does not apply.
- IV. **Dismissal Requirements:** The mandatory dismissal requirements set forth in Section 9.2, Subsection I do not apply. The discretionary dismissal standards articulated in Subsection II do apply. In addition, the Title IX Coordinator may dismiss any complaint that would not constitute Sexual Misconduct or a violation of this Policy, even if proved, or if the Respondent is not subject to the University's jurisdiction or control.

## 11. Revision of this Policy and Procedures

This Policy and procedures supersede any previous policy(ies) addressing Sexual Misconduct, including Sexual Harassment, and related Retaliation and will be reviewed and updated by the Title IX Coordinator. The University reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect.

During the Resolution process, the Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any Party, such as to accommodate summer schedules. The Title IX Coordinator may also vary procedures materially with notice (on the institutional website, with the appropriate effective date identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Policy and procedures.

If government laws or regulations change – or court decisions alter – the requirements in a way that impacts this document, this document will be construed to comply with the most recent government regulations or holdings.

This document does not create legally enforceable protections beyond the protection of the background state and federal laws which frame such policies and codes, generally.

PORTIONS OF THIS POLICY WERE ADAPTED FROM THE  
ATIXA 2020 ONE POLICY, TWO PROCEDURES MODEL  
USE AND ADAPTATION OF THIS MODEL WITH CITATION TO ATIXA IS PERMITTED  
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## International Programs

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### Standards for Student Creative Work

Southern New Hampshire University practices and embraces inclusiveness, diversity and a safe learning environment. As stated in the [university mission](#), we believe in “using the power of education as a force for social good.” We encourage creative expression and respect students’ diverse voices. We strive to honor each student, instructor and voice in the classroom through a culture of equity and respect.

Creative work is here defined as writing or artwork “which displays imagination or invention (sometimes differentiated from academic, journalistic, or other forms of writing which are more constrained in style or scope)” (Oxford English Dictionary).

In line with our [Non-Discrimination, Equal Access & Equal Opportunity Statement](#), works which exhibit any of the following elements are unacceptable for student submission of creative work for grading and/or workshopping purposes:

- Hate speech, defined as “Any speech, gesture, writing, or display that encourages violence or prejudice against an individual or group based on perceived membership with a social identity (often a marginalized identity) group.” This does not apply to the speech of fictional characters that are being portrayed in a manner that advances a fictional narrative or develops a literary thematic element.
- Writing or audiovisual media that creates a threatening environment in the classroom, which includes, but is not limited to, those that target, in an abusive, threatening, or discriminatory manner, specific individuals, such as instructors, peers and university administrators, especially with regard to their identity, gender, race, religion or sexuality, or that violate applicable University policy, including the [Sexual Misconduct Policy](#).

Any conversation regarding the nature of creative work is intended to first take place between the student and faculty member. If requested by the instructor and/or student, academic administration can engage in the conversation.

Southern New Hampshire University fully supports artistic work that explores mature and complex themes that contribute to the creative and artistic and literary canon, and we will continue to do so. As an institution, we reserve the right to assess student submissions to determine if they meet any of the criteria above. If the submission does not meet expectations, students will be asked to resubmit new work that aligns with SNHU policy in an agreed-upon time frame, and, if egregious, the student will be referred to the Community Standards team. If new work is not submitted, the original submission will not be evaluated and will earn a grade of zero. If a student continues to submit work that violates the policies above, further disciplinary action will be taken.

### Students and SNHU Email

All students are expected to access their official SNHU email accounts regularly to check for official University communication and to respond as necessary to such communications. Students may not set up auto-forward rules from their official university email address to a non-university email system. Students communicating to the university from a non-university email address may be asked to resend from their SNHU email in order to receive a response or action.

## Student Account and Fees

### Payment Information

GEM, INTI, VNU, and India Online students, please refer to your partner institutions.

### Tuition and Fees

#### 2022-2023 International Programs Tuition and Fees

For overseas programs, please refer to the partner institutions' website for Tuition and Fees information.

Conditional Fees	Per Occurrence
Graduation Fee	\$150
Dissertation Printing & Publication Fee	\$412
Transcript Rush Pick-up Fee - Transcript/Diploma	\$20
Transcript Domestic Federal Express (all 50 states)	\$30
Transcript International Federal Express	\$55
Replacement Diploma Fee	\$15

### Withdrawal and Refunds

#### Course/ Institutional Withdrawal

## International Programs

Undergraduate students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Undergraduate students may withdraw from courses at any time starting week two up until the last week of the term and will earn a course grade of "W." Withdrawals are not permitted in the last week of class. All term weeks begin on Monday and end on Sunday. Holidays throughout the term do not impact these timelines.

The following policies apply to ALL students taking online, face-to-face or hybrid courses.

### Submission of Withdrawals

Requests to withdraw must be submitted via the student's academic advisor via the approved form. In all cases, the date of withdrawal is the date the completed form is received. No paper withdrawal forms or emails will be accepted. For the purpose of withdrawals, all term weeks start on Monday and end on Sunday. Holidays during the week do not impact these timelines.

### Tuition Refund

Online & On Campus Students

Course/Institutional Withdrawals:

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

\*Fees are non-refundable

### Room and Board

Room and board are cancelled/reduced based on calendar days, according to the following schedule for day school students:

Room and board charges:

- 100 percent refund before the first day of the term (includes fees) \*.
- 90 percent refund from day 1 to day 10 of the term.
- 50 percent refund from day 11 to day 25 of the term.
- 25 percent refund from day 26 to day 52 of the term.
- No refund after day 52 of the term.
- Note: The refund calculation is based on calendar days.

\*Meal plan refunds are based on the above schedule, unless more dollars have been used. Should that happen, the student is responsible for the balance of the meal plan the student has at the time of the withdrawal date.

\*Fees are non-refundable.

### MA Counseling Residency Refund Policy

Students may withdraw from the residency course before the start of residency and receive a full refund of the residency fee. This refund excludes any travel or other costs incurred outside what is covered by the fee. Students who fail to attend the residency without withdrawing prior to the start of residency will incur the residency fee, and will be subject to that fee a second time upon retaking the residency course.

### Mountainview Low-Residency MFA (campus) Residency Fee

Residencies: The Mountainview Low-Residency MFA program has two residencies per calendar year, one in January and one in June. Students may withdraw from residency up to four weeks prior to the start of the term and receive a full refund of the residency fee. This refund excludes any travel or other costs incurred outside what is covered by the fee. Students who fail to attend the residency without withdrawing at least four weeks prior to the start of the residency will incur the residency fee, as the institution has contractual obligations.

### Nursing Immersion Refund Policy

Students may withdraw from NUR-600 Advanced Pharmacology for the Prescriber, Immersion, during Course Drop and Withdrawal and receive a refund in accordance with the university's standard tuition refund policy. This refund excludes any travel or other costs incurred outside what is covered by the fee.

Students who fail to attend the Immersion without withdrawing prior to the start of the experience may be offered a course Incomplete with the expectation to attend the Immersion the subsequent term.

### Study Abroad and National Student Exchange Refund Policy

Please review the **Study Abroad and National Student Exchange Policy**.

### Participation Policy Unofficial Withdrawal

## International Programs

Ongoing participation in courses and completion of assignments are two critical components to student success. The institution does not monitor attendance and withdraw students who stop participating, but students who use financial aid and fail all courses within a term will be reviewed for participation. Please refer to the [Course Participation](#) and [Unearned F](#) policy for additional information.

\*Note Refund and withdrawal information does not apply to GEM scholarship students.

# Programs

## Accounting & Finance

### **Economics and Finance (BS)**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

The Economics/Finance Program has a dual mission: to examine the behavior of the economy and its relationship to business and government, and to study the funding and investment needs of corporations, individuals and institutions. The primary goal of the program is to establish a solid foundation in the applied and theoretical areas of international and domestic finance, business and economics. Economics/finance majors develop the analytical and quantitative skills needed for corporate and individual financial management and economic modeling and forecasting. Students who choose to major in the Economics/Finance Program will be prepared for careers in industry, financial organizations and government. Many go on to graduate school to continue their studies in economics, finance, other business-related disciplines or law.

#### **Outcomes**

1. Identify long-term corporate investment opportunities to increase shareholder value.
2. Test hypotheses, forecast, and interpret results using economic data and financial models.
3. Make strategic business decisions based on the application of economic and financial knowledge and tools.
4. Apply theories of asset allocation, security analysis, & portfolio diversification to efficiently manage an investment portfolio.
5. Critique government policy proposals using concepts such as optimization, equilibrium, and the incentives faced by economic agents.



# International Programs

## Requirements

General Education Courses  
42 Total Credits

- Complete all of the following
  - 42 credit(s) from: General Education Mathematics
  - Complete:
    - MAT240 - Applied Statistics (3)
  - Social and Behavioral Sciences (ESBS)
  - Complete:
    - ECO201 - Microeconomics (3)

Business Core  
30 Total Credits

- 30 credit(s) from: Business Core

Major Courses  
30 Total Credits

- Complete all of the following
  - Complete:
    - ECO301 - Managerial Economics (3)
    - ECO306 - Money and Banking (3)
    - ECO402 - Intermediate Macroeconometrics (3)
    - FIN330 - Corporate Finance (3)
    - FIN340 - Fundamentals of Investments (3)
  - 12 credit(s) from subject(s): ECO or FIN within the range of course numbers 200 - 499
  - 1 of the following:
    - MAT140 - Precalculus (3)
    - MAT210 - Applied Calculus I (3)
    - MAT300 - Applied Statistics II: Regression Analysis (3)

Free Electives  
18 Total Credits

- 18 credit(s).

Grand Total Credits: **120**

# International Programs

## Finance (Minor)

### Applicable Student Population

INTI International University & Colleges (INTI)

### Description

The Finance minor focuses on financial markets and corporate finance concepts. Learners will develop analytical and quantitative skills to assist individuals and businesses in financial decision-making. Capital budgeting decisions, investment management, and an appreciation of ethics are primary topics of consideration.

### Requirements

Prerequisite Courses

0 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - ECO201 - Microeconomics (3)
  - MAT240 - Applied Statistics (3)

Minor Courses

18 Total Credits

- Complete all of the following
  - Complete:
    - ECO202 - Macroeconomics (3)
    - FIN320 - Principles of Finance (3)
    - FIN330 - Corporate Finance (3)
    - FIN340 - Fundamentals of Investments (3)
  - 6 credit(s) from FIN within the 300 - 499 range or from the following courses:
    - ECO306 - Money and Banking (3)

Grand Total Credits: **18**

## Finance (MS)

### Applicable Student Population

India Online

### Description

The M.S. Finance program is designed for professionals seeking the tools, knowledge, and analytical skills needed for effective business analysis, decision-making, and management in a wide variety of organizations, including non-financial corporations, banks, insurance companies, investment firms, and government units. The courses will cover the most important aspects of the core of finance including investments, capital budgeting, portfolio management, minimizing risk and maximizing return, and shareholder value. Today's business environment requires professionals to rapidly adapt to change, strategically assess resource constraints, and provide solutions to complex problems related to customers or clients, staff, structure, operations, and shareholders. Therefore, a demand exists for financial managers, analysts, and consultants who possess the skills and abilities necessary to effectively make well-informed and strategic decisions to better position their company within the market. The M.S. Finance curriculum and outcomes are aligned with the Chartered Financial Analysis Institute's (CFA) competencies and curriculum standards. While the degree does not directly lead to certification, graduates will be prepared to sit for a certification in financial analysis. In addition, graduates will be positioned to enter management-level positions in finance and related business professions to include, but not limited to financial analyst, investment consultant, U.S. interest rate strategy associate, product analyst, or risk analyst.

# International Programs

## Outcomes

1. Analyze and evaluate long-term corporate investment opportunities to increase shareholder value
2. Implement theories of asset allocation, security analysis, and portfolio diversification to efficiently manage an investment portfolio
3. Formulate testable hypotheses and conduct statistical tests using financial data to inform strategic corporate decision-making
4. Evaluate and interpret the effect of macroeconomic events and financial market conditions on the firm's strategic objectives
5. Utilize the tools of risk management in corporate management and portfolio management to effectively balance the relationship between risk and return

## Requirements

### Foundation Courses

9 Total Credits

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)
  - MBA502 - Economics for Business (3)
  - MBA503 - Financial Reporting and Analysis (3)

### Major Courses

27 Total Credits

- Complete:
  - ECO500 - Managerial Economics (3)
  - FIN550 - Corporate Financial Management (3)
  - FIN620 - Money and Capital Markets (3)
  - FIN640 - Investment Analysis & Portfolio Management (3)
  - FIN685 - Risk Management (3)
  - FIN691 - Financial Modeling (3)
  - FIN700 - Graduate Finance Capstone (3)
  - INT620 - International Corporate Finance (3)
  - QSO510 - Quantitative Analysis for Decision Making (3)

### Major Electives or choose a Concentration

9 Total Credits

- Complete:
  - FIN610 - Short-Term Financial Management (3)
  - FIN630 - Capital Budgeting & Financing (3)
  - FIN670 - Option Analysis & Financial Derivatives (3)

Grand Total Credits: **45**

# International Programs

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

### **Applicable Student Population**

India Online

### **Description**

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

### **Outcomes**

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

### **Requirements**

Concentration Courses

9 Total Credits

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

Grand Total Credits: **9**

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

### **Applicable Student Population**

India Online

### **Description**

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

### **Outcomes**

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

### **Requirements**

Concentration Courses

9 Total Credits

- Complete:
  - FIN645 - Analytical Tools in Portfolio Management (3)
  - FIN655 - International Investments/Portfolio Management (3)
  - FIN670 - Option Analysis & Financial Derivatives (3)

Grand Total Credits: **9**

## **Business & MBA**

### **Business Administration (BS)**

## International Programs

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

The Bachelor of Science in Business Administration emphasizes interpersonal skills, strategic problem solving, and operational principles. Students will gain a strong, comprehensive business education, becoming resourceful and creative thinkers in diverse, professional environments. A hallmark of the degree is the opportunity to apply theoretical knowledge and business skills gained in the program both inside and outside the classroom. Experiential learning opportunities such as simulations and internships are available in some cases to provide additional engagement and help students learn the importance of teamwork, adaptability, and agility in a business context. Additionally, students may benefit from valuable networking opportunities with the alumni community, industry professionals, and regional business partners. Business clubs and professional groups are available to students who would like to connect with faculty and peers and hone their skills. Through the study of problem-solving, communication, collaboration, innovation, and data-informed decision-making, students are prepared to be entrepreneurial thinkers and decision-makers in fast paced, complex environments. Students gain confidence in identifying business opportunities using current tools and technologies, leveraging data to address business needs, and collaborating effectively in a variety of situations. The program's core courses provide a well-rounded business administration foundation, and students have the opportunity to dive deeper into specific disciplines to enhance their skill-sets and prepare them to enter a variety of professional fields. In some cases, students may also work with faculty to create a customized pathway in conjunction with the foundation that builds skills to support them in achieving their personal and professional goals. Additionally, the flexibility of elective courses offered in both online and campus based experiences allow students to further explore customizing their educational experience.

### **Outcomes**

1. Develop business management approaches that align with organizational philosophies and help build collaborative relationships with diverse teams
2. Problem-solve across functional areas by integrating personal values with ethical, legal, and socially responsible business practices
3. Articulate implications of global and societal contexts on business decisions
4. Recommend strategic and creative business options using data gathered through research and current technological applications
5. Communicate effectively to diverse internal and external audiences to contribute to a positive team climate and address various strategic and operational business needs

# International Programs

## Requirements

General Education Courses  
42 Total Credits

- Complete all of the following
  - 42 credit(s) from: General Education
  - Mathematics
    - Complete:
      - MAT240 - Applied Statistics (3)
  - Social and Behavioral Sciences (ESBS)
    - Complete 1 of the following
      - India
        - Complete:
          - ECO201 - Microeconomics (3)
          - ECO202 - Macroeconomics (3)
      - INTI
        - Complete:
          - ECO201 - Microeconomics (3)

Business Core  
30 Total Credits

- 30 credit(s) from: Business Core

Major Electives or choose a Concentration  
15 Total Credits

- Complete all of the following
  - Complete:
    - OL215 - Principles of Management (3)
  - Electives
    - Complete 1 of the following
      - India
        - Complete all of the following
          - 12 credit(s) from ACC ADV, BUS, CIS, ECO, ESPT, FIN, FMM, FMK, HOS, INT, MGT, MIS, MKT, OL, PAD, QSO, SB, SPT, or TAX within the 100 - 499 range or from the following courses:
            - HCM320 - Healthcare Economics (3)
            - HCM325 - Healthcare Marketing (3)
            - HCM340 - Healthcare Delivery Systems (3)
            - HCM345 - Healthcare Reimbursement (3)
            - HCM400 - Healthcare Finance (3)
            - HCM415 - Healthcare Strategic Management and Policy (3)
            - HCM440 - Healthcare Research and Evaluation Methodologies (3)
            - IHP315 - Patient Safety Systems and Strategies (3)
            - IHP355 - Healthcare Regulatory Compliance and Accreditation (3)
            - IHP420 - Ethical and Legal Considerations of Healthcare (3)
            - IHP430 - Healthcare Quality Management (3)
            - IHP435 - Performance Improvement Measurement and Methodologies (3)
            - IHP450 - Healthcare Management and Finance (3)
          - Minimum of 6 credits from courses numbered 300 to 499
          - Maximum of 6 credits in any one prefix.
        - INTI
          - 12 credit(s) from ACC ADV, BUS, CIS, ECO, FIN, FMM, FMK, HIM, IHP, INT, MGT, MHC, MKT, OL, PAD, QSO, SPT, or TAX within the 100 - 499 range or from the following courses:
            - Maximum of 6 courses numbered 300 to 499
            - Maximum of 6 credits in any one prefix.

Free Electives  
33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

## International Programs

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

#### **Applicable Student Population**

India Online

#### **Description**

The Bachelor of Science in Business Administration concentration in Entrepreneurship allows students to apply principles and knowledge from various functional areas of business such as accounting, finance, human resources, marketing, and more, within entrepreneurial contexts. Students gain skills that support creating, planning for, and managing small to medium business ventures.

#### **Outcomes**

1. Analyze entrepreneurial opportunities for small to medium businesses using business management principles and market research to determine legal, financial, and operational impacts

#### **Requirements**

Concentration Courses

15 Total Credits

- Complete:
  - OL215 - Principles of Management (3)
  - OL317 - Small Business Management (3)
  - OL320 - Entrepreneurship (3)
  - OL321 - Business Plan Preparation (3)
  - BUS307 - Business Law II (3)

Grand Total Credits: **15**

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

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

#### **Description**

The Bachelor of Science in Business Administration concentration in Finance provides students with an overview of financial management for both organizations and individuals that includes various financial planning strategies and investment vehicles. Students analyze quantitative and qualitative data to address a variety of financial scenarios. Students are introduced to corporate finance in a global setting and examine the effects that exchange rate volatility, international risk, and macroeconomic fluctuations have on financial planning and decision-making.

#### **Outcomes**

1. Analyze various types of financial information to make informed corporate and personal financial decisions

#### **Requirements**

Concentration Courses

15 Total Credits

- Complete:
  - ECO306 - Money and Banking (3)
  - FIN250 - Personal Financial Planning (3)
  - FIN330 - Corporate Finance (3)
  - FIN336 - Multinational Corporate Finance (3)
  - FIN340 - Fundamentals of Investments (3)

Grand Total Credits: **15**

## International Programs

### **Business Administration (BS) - Healthcare Administration (Concentration)**

#### **Applicable Student Population**

India Online

#### **Description**

The Bachelor of Science in Business Administration concentration in Healthcare Administration introduces students to various areas and management of healthcare organizations. Students explore sector specific topic coverage in economics, reimbursement, delivery, and quality management, as well as the role of ethics and legal considerations in healthcare.

#### **Outcomes**

1. Promote dynamic organizational cultures that establish strategic visions, methodically analyze and interpret data based on sound healthcare delivery and statistical principles, and embrace change for continuous health care quality improvement

#### **Requirements**

Concentration Courses

15 Total Credits

- Complete:
  - HCM320 - Healthcare Economics (3)
  - HCM340 - Healthcare Delivery Systems (3)
  - HCM345 - Healthcare Reimbursement (3)
  - IHP420 - Ethical and Legal Considerations of Healthcare (3)
  - IHP430 - Healthcare Quality Management (3)

Grand Total Credits: **15**

### **Business Administration (BS) - Industrial Organizational Psychology (Concentration)**

#### **Applicable Student Population**

India Online

#### **Description**

The Bachelor of Science in Business Administration concentration in Industrial Organizational Psychology provides students with a foundational knowledge of psychology as it relates to workplace effectiveness. Students explore psychological theories, concepts, and methodologies through research investigations and case study analysis for determining what drives individual and group performances in organizational settings and how they relate to organizational goals.

#### **Outcomes**

1. Examine psychological research and theories to inform approaches to workplace issues, motivation, and employee performance

#### **Requirements**

Concentration Courses

15 Total Credits

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY257 - Social Psychology (3)
  - PSY258 - Industrial Organizational Psychology (3)
  - PSY305 - Cognitive Psychology (3)
  - PSY324 - Cross-Cultural Psychology (3)

Grand Total Credits: **15**



# International Programs

## **Business Administration (BS) - International Business (Concentration)**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

The Bachelor of Science in Business Administration concentration in International Business prepares students to contribute to the management and decision-making of domestic and multinational organizations challenged by global competition. Students apply current international business concepts and theories to real world scenarios and explore effective management processes and strategies to address multinational business challenges.

### **Outcomes**

1. Analyze applicable data and research for informing appropriate and ethical international business strategy and management decisions
2. Apply appropriate management principles and business strategies for addressing political, economic, social, and environmental challenges in multinational organizational contexts

### **Requirements**

Concentration Courses  
15 Total Credits

- Complete:
  - INT221 - Global Financial System (3)
  - INT315 - International Management (3)
  - INT400 - International Business Project (3)
  - INT422 - International Strategic Management (3)
  - INT433 - Multinational Marketing (3)

Grand Total Credits: **15**

# International Programs

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

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

The concentration in Marketing provides students with foundational knowledge that may be applied to marketing strategies for both for-profit and not-for-profit organizations. Students have the opportunity to explore areas of marketing, through a business lens, in areas such as market research, communications, and consumer behavior.

### **Outcomes**

1. Utilize marketing principles to develop various aspects of the marketing mix to address challenges and achieve organizational goals

### **Requirements**

Concentration Courses  
15 Total Credits

- Complete 1 of the following
  - India
    - Complete all of the following
      - Complete:
        - MKT225 - Digital Marketing (3)
        - MKT270 - Professional Selling (3)
        - MKT337 - Marketing Research (3)
        - MKT345 - Consumer Behavior (3)
      - 3 credit(s) from subject(s): ADV or MKT within the range of course numbers 100 - 499
  - INTI
    - Complete all of the following
      - Complete:
        - MKT265 - Social Media & Marketing Communications (3)
        - MKT337 - Marketing Research (3)
        - MKT345 - Consumer Behavior (3)
      - 6 credit(s) from ADV or MKT within the 100 - 499 range or from the following courses:
        - FMM300 - Retail Buying (3)
        - FMM325 - Sustainability in Fashion (3)
        - FMM410 - Fashion Research and Forecasting (3)

Grand Total Credits: **15**

# International Programs

## Business Administration (MBA)

### Applicable Student Population

India Online

### Description

Southern New Hampshire University's Master of Business Administration (SNHU MBA) develops resourceful leaders who engage in creative problem-solving that balances people management, strategic thinking, and operational dexterity in order to make data-driven, innovative decisions for their organizations and the communities they serve. Business leaders operate in evolving and shifting environments where technology is transforming organizations, communities, and society. SNHU graduates are prepared to solve sustainable, conscientious, and fiscal issues using key leadership traits, such as initiative, emotional intelligence, and originality. These skills are critical to 21st century leadership to achieve positive organizational results.

### Outcomes

1. Analyze and interpret quantitative and qualitative data to inform and validate organizational decision-making
2. Synthesize functional expertise, innovation, leadership and entrepreneurship to develop and foster adaptable strategies for an organization
3. Evaluate and implement various models and processes in the design and continuous improvement of organizations and their practices
4. Lead and collaborate with diverse internal and external stakeholders to cultivate globally aware and culturally responsive teams and organizations
5. Drive the creation and implementation of plans that articulate organizational culture, align with ethical and legal standards, and promote sustainable business practices

### Requirements

Foundation Courses

0 Total Credits

- Complete all of the following
  - Complete:
    - MBA500 - Building Business Leaders (3)
    - MBA504 - Applied Business Statistics (3)
  - If you are required to take these courses, you may use the courses as General Business Electives if you have General Business Electives required for your program. You will only receive credit ONCE for these courses even though they satisfy the additional requirement of General Business Electives.

Major Courses

21 Total Credits

- Complete:
  - MBA530 - Leading People and Organizations (3)
  - MBA540 - Organizational Strategy in a Global Environment (3)
  - MBA580 - Innovation and Strategy for High-Performance Organizations (3)
  - MBA620 - Measuring Success in an Organization (3)
  - MBA645 - Optimizing Brands (3)
  - MBA687 - Leading Organizational Change (3)
  - MBA699 - Strategic Opportunity Management (3)

Major Electives or choose a Concentration

9 Total Credits

- Complete all of the following
  - 9 credit(s) from subject(s): ACC CIS, CSR, DAT, ECO, FIN, HIM, HRM, IHP, INT, IT, MBA, MGT, MKT, OL, PAD, QSO, SEC, SPT, or TAX within the range of course numbers 500 - 699
  - Students must meet all course prerequisite requirements for electives.

Grand Total Credits: **30**

# International Programs

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

### **Applicable Student Population**

India Online

### **Description**

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

### **Outcomes**

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

### **Requirements**

Concentration Courses

9 Total Credits

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

Grand Total Credits: **9**

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

### **Applicable Student Population**

India Online

### **Description**

The objective of the concentration is to provide the student with the necessary analytical tools required to make value-creating financial decisions. The corporate finance-focused courses in the concentration develop the requisite skills needed for analyzing the financial and operating performance of the organization, assessing its financial health, along with developing financial planning and working capital management policies consistent with the long-run success of the organization. The investments course focuses, in part, on the valuation of real and financial assets along with developing strategies to support the funding needs of the organization. Additionally, students will gain exposure to security analysis, portfolio risk management and capital structure theory.

### **Outcomes**

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

### **Requirements**

Select a Category

9 Total Credits

- Complete:
  - FIN550 - Corporate Financial Management (3)
  - FIN610 - Short-Term Financial Management (3)
  - FIN640 - Investment Analysis & Portfolio Management (3)

Grand Total Credits: **9**

# International Programs

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

### **Applicable Student Population**

India Online

### **Description**

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

### **Outcomes**

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

### **Requirements**

Concentration Courses

9 Total Credits

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

Grand Total Credits: **9**

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

### **Applicable Student Population**

India Online

### **Description**

The MBA with a concentration in International Business enables students to take a deeper look at the opportunities, uncertainties, and risks present in today's increasingly global business environment. Students apply current international business concepts and theories, and integrate real world experiences, to assess global business phenomena in a variety of cultural, political, social and economic contexts. This concentration prepares students to be more effective leaders and managers of domestic and multinational organizations challenged by increasing global competition.

### **Outcomes**

1. Develop effective strategies for evaluating and managing global business organizations, personnel, and foreign market expansion in various cultural, economic, political, and legal environments

### **Requirements**

Concentration Courses

9 Total Credits

- Complete:
  - INT610 - Multinational Corporate Environment (3)
  - INT640 - International Market Strategy (3)
  - INT650 - Managing International Trade and Finance (3)

Grand Total Credits: **9**

# International Programs

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

### **Applicable Student Population**

India Online

### **Description**

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

### **Outcomes**

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

### **Requirements**

Concentration Courses

9 Total Credits

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

Grand Total Credits: **9**

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

### **Applicable Student Population**

India Online

### **Description**

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

### **Outcomes**

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

### **Requirements**

Concentration Courses

9 Total Credits

- Complete all of the following
  - Complete:
    - QSO640 - Project Management (3)
    - QSO680 - Seminar in Project Management (3)
  - 3 credit(s) from the following:
    - QSO510 - Quantitative Analysis for Decision Making (3)
    - QSO645 - Project Management for PMP® Certification (3)

Grand Total Credits: **9**

# International Programs

## **Business Analytics (Minor)**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

Business Analytics is the intersection of data science with business. It has become important with the availability of big data and the real time nature of many business decisions. It helps in making business decisions that are based on hard data that are routinely collected by organizations. Business Analytics consists of three parts – descriptive analytics, predictive analytics and prescriptive analytics. Descriptive analytics analyzes past data in order to gain insights that can be used in future decision making. Predictive analytics goes a step further and tries to predict future behavior. Prescriptive analytics which includes optimization techniques takes the predictions and aids in making decisions that will be optimal for the organization. This program includes courses that provide the foundational quantitative knowledge necessary for business analytics and application courses that cover all three areas of business analytics. The curriculum of the program is very hands-on that will prepare you for a successful career in the world of business analytics.

### **Requirements**

Minor Courses  
15 Total Credits

- Complete:
  - MAT240 - Applied Statistics (3)
  - QSO250 - Business Analytics (3)
  - QSO260 - Descriptive Analytics (3)
  - QSO320 - Management Science through Spreadsheets (3)
  - QSO370 - Predictive Analytics (3)

Grand Total Credits: **15**

# International Programs

## Business Core

### Applicable Student Population

INTI International University & Colleges (INTI)  
India Online

### Outcomes

1. Develop business management approaches that align with organizational philosophies and help build collaborative relationships with diverse teams
2. Problem-solve across functional areas by integrating personal values with ethical, legal, and socially responsible business practices
3. Articulate implications of global and societal contexts on business decisions
4. Recommend strategic and creative business options using data gathered through research and current technological applications
5. Communicate effectively to diverse internal and external audiences to contribute to a positive team climate and address various strategic and operational business need

### Requirements

Business Core  
30 Total Credits

- Complete 1 of the following  
India Online
  - Complete:
    - ACC201 - Financial Accounting (3)
    - ACC202 - Managerial Accounting (3)
    - BUS206 - Business Law I (3)
    - BUS210 - Managing and Leading in Business (3)
    - BUS225 - Critical Business Skills for Success (3)
    - BUS400 - Driving Business Opportunities (3)
    - FIN320 - Principles of Finance (3)
    - INT220 - Global Dimensions in Business (3)
    - MKT205 - Applied Marketing Strategies (3)
    - QSO321 - People, Planet, and Profit (3)
  - INTI
    - Complete:
      - ACC201 - Financial Accounting (3)
      - ACC202 - Managerial Accounting (3)
      - BUS206 - Business Law I (3)
      - FIN320 - Principles of Finance (3)
      - IT210 - Business Systems Analysis and Design (3)
      - MKT113 - Introduction to Marketing (3)
      - OL125 - Human Relations in Administration (3)
      - OL421 - Strategic Management and Policy (Capstone) (3)
      - INT113 - Introduction to International Business (3)
      - QSO300 - Operations Management (3)

Grand Total Credits: **30**



# International Programs

## **Business Management (Certificate)**

### **Applicable Student Population**

Global Education Movement (GEM)

### **Description**

The Business Management Certificate provides students with foundational business knowledge and skills in preparation to take on managerial responsibilities for people and products. Students will learn how to apply and integrate process management skills, business law considerations, financial management, environmental and economic conditions, global dimensions of business, marketing and consumer insights to inform managerial decision-making. Students are given the option of further quantitative exploration through micro or macroeconomics or applied statistics.

### **Requirements**

Business Management Competencies:

ACC20132 - Demonstrate the foundational principles of financial accounting (1)

ACC20133 - Interpret the key sections of financial statements to make management decisions (1)

ACC30134 - Apply appropriate ratios and vertical and horizontal analysis to recommend business decisions (1)

BUS20058 - Differentiate between the various functions and forms of organizations (1)

BUS20068 - Differentiate between matters of law and matters of ethics in business situations (1)

BUS20069 - Apply relevant aspects of law to current business situations (1)

COM20128 - Apply communication techniques to effectively negotiate and manage conflict (1)

ECO20043 - Inform business decisions using microeconomic models and theories (1)

ECO20044 - Determine the impact of economic costs on organizational and individual decision-making (1)

ECO20045 - Explain how mkt. structure impacts a bus. entry & exit into mkt. & ability to generate econ. profit (1)

ECO20052 - Make decisions informed by macroeconomic principles and the business cycle (1)

ECO20053 - Determine the economic impact of historical and current events using models of macroeconomics (1)

ECO20054 - Assess how changes to macroeconomic policies impact the economy (1)

INT20075 - Describe the factors that contribute to international market attractiveness and entry (1)

INT20151 - Assess environmental factors to manage international business opportunities (1)

IT20060 - Support business operations using information and technology systems (1)

MAT20677 - Apply statistical techniques to address research problems (1)

MAT20678 - Perform hypothesis testing to address a real-world problem (1)

MAT20679 - Perform regression analysis to address a real-world problem (1)

MGT20062 - Demonstrate effective management skills and practices in diverse, distributed, and collaborative work environments (1)

MGT20127 - Analyze the use of management styles in varying contexts to determine preferred approaches (1)

MGT20150 - Analyze global and domestic perspectives on managing people in multicultural contexts (1)

MKT20079 - Apply the marketing mix to inform business decisions that support organizational objectives (1)

MKT20080 - Determine appropriate marketing and communication distribution channels (1)

MKT20081 - Explain how marketing decisions are made to target the consumer (1)

PHL20059 - Make individual and organizational decisions informed by ethical and cultural considerations (1)

POL10067 - Describe the foundational elements of the US legal system and the relationships among them (1)

# International Programs

## Economics (Minor)

### Applicable Student Population

INTI International University & Colleges (INTI)

### Description

The economics minor focuses on the development of theoretical and applied economic concepts to improve decision-making. Students will develop analytical and quantitative skills to assist individuals, businesses, and governments in problem-solving. The consideration of businesses strategies in competitive markets and the impact of economic conditions and policy on firms are primary topics of consideration.

### Requirements

Prerequisite Courses

0 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - MAT240 - Applied Statistics (3)

Minor Courses

18 Total Credits

- Complete all of the following
  - Complete:
    - ECO201 - Microeconomics (3)
    - ECO202 - Macroeconomics (3)
    - ECO301 - Managerial Economics (3)
    - ECO306 - Money and Banking (3)
  - 6 credit(s) from subject(s): ECO within the range of course numbers 200 - 499

Grand Total Credits: **18**

# International Programs

## International Business (Minor)

### Applicable Student Population

INTI International University & Colleges (INTI)

### Description

The International Business minor prepares students for resolving contemporary issues and challenges faced by multinational organizations. Examining major functional areas of such businesses in a wide range of industries provides a holistic perspective in exploring the cultural, economic, and political impacts to conducting business on a global scale.

### Outcomes

1. Develop adaptive plans for managing the impact of external factors on internal strategies and objectives
2. Analyze prior business decisions and organizational data to determine best managerial practices for successful operation in global environments

### Requirements

Prerequisite Courses

0 Total Credits

- Complete 1 of the following
  - Complete:
    - MKT113 - Introduction to Marketing (3)
  - Complete:
    - MKT205 - Applied Marketing Strategies (3)

Minor Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - INT220 - Global Dimensions in Business (3)
    - INT221 - Global Financial System (3)
    - INT315 - International Management (3)
    - INT433 - Multinational Marketing (3)
  - 1 of the following:
    - INT400 - International Business Project (3)
    - INT422 - International Strategic Management (3)

Grand Total Credits: **15**

## Marketing (BS)

### Applicable Student Population

India Online

### Description

The Bachelor of Science in Marketing program allows students to explore and apply foundational traditional and digital marketing terms and concepts to solve complex challenges faced by marketers globally. This program provides students with the tools to understand consumers and the ability to develop comprehensive research-based marketing recommendations to organizations of all sizes. In addition to foundational project-based coursework, students will select marketing elective coursework that aligns best with their personal and professional interests.

# International Programs

## Outcomes

1. Utilize primary and secondary data to determine the position of a product in the market
2. Recommend strategies for maximizing both internal and external opportunities through the effective use of the marketing mix
3. Develop strategic marketing plans in alignment with stated missions, objectives, and goals of the organizations
4. Employ effective written and oral communication skills appropriate to the professional marketing context
5. Apply legal and ethical principles to marketing activities
6. Collaborate in cross-functional internal and external environments to ensure the creation, capture, and delivery of value

## Requirements

### General Education Courses

42 Total Credits

- Complete all of the following
  - 42 credit(s) from: General Education Mathematics
  - Complete:
    - MAT240 - Applied Statistics (3)
  - Social and Behavioral Sciences (ESBS)
  - Complete:
    - ECO201 - Microeconomics (3)
    - ECO202 - Macroeconomics (3)

### Business Core

30 Total Credits

- 30 credit(s) from: Business Core

### Major Courses

21 Total Credits

- Complete all of the following
  - Complete:
    - MKT225 - Digital Marketing (3)
    - MKT270 - Professional Selling (3)
    - MKT337 - Marketing Research (3)
    - MKT345 - Consumer Behavior (3)
    - MKT400 - Strategic Brand Management (3)
    - MKT432 - Strategic Marketing Planning (Capstone) (3)
  - 3 credit(s) from the following:
    - BUS496 - Advanced Experiential Learning for Business (3)
    - MKT490 - Marketing Internship (0 - 15)

### Major Electives or choose a Concentration

12 Total Credits

- Complete all of the following
  - 12 credit(s) from ADV FMM, or MKT within the 100 - 499 range or from the following courses:
    - QSO330 - Supply Chain Management (3)
  - Undergraduate students who wish to take graduate classes as electives to complete their remaining undergraduate requirements may do so only if they have earned a minimum of 90 credits and completed all of their major requirements, including the capstone. Students must receive a B or better to receive credit in their graduate program. Students must apply through their academic advisor to enroll. The acceptable graduate classes are: MKT-500 Marketing Strategies and INT-640 Multinational Market Strategies.

### Free Electives

15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

# International Programs

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

### Applicable Student Population

India Online

### Description

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

### Outcomes

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

### Requirements

Concentration Courses

12 Total Credits

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

Grand Total Credits: **12**

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

### Applicable Student Population

India Online

### Description

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

### Outcomes

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

### Requirements

Concentration Courses

12 Total Credits

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

Grand Total Credits: **12**

# International Programs

## Marketing (Minor)

### Applicable Student Population

INTI International University & Colleges (INTI)

### Description

The Marketing minor provides students with foundational marketing knowledge that can be applied to marketing efforts for both for-profit and not-for-profit organizations. Students have the flexibility to explore specialized marketing topics by completing electives to fulfill the requirements of the minor.

### Requirements

Minor Courses

21 Total Credits

- Complete all of the following
  - Complete:
    - MAT240 - Applied Statistics (3)
    - MKT205 - Applied Marketing Strategies (3)
    - MKT225 - Digital Marketing (3)
    - MKT270 - Professional Selling (3)
    - MKT337 - Marketing Research (3)
    - MKT345 - Consumer Behavior (3)
  - 3 credit(s) from subject(s): ADV FMM, or MKT within the range of course numbers 100 - 499

Grand Total Credits: **21**

## Marketing (MS)

### Applicable Student Population

India Online

### Description

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

### Outcomes

1. Analyze and interpret qualitative and quantitative data to align marketing plans to the strategic goals of an organization
2. Create integrated and aligned strategies for maximizing both internal and external opportunities through the use of marketing theory and practices
3. Distill information through diverse mediums to inform, negotiate and persuade internal and external stakeholders
4. Develop international marketing strategies that address the commercial, political, legal and cultural environments in a global economy
5. Ensure marketing practices are compliant within internal and external legal environments, regulatory standards and ethical practices
6. Manage a brand in cross-functional internal and external environments to ensure the creation, capture, and delivery of value

# International Programs

## **Requirements**

Foundation Courses  
0 Total Credits

- Complete all of the following
  - Complete:
    - OL501 - Business Foundations (3)
  - If you are required to take this course, you may use the course as General Business Electives if you have General Business Electives required for your program. You will only receive credit ONCE for this course even though it satisfies the additional requirement of General Business Electives.

Major Courses  
24 Total Credits

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

Major Electives or choose a Concentration  
12 Total Credits

- 12 credit(s) from MKT within the 500 - 799 range or from the following courses:
  - QSO510 - Quantitative Analysis for Decision Making (3)
  - QSO600 - Operations Management (3)
  - QSO630 - Supply Chain Management (3)
  - QSO640 - Project Management (3)
  - SPT608 - Sport Marketing and Media (3)
  - MGT550 - Managing Through Communication (3)

Grand Total Credits: **36**

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

### **Applicable Student Population**

India Online

### **Description**

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

### **Outcomes**

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

### **Requirements**

Concentration Courses  
12 Total Credits

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

Grand Total Credits: **12**

# International Programs

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

### Applicable Student Population

India Online

### Description

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

### Outcomes

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

### Requirements

Concentration Courses

12 Total Credits

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

Grand Total Credits: **12**

## Operations Management (BS)

### Applicable Student Population

India Online

### Description

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

### Outcomes

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



# International Programs

## Requirements

General Education Courses  
42 Total Credits

- Complete all of the following
  - 42 credit(s) from: General Education Mathematics
  - Complete:
    - MAT240 - Applied Statistics (3)
  - Social and Behavioral Sciences (ESBS)
  - Complete:
    - ECO201 - Microeconomics (3)
    - ECO202 - Macroeconomics (3)

Business Core  
30 Total Credits

- 30 credit(s) from: Business Core

Major Courses  
18 Total Credits

- Complete:
  - QSO320 - Management Science through Spreadsheets (3)
  - QSO325 - Continuous Improvement Tools and Techniques (3)
  - QSO328 - Sustainable Operations (3)
  - QSO330 - Supply Chain Management (3)
  - QSO415 - Trends in Operations Management (3)
  - QSO489 - Capstone in Operations Management (3)

Major Electives  
15 Total Credits

- 15 credit(s) from ADV BUS, ECO, FIN, INT, IT, MKT, OL, or QSO within the 300 - 499 range or from the following courses:
  - IT252 - Information Technology Teams and Group Dynamics (3)
  - IT261 - IT Service Management (3)
  - PHL316 - Business Ethics (3)
  - SCI218 - Natural Resources (3)
  - SCI219 - Environmental Issues (3)
  - SCI220 - Energy and Society (3)
  - SCI333 - Waste: Sources, Reduction, & Remediation (3)
  - SOC318 - Sustainable Communities (3)

Free Electives  
15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

# International Programs

## **Organizational Leadership (Minor)**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Requirements**

Minor Courses

18 Total Credits

- Complete:
  - BUS210 - Managing and Leading in Business (3)
  - OL215 - Principles of Management (3)
  - OL322 - Managing Organizational Change (3)
  - OL324 - Managing Quality (3)
  - OL328 - Leadership (3)
  - OL342 - Organizational Behavior (3)

Grand Total Credits: **18**

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

### **Applicable Student Population**

India Online

### **Description**

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

### **Outcomes**

1. Recommend strategies for optimizing production of goods and services based on a detailed analysis of existing processes, resources, and business goals
2. Identify and recommend total quality management (TQM) principles and methods appropriate to a given context
3. Create, evaluate, and assess project plans to ensure desired project outcomes
4. Recommend inventory management strategies and techniques for improving the efficiency of a supply chain
5. Evaluate operational and project management environments using quantitative tools and techniques
6. Manage cross-functional environments to ensure the achievement of operational and project management goals

# International Programs

## **Requirements**

Foundation Courses  
0 Total Credits

- Complete all of the following
  - Complete:
    - MBA501 - Mathematics and Statistics for Business (3)
  - If you are required to take this course, you may use the course as General Business Electives if you have General Business Electives required for your program. You will only receive credit ONCE for this course even though it satisfies the additional requirement of General Business Electives.

Major Courses  
36 Total Credits

- Complete all of the following
  - Complete:
    - QSO510 - Quantitative Analysis for Decision Making (3)
    - QSO600 - Operations Management (3)
    - QSO640 - Project Management (3)
    - QSO680 - Seminar in Project Management (3)
    - QSO690 - Topics in Operations Management (3)
    - QSO700 - Project Management and Operations Capstone (3)
  - 4 of the following:
    - QSO500 - Business Research (3)
    - QSO520 - Management Science through Spreadsheets (3)
    - QSO530 - Applied Statistics for Managers (3)
    - QSO610 - Management of Service Operations (3)
    - QSO620 - Six Sigma Quality Management (3)
    - QSO625 - Six Sigma for Black Belt Certification (3)
    - QSO630 - Supply Chain Management (3)
    - QSO635 - International Supply Chain Management (3)
    - QSO645 - Project Management for PMP® Certification (3)
  - 6 credit(s) from subject(s): ACC ECO, FIN, INT, IT, MKT, OL, QSO, SPT, TAX, WCM, SEC, CSR, or MGT , except:
    - OL501 - Business Foundations (3)

Grand Total Credits: **36**

## **Direct Assessment CBE**

### **Communications (BA)**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

The Bachelor of Arts in Communications at SNHU offers students a multidisciplinary and global approach to the study of the communication profession. The Communications program provides students with both the theoretical knowledge and practical skills that can be applied to a wide range of careers in both the public and private sectors in fields such as public relations, social media, advertising, organizational communications, new media, corporate communications, and visual media. In the age of instantaneous and unfiltered global communication, students in the program will develop the analytical and media literacy skills necessary for generating meaning from a myriad of communication messages across a wide variety of channels, cultures, contexts, and modes of delivery. Students will also develop the technical skills to create professional and effective communication messages for a multitude of specific purposes and that target diverse audiences.

# International Programs

## Outcomes

1. Apply knowledge of the communication discipline in adapting to evolving workplace environments and changing technological landscapes
2. Engage targeted audiences with messages that are informed by analyses of stakeholder requirements and that are guided by ethical and legal considerations
3. Create messages using multiple modes of delivery that represent expressions of business and personal import and that honor the cultural contexts in which they occur
4. Demonstrate business acuity through the application of foundational business practices and the inter- and intra-personal skills required of successful communication professionals
5. Gather and interpret information needed to make informed decisions guided by communication theory and ethical and legal considerations

## Requirements

Competency Program Requirements

**AA or Equivalent: 60 Total Credits**

**Communications Competencies: 51 Total Credits**

- MGT20126 - Create personal and professional developmental goals that support your growth as an effective individual and team contributor (1)
- COM20098 - Collaborate with multiple stakeholders using principles of emotional intelligence and team dynamics (1)
- MGT20125 - Evaluate theories and practices related to leading teams in varying contexts (1)
- COM20091 - Apply legal and ethical considerations in relation to the use of target audience information (1)
- COM20110 - Evaluate relevant data and information to determine how to segment and target an audience (1)
- COM30122 - Determine the considerations and adjustments needed to communicate effectively with diverse audiences (1)
- MGT20062 - Demonstrate effective management skills and practices in diverse, distributed, and collaborative work environments (1)
- MGT20127 - Analyze the use of management styles in varying contexts to determine preferred approaches (1)
- COM20128 - Apply communication techniques to effectively negotiate and manage conflict (1)
- COM20111 - Describe the role of communication functions in businesses and organizations (1)
- COM20112 - Explain how foundational communication theories can inform how communication professionals adapt to changing business needs (1)
- COM20113 - Trace the evolution of the communication profession in order to understand and solve contemporary communication problems (1)
- COM30093 - Align needs of various audiences with stakeholder requirements to craft messages that meet project goals (1)
- COM30114 - Produce various communications aligned to the mission and structure of an organization (1)
- COM20118 - Apply best practices to create, build, and maintain a brand (1)
- COM30096 - Evaluate the effectiveness of messages on targeted audiences in relation to communication project goals (1)
- COM30116 - Select and apply appropriate technologies to produce various visual communications (1)
- COM30124 - Create various visual communications informed by the application of basic design principles (1)
- COM20100 - Develop oral presentation skills to deliver presentations that meet organizational goals (1)
- COM20101 - Gather and evaluate information relevant to the creation and deployment of oral communication presentations (1)
- COM20119 - Create and adjust oral communication presentations for different channels, purposes, and audiences (1)
- COM30095 - Explain how fundamental internet marketing strategy concepts inform the creation of various communications (1)
- COM30108 - Utilize qualitative and quantitative information to make decisions that strengthen communication projects (1)
- COM30109 - Apply metrics and feedback from social media platforms to create and adapt communications (1)
- COM30179 - Create global and intercultural communications for a variety of purposes and targeted audiences (1)
- COM30180 - Analyze the role of global media in contemporary society (1)
- COM30184 - Apply principles of global citizenship in the creation, delivery, and consumption of media messages (1)
- COM30094 - Evaluate how ethical and legal issues impact communication messages and goals (1)
- COM30105 - Evaluate the impact of government regulation and public policy on the communication profession (1)
- COM30106 - Apply socially responsible practices when responding to various communication problems and scenarios (1)
- COM20092 - Evaluate cultural representation in various forms of communication messages (1)
- COM30117 - Analyze how stories are used to meet various communication goals (1)
- COM20120 - Create and deliver communication messages informed by the application of storytelling concepts (1)
- COM30107 - Respond to and manage various crises using communication best practices (1)
- COM30115 - Assess the effectiveness of crisis communication plans and responses (1)

## International Programs

- COM20123 - Develop crisis communication plans to mitigate risks and unforeseen challenges (1)
- MKT20079 - Apply the marketing mix to inform business decisions that support organizational objectives (1)
- MKT20080 - Determine appropriate marketing and communication distribution channels (1)
- MKT20081 - Explain how marketing decisions are made to target the consumer (1)
- MGT30156 - Demonstrate an entrepreneurial mindset in addressing business opportunities in varying business models (1)
- MGT30155 - Identify consumer-focused solutions that deliver a value proposition utilizing the design-thinking process (1)
- COM30185 - Create various types of advertising communications (1)
- COM30181 - Develop project plans for the creation and delivery of written technical communications (1)
- COM30182 - Create written technical communications for various purposes and targeted audiences (1)
- COM30183 - Assess project plans and written technical communications for their alignment to stakeholder requirements and project goals (1)
- COM20099 - Apply successful business practices and dispositions of the entrepreneurial communication professional (1)
- COM20103 - Integrate elements of professional codes of conduct and personal behaviors, as well as principles of team dynamics, in a variety of communication contexts (1)
- COM30121 - Develop a personal brand as a communication professional in relation to the diverse world around you (1)
- COM20097 - Employ appropriate project management skills in the execution of communication projects (1)
- COM20102 - Demonstrate basic budgeting and financial analysis and reporting in relation to the execution of communication projects (1)
- COM30104 - Employ various leadership and management strategies in the execution of communication projects (1)

### Concentration Courses: 9 Total Credits

- Students must select a concentration.

Grand Total Credits: 120

## Communications (BA) - Business (Concentration)

### Applicable Student Population

Global Education Movement (GEM)

### Requirements

Competency Program Requirements

- MGT20135 - Evaluate organizational culture in relation to organizational effectiveness and performance (1)
- MGT20136 - Apply organizational behavior theories to inform managerial decisions (1)
- MGT20137 - Shape and lead an organizational climate in support of mission, vision, and values (1)
- POL10067 - Describe the foundational elements of the US legal system and the relationships among them (1)
- BUS20068 - Differentiate between matters of law and matters of ethics in business situations (1)
- BUS20069 - Apply relevant aspects of law to current business situations (1)
- ACC20132 - Demonstrate the foundational principles of financial accounting (1)
- ACC20133 - Interpret the key sections of financial statements to make management decisions (1)
- ACC30134 - Apply appropriate ratios and vertical and horizontal analysis to recommend business decisions (1)

**Grand Total Credits: 9**

# International Programs

## Communications (BA) - Healthcare (Concentration)

### Applicable Student Population

Global Education Movement (GEM)

### Requirements

- CFABM1 - Can Explain the Five Major Functions of Management (.5)
- CFABM4 - Can Apply Common Decision-Making Frameworks (.5)
- CFABM6 - Can Communicate Effectively With Internal and External Stakeholders (.5)
- CFAHCM2 - Can Apply Leading Theories and Models of Management to Healthcare (.5)
- CFAHCM3 - Can Evaluate the Strengths and Weaknesses of Different Management Style In Healthcare (.5)
- CFAHCM5 - Can Identify and Analyze Common Management Problems in Healthcare (.5)
- CFAUSHS1 - Can Describe the Basic Structure, Primary Features and Major Stakeholders Of the U.S. Healthcare System (.5)
- CFAUSHS2 - Can Compare and Contrast Private and Public Models of Financing and Delivering Healthcare Services (.5)
- CFAUSHS3 - Can Describe the Major Laws and Regulations That Govern U.S. Healthcare (.5)
- CFAUSHS4 - Can Assess the Social and Economic Ramifications of Specific Healthcare Policies (.5)
- CFAUSHS5 - Can Identify and Analyze Common Ethical Issues That Arise in Healthcare Practice (.5)
- CFAUSHS6 - Can Explain the Different Roles of Healthcare Providers (.5)
- CFAHD1 - Can Use and Interpret Common Medical Terminology (.5)
- CFAHD2 - Can Explain and Apply Basic Principles Of Genetics (.5)
- CFAHD3 - Can Describe the Normal Basic Anatomy And Physiology of Major Body Systems (.5)
- CFAHD4 - Can Explain the Pathogenesis and Pathophysiology of Common Diseases (.5)
- CFAHD5 - Can Describe the Leading Causes of Preventable Disease Worldwide and in the United States (.5)
- CFAHD6 - Can Explain the Concepts and Goals of "Wellness" (.5)

**Grand Total Credits: 9**

## General Studies 1+1 (AA)

### Applicable Student Population

Global Education Movement (GEM)

### Description

The Associate in Arts General Studies provides students with a strong foundation in the skills that employers and students value in the professional workplace. Designed to support today's workers in developing the competencies needed for advancing their careers, the degree draws upon insights from workforce and industry leaders about the skills and knowledge that are essential for professional success. Through an innovative, project-based approach, students complete competency-based, real-world deliverables, developing valuable competencies in the process. Students use constructive feedback to learn and improve, while strengthening written and oral communication, critical thinking and problem solving, ethics, and collaboration skills.

### Outcomes

1. A graduate of SNHU is expected to gain awareness and understanding of human cultures and the physical and natural world through study in Fine Arts and Humanities; Social and Behavioral Sciences; and Science, Technology, and Mathematics
2. A graduate of SNHU is expected to use effective written, verbal, and non-verbal communication for a variety of situations, genres, purposes, and audiences
3. A graduate of SNHU is expected to think critically and creatively by locating, assessing, and analyzing relevant information using quantitative and qualitative reasoning
4. A graduate of SNHU is expected to demonstrate the ability to learn and work collaboratively with individuals of diverse cultures and perspectives in order to reach common goals
5. A graduate of SNHU is expected to assess and accept the consequences of one's actions, be an informed and responsible citizen, and affect positive change in the world
6. A graduate of SNHU is expected to integrate general and discipline-based knowledge, apply this knowledge in and beyond the classroom, and reflect upon these experiences

## International Programs

### Requirements

#### **AA General Studies Transfer Competencies: 30 Total Credits Major Required Competencies: 21 Total Credits**

- CFACS5 - Can Listen to and Understand Speaker's Underlying Values and Purpose (.5)
- CFAESR6 - Can Identify and Analyze Ethical Issues Presented by Social and Mass Media (.5)
- CFADF3 - Can Evaluate Information and Its Sources Critically (.5)
- CFASSC20 - Can Define, Explain and Use Mass Media Terms and Concepts (.5)
- CFASSC21 - Can Critique and Evaluate Mass Mediated Messages (.5)
- CFACS41 - Can Create a Presentation (.5)
- CFACCT6 - Can Reflect Critically on His Or Her Learning Experiences and Processes (.5)
- CFATC3 - Can Give and Receive Feedback (.5)
- CFACS1 - Can Give and Follow Multi-Step Verbal Instructions (.5)
- CFADF2 - Can Formulate a Search and Access Needed Information Effectively and Efficiently (.5)
- CFAPE5 - Can Develop and Follow a Plan to Accomplish Specific Goals (.5)
- CFAPE2 - Can Ask for Help When Necessary (.5)
- CFADF10 - Can Use Social Media Effectively and Responsibly to Accomplish Educational And Professional Purposes (.5)
- CFAPE4 - Can Reflect on and Describe Personal and Professional Interests (.5)
- CFACS10 - Can Give an Oral Description of His Or Her Experience Or Background (.5)
- CFACS15 - Can Demonstrate Nonverbal Behavior That Supports the Verbal Message (.5)
- CFAPE6 - Can Create Personal and Professional Networks (.5)
- CFACS37 - Can Write a Cover Letter and Resume (.5)
- CFAQS7 - Can Use Appropriate Mathematical Formulas to Inform Financial Decisions (.5)
- CFAQS6 - Can Represent Practical Problems As Mathematical Expressions (.5)
- CFACS22 - Can Give and Follow Multi-Step Written Instructions (.5)
- CFAQS5 - Can Create and Use a Budget (.5)
- CFAQS9 - Can Convey Information by Creating Charts and Graphs (.5)
- CFAQS1 - Can Add, Subtract, Multiply and Divide With Whole Numbers, Fractions, Decimals, And Percent's (.5)
- CFACS17 - Can Write a Five-Paragraph Essay (.5)
- CFACS33 - Can Use Standard Syntax and Sentence Structure; Correct Spelling, Punctuation And Capitalization; Appropriate Grammar (e.g., Correct Tense, Subject-Verb Agreement, No Missing Words) (.5)
- CFASSC10 - Can Support Interpretations and Analyses Of Literary Texts With Textual Evidence (.5)
- CFACS32 - Can Produce an Extended Piece of Writing (.5)
- CFASSC7 - Can Communicate Ideas About Literature Using Appropriate Terminology (.5)
- CFASSC30 - Can Identify Commonalities and Differences in Texts from Diverse Places, Cultures and Time Periods (.5)
- CFACS23 - Can Write a Business Memo (.5)
- CFABE13 - Can Use Logic, Reasoning and Analysis to Address a Business Problem (.5)
- CFACS34 - Can Use Appropriate Language, Tone and Word Choice for the Target Audience (.5)
- CFAQS4 - Can Use a Spreadsheet to Perform a Variety of Calculations (.5)
- CFABE14 - Can Locate and Use Information in Basic Business Documents, Such As Manuals and Reports (.5)
- CFACCT8 - Can Generate a Variety of Approaches to Addressing a Problem (.5)
- CFADF4 - Can Use Information Effectively to Accomplish a Specific Purpose (.5)
- CFACCT9 - Can Spot Patterns and Trends and Make Connections Between Seemingly Unrelated Information (.5)
- CFABE6 - Can Identify and Explain Strategic and Tactical Considerations (.5)
- CFACCT4 - Can Generate Original, Innovative Solutions to Problems (.5)
- CFACS35 - Can Analyze a Problem and Recommend Solutions (.5)
- CFACS36 - Can Present Recommended Solutions in Writing (.5)

#### **Concentration Courses: 9 Total Credits**

- Students must select a concentration.

#### **Grand Total Credits: 60**

# International Programs

## General Studies 1+1 (AA) - Business (Concentration)

### Applicable Student Population

Global Education Movement (GEM)

### Requirements

- CFACCT7 - Can Formulate Clarifying Questions That Lead to Better Understanding (.5)
- CFABE8 - Can Describe the Role of Human Resource Management in Organizations (.5)
- CFABE15 - Can Describe the Interaction Skills That Are Involved in Human Resources Management (.5)
- CFABE16 - Can Explain How Interaction Skills Are Used to Resolve Conflicts in the Workplace (.5)
- CFACS4 - Can Demonstrate Active Listening Skills In One-To-One Or Small Group Contexts (.5)
- CFADF7 - Can Create and Upload Graphics, Video And Other Media (.5)
- CFACS18 - Can Research a Topic of General Interest And Summarize Findings in Writing (.5)
- CFACS6 - Can Read Critically in Order to Identify Main Ideas, Supporting Evidence, and Conclusions (.5)
- CFAQS10 - Can Interpret and Use Information Contained in Graphs and Charts (.5)
- CFABE3 - Can Identify and Explain Basic Macroeconomic Principles (.5)
- CFAQS8 - Can Explain and Apply Basic Concepts of Statistics and Probability (.5)
- CFABE12 - Can Analyze Current Macroeconomic and Financial News (.5)
- CFABE9 - Can Identify and Explain Major Global And Domestic Developments and Trends in Business (.5)
- CFABE10 - Can Identify and Explain Issues In Corporate Social Responsibility (.5)
- CFABE5 - Can Identify and Explain Considerations In Marketing to a Global Audience (.5)
- CFAESR4 - Can Identify and Analyze Ethical Issues That Arise in Business (.5)
- CFABE2 - Can Describe and Explain the Business Impact of Political, Economic and Socio- Cultural Factors (.5)
- CFABE19 - Can Compare and Contrast Corporate Practices Pre-and Post-Globalization (.5)

**Grand Total Credits: 9**

## General Studies (AA)

### Applicable Student Population

Global Education Movement (GEM)

### Description

The Associate in Arts General Studies provides students with a strong foundation in the skills that employers and students value in the professional workplace. Designed to support today's workers in developing the competencies needed for advancing their careers, the degree draws upon insights from workforce and industry leaders about the skills and knowledge that are essential for professional success. Through an innovative, project-based approach, students complete competency-based, real-world deliverables, developing valuable competencies in the process. Students use constructive feedback to learn and improve, while strengthening written and oral communication, critical thinking and problem solving, ethics, and collaboration skills.

### Outcomes

1. A graduate of SNHU is expected to gain awareness and understanding of human cultures and the physical and natural world through study in Fine Arts and Humanities; Social and Behavioral Sciences; and Science, Technology, and Mathematics
2. A graduate of SNHU is expected to use effective written, verbal, and non-verbal communication for a variety of situations, genres, purposes, and audiences
3. A graduate of SNHU is expected to think critically and creatively by locating, assessing, and analyzing relevant information using quantitative and qualitative reasoning
4. A graduate of SNHU is expected to demonstrate the ability to learn and work collaboratively with individuals of diverse cultures and perspectives in order to reach common goals
5. A graduate of SNHU is expected to assess and accept the consequences of one's actions, be an informed and responsible citizen, and affect positive change in the world
6. A graduate of SNHU is expected to integrate general and discipline-based knowledge, apply this knowledge in and beyond the classroom, and reflect upon these experiences

### Requirements

#### **AA General Studies Competencies: 51 Total Credits**

- CFACS23 - Can Write a Business Memo (.5)
- CFABE13 - Can Use Logic, Reasoning and Analysis to Address a Business Problem (.5)



## International Programs

- CFAS34 - Can Use Appropriate Language, Tone and Word Choice for the Target Audience (.5)
- CFAQS4 - Can Use a Spreadsheet to Perform a Variety of Calculations (.5)
- CFABE14 - Can Locate and Use Information in Basic Business Documents, Such As Manuals and Reports (.5)
- CFACCT8 - Can Generate a Variety of Approaches to Addressing a Problem (.5)
- CFADF10 - Can Use Social Media Effectively and Responsibly to Accomplish Educational And Professional Purposes (.5)
- CFAPE4 - Can Reflect on and Describe Personal and Professional Interests (.5)
- CFACS10 - Can Give an Oral Description of His Or Her Experience Or Background (.5)
- CFACS15 - Can Demonstrate Nonverbal Behavior That Supports the Verbal Message (.5)
- CFAPE6 - Can Create Personal and Professional Networks (.5)
- CFACS37 - Can Write a Cover Letter and Resume (.5)
- CFAPE1 - Can Work Independently to Accomplish a Task (.5)
- CFADF5 - Can Recognize the Economic, Legal, and Social Issues Surrounding the Use of Information (.5)
- CFACCT3 - Can Recognize Flaws and Inconsistencies In an Argument (.5)
- CFAESR1 - Can Recognize and Articulate the Ethical And Moral Implications of an Issue (.5)
- CFACS38 - Can Articulate an Argument (.5)
- CFACS39 - Can Develop and Support an Argument With Evidence (.5)
- CFATC1 - Can Work With Others to Accomplish a Task (.5)
- CFATC7 - Can Serve As Both Team Leader and Member Depending on Team Needs (.5)
- CFACS21 - Can Provide Constructive Criticism on Peer Writing (.5)
- CFAPE3 - Can Plan and Organize Work, Including Setting and Meeting Deadlines (.5)
- CFABE4 - Can Identify and Explain Basic Marketing Strategies (.5)
- CFABE1 - Can Define and Use Marketing Terminology And Concepts (.5)
- CFAQS7 - Can Use Appropriate Mathematical Formulas to Inform Financial Decisions (.5)
- CFAQS6 - Can Represent Practical Problems As Mathematical Expressions (.5)
- CFACS22 - Can Give and Follow Multi-Step Written Instructions (.5)
- CFAQS5 - Can Create and Use a Budget (.5)
- CFAQS9 - Can Convey Information by Creating Charts and Graphs (.5)
- CFAQS1 - Can Add, Subtract, Multiply and Divide With Whole Numbers, Fractions, Decimals, And Percent's (.5)
- CFACS19 - Can Research an Academic Topic and Summarize Findings in Writing (.5)
- CFAESR7 - Can Identify Key Figures in the Field of Moral Philosophy and Explain Their Views (.5)
- CFAESR3 - Can Identify and Evaluate Ethical Arguments (.5)
- CFAESR2 - Can Describe Major Traditions in Moral Philosophy (.5)
- CFACS20 - Can Critique and Edit His/Her Own Writing (.5)
- CFAESR10 - Can Recognize and Articulate the Ethical implications of contemporary issues (.5)
- CFAQS3 - Can Use Calculator to Perform a Variety Of Functions (.5)
- CFACS9 - Can Identify and Summarize the Main Points of a Text (.5)
- CFACCT10 - Can Distinguish Fact From Opinion (.5)
- CFABE17 - Can Explain Basic Principles of Microeconomics and Finance (.5)
- CFABE18 - Can Analyze Consumer Decisions by Applying Basic Principles of Microeconomics and Finance (.5)
- CFACS7 - Can Analyze, Evaluate and Compare Argumentative Texts (.5)
- CFATC6 - Can Persuasively Present Thoughts and Ideas (.5)
- CFATC4 - Can Listen to and Consider Others' Viewpoints, Demonstrating Sensitivity And Respect for Other Opinions, Perspectives and Individual Differences (.5)
- CFACS8 - Can Locate, Evaluate and Integrate Information From Multiple Sources (.5)
- CFASSC3 - Can Identify and Explain Cultural Commonalities and Variations Among Different Societies (.5)
- CFASSC1 - Can Define, Explain and Use Fundamental Anthropological Terms, Concepts and Theories (.5)
- CFASSC2 - Can Define and Explain the Procedures That Anthropologists Use in Studying Cultures (.5)
- CFACCT1 - Can Identify and Generate Explanations That Are Consistent With Facts (.5)
- CFASSC11 - Can Identify and Explain the Elements of Scientific Method (.5)
- CFACCT2 - Can Evaluate Data for Consistency With Explanations Or Hypotheses (.5)
- CFASSC12 - Can Define and Explain Fundamental Psychological Terms and Concepts in the Main Areas of Psychology (.5)
- CFAQS2 - Can Calculate Averages, Ratios, Proportions and Rates (.5)
- CFADF6 - Can Access and Use Information Ethically And Legally (.5)
- CFACCT5 - Can Reflect Critically on His Or Her Own Experience (.5)
- CFACS2 - Can Identify and Summarize the Main Ideas and Key Information in a Work- Related Or General-Interest Talk Or Lecture (.5)
- CFACS11 - Can Give an Informational Presentation On a General Interest Topic (.5)
- CFASSC17 - Can Apply Fundamental Psychological Terms and Concepts to Self and Others (.5)
- CFASSC28 - Can Recognize and Discuss Appropriate Applications of Psychological Principles and Theory (.5)
- CFASSC29 - Can Recognize and Discuss Inappropriate applications of psychological principle and theory (.5)
- CFACS17 - Can Write a Five-Paragraph Essay (.5)
- CFACS33 - Can Use Standard Syntax and Sentence Structure; Correct Spelling, Punctuation And Capitalization; Appropriate Grammar (e.g., Correct Tense, Subject-Verb Agreement, No Missing Words) (.5)
- CFASSC10 - Can Support Interpretations and Analyses Of Literary Texts With Textual Evidence (.5)
- CFACS32 - Can Produce an Extended Piece of Writing (.5)
- CFASSC7 - Can Communicate Ideas About Literature Using Appropriate Terminology (.5)

## International Programs

- CFASSC30 - Can Identify Commonalities and Differences in Texts from Diverse Places, Cultures and Time Periods (.5)
- CFAQS11 - Can Solve Practical Problems Using Measurements Such As Time, Temperature, Distance, Length and Volume (.5)
- CFASSC15 - Can Identify Major Environmental Problems (.5)
- CFASSC14 - Can Identify and Explain the Basic Principles of Population Ecology, Such As Population Growth and Distribution (.5)
- CFASSC13 - Can Identify and Explain Key Concepts in Environmental Science, Such As Water, Carbon, Nitrogen and Phosphorus Cycling And Biodiversity (.5)
- CFAESR5 - Can Identify and Analyze Ethical Issues Presented by Scientific and Technological Developments (.5)
- CFASSC16 - Can Analyze and Critique Leading Solutions to Major Environmental Problems (.5)
- CFACS5 - Can Listen to and Understand Speaker's Underlying Values and Purpose (.5)
- CFAESR6 - Can Identify and Analyze Ethical Issues Presented by Social and Mass Media (.5)
- CFADF3 - Can Evaluate Information and Its Sources Critically (.5)
- CFASSC20 - Can Define, Explain and Use Mass Media Terms and Concepts (.5)
- CFASSC21 - Can Critique and Evaluate Mass Mediated Messages (.5)
- CFACS41 - Can Create a Presentation (.5)
- CFADF1 - Can Synthesize, Summarize, Compare and Contrast Information From Multiple Digital Sources (.5)
- CFACS27 - Can Produce a Formal Research Report (.5)
- CFACS31 - Can Document Sources Appropriately (.5)
- CFASSC22 - Can Describe the History and Development Of Different Mass Media (e.g. Television, Film, Music, Internet, Print and Advertising) (.5)
- CFASSC26 - Can Analyze the Influence of Mass Media thinking (.5)
- CFASSC27 - Can Analyze the Influence of Mass Media on societal thinking (.5)
- CFACCT6 - Can Reflect Critically on His Or Her Learning Experiences and Processes (.5)
- CFATC3 - Can Give and Receive Feedback (.5)
- CFACS1 - Can Give and Follow Multi-Step Verbal Instructions (.5)
- CFADF2 - Can Formulate a Search and Access Needed Information Effectively and Efficiently (.5)
- CFAPE5 - Can Develop and Follow a Plan to Accomplish Specific Goals (.5)
- CFAPE2 - Can Ask for Help When Necessary (.5)
- CFADF8 - Can Use Software to Modify a Photograph Or Graphic (.5)
- CFACS3 - Can Identify and Summarize the Main Ideas and Key Information in an Academic Lecture (.5)
- CFACS43 - Can Give an Oral Presentation Using Presentation Software (.5)
- CFASSC6 - Can Communicate Ideas About Art Using Appropriate Terminology (.5)
- CFASSC5 - Can Analyze Works of Art in Terms of Their Subject Matter and Style (.5)
- CFASSC4 - Can Analyze Works of Art in Terms of Their Historical and Cultural Contexts (.5)
- CFADF4 - Can Use Information Effectively to Accomplish a Specific Purpose (.5)
- CFACCT9 - Can Spot Patterns and Trends and Make Connections Between Seemingly Unrelated Information (.5)
- CFABE6 - Can Identify and Explain Strategic and Tactical Considerations (.5)
- CFACCT4 - Can Generate Original, Innovative Solutions to Problems (.5)
- CFACS35 - Can Analyze a Problem and Recommend Solutions (.5)

### Concentration Courses: 9 Total Credits

- Students must select a concentration.

### Grand Total Credits: 60

# International Programs

## General Studies (AA) - Business (Concentration)

### Applicable Student Population

Global Education Movement (GEM)

### Requirements

- CFACCT7 - Can Formulate Clarifying Questions That Lead to Better Understanding (.5)
- CFABE8 - Can Describe the Role of Human Resource Management in Organizations (.5)
- CFABE15 - Can Describe the Interaction Skills That Are Involved in Human Resources Management (.5)
- CFABE16 - Can Explain How Interaction Skills Are Used to Resolve Conflicts in the Workplace (.5)
- CFACS4 - Can Demonstrate Active Listening Skills In One-To-One Or Small Group Contexts (.5)
- CFADF7 - Can Create and Upload Graphics, Video And Other Media (.5)
- CFACS18 - Can Research a Topic of General Interest And Summarize Findings in Writing (.5)
- CFACS6 - Can Read Critically in Order to Identify Main Ideas, Supporting Evidence, and Conclusions (.5)
- CFAQS10 - Can Interpret and Use Information Contained in Graphs and Charts (.5)
- CFABE3 - Can Identify and Explain Basic Macroeconomic Principles (.5)
- CFAQS8 - Can Explain and Apply Basic Concepts of Statistics and Probability (.5)
- CFABE12 - Can Analyze Current Macroeconomic and Financial News (.5)
- CFABE9 - Can Identify and Explain Major Global And Domestic Developments and Trends in Business (.5)
- CFABE10 - Can Identify and Explain Issues In Corporate Social Responsibility (.5)
- CFABE5 - Can Identify and Explain Considerations In Marketing to a Global Audience (.5)
- CFAESR4 - Can Identify and Analyze Ethical Issues That Arise in Business (.5)
- CFABE2 - Can Describe and Explain the Business Impact of Political, Economic and Socio- Cultural Factors (.5)
- CFABE19 - Can Compare and Contrast Corporate Practices Pre-and Post-Globalization (.5)

**Grand Total Credits: 9**

## General Studies (AA) - Transforming the Customer Experience (Concentration)

### Applicable Student Population

Global Education Movement (GEM)

### Requirements

- CFACCT11 - Can Use Appropriate Problem-Solving Techniques to Address Customer Problems (.5)
- CFACEE10 - Can Explain How Metrics Can Be Used to Improve Customer Service (.5)
- CFACEE3 - Can Describe the Elements of the Consumer Decision-Making Process (.5)
- CFACEE4 - Can Explain the Basic Functions of Customer Service (.5)
- CFACEE5 - Can Apply Cross-Selling and Upselling Techniques (.5)
- CFACS46 - Can Respond Effectively to Challenging Customer Behaviors (.5)
- CFACEE1 - Can Identify a Range of Customer Communication Styles (.5)
- CFACEE2 - Can Develop a Personal Action Plan To Improve Customer Service Skills (.5)
- CFACS44 - Can Analyze Customer Service Interactions Using Basic Communication (.5)
- CFACS45 - Can Apply Effective Oral Communication Techniques (.5)
- CFADF11 - Can Write Customer-Facing Messages Using Common Digital Media (.5)
- CFASSC31 - Can Describe Methods for Communicating With Culturally and Socially Diverse Customers (.5)
- CFACEE6 - Can Align Customer Communications With An Organization's Brand and Mission (.5)
- CFACEE7 - Can Identify Appropriate Follow-Up Techniques to Nurture Customer Relationships (.5)
- CFACEE8 - Can Articulate the Importance of Customer Service to the Greater Organization (.5)
- CFACEE9 - Can Explain How Product Knowledge and Customer Knowledge Are Used in Customer Service (.5)
- CFACS42 - Can Demonstrate Professionalism in Customer Interactions (.5)
- CFAESR11 - Can Explain Legal and Ethical Issues Related to Customer Service (.5)

**Grand Total Credits: 9**

## General Studies (AS)

# International Programs

## **Description**

The Associate of Science degree program in General Studies provides students with a strong foundation in the skills that employers and students value in the professional workplace. Designed to support today's workers in developing the competencies needed for advancing their careers, the degree draws upon insights from workforce and industry leaders about the skills and knowledge that are essential for professional success. Through an innovative, project-based approach, students complete competency-based, authentic deliverables, developing valuable competencies in the process. Students use constructive feedback to learn and improve, while strengthening written and oral communication, critical thinking and problem solving, ethics, and collaboration skills.

## **Outcomes**

1. A graduate of SNHU is expected to gain awareness and understanding of human cultures and the physical and natural world through study in Fine Arts and Humanities; Social and Behavioral Sciences; and Science, Technology, and Mathematics
2. GEN.ED.GOAL.02
3. A graduate of SNHU is expected to think critically and creatively by locating, assessing, and analyzing relevant information using quantitative and qualitative reasoning
4. A graduate of SNHU is expected to demonstrate the ability to learn and work collaboratively with individuals of diverse cultures and perspectives in order to reach common goals
5. A graduate of SNHU is expected to assess and accept the consequences of one's actions, be an informed and responsible citizen, and affect positive change in the world
6. A graduate of SNHU is expected to integrate general and discipline-based knowledge, apply this knowledge in and beyond the classroom, and reflect upon these experiences

## **Requirements**

### **AS General Studies**

#### **General Education Competencies: 42 Total Credits**

- ECO20043 - Inform business decisions using microeconomic models and theories (1)
- ECO20044 - Determine the impact of economic costs on organizational and individual decision-making (1)
- ECO20045 - Explain how market structure impacts a business' entry and exit into a market and its ability to generate economic profit (1)
- ECO20052 - Make decisions informed by macroeconomic principles and the business cycle (1)
- ECO20053 - Determine the economic impact of historical and current events using models of macroeconomics (1)
- ECO20054 - Assess how changes to macroeconomic policies impact the economy (1)
- ENG10007 - Analyze texts to draw meaningful conclusions (1)
- ENG10008 - Craft written messages for an intended audience (1)
- ENG10009 - Apply professional writing conventions to a piece of writing (1)
- ENG20031 - Construct a persuasive argument that is supported with research (1)
- ENG20032 - Examine assumptions and biases within an argument (1)
- ENG20033 - Analyze and evaluate ideas in a diverse range of texts (1)
- SCS20019 - Analyze the relationship between cultural artifacts and societal norms (1)
- HIS20020 - Explain the role of history in shaping current circumstances (1)
- HIS20021 - Describe perspectives of more than one worldview in real-world interactions (1)
- PHL20010 - Make decisions informed by ethical frameworks (1)
- PHL10011 - Describe how your identity affects your values (1)
- HUM20012 - Draw connections between human creativity and culture (1)
- SCS20004 - Describe the influence of culture on beliefs, values, and behaviors (1)
- SCS20005 - Identify possible opportunities for civic engagement based on your field and experience (1)
- IDS10006 - Evaluate time management, goal-setting, and planning approaches for independent and collaborative work (1)
- IDS20040 - Evaluate your development as a learner and articulate strategies for future growth (1)
- COM20041 - Generate recommendations for addressing a complex challenge (1)
- COM20042 - Communicate a position related to a complex issue in a civic context (1)
- MAT20677 - Apply statistical techniques to address research problems (1)
- MAT20678 - Perform hypothesis testing to address a real-world problem (1)
- MAT20679 - Perform regression analysis to address a real-world problem (1)
- MAT20037 - Solve practical problems using basic mathematical calculations (1)
- SCI20038 - Evaluate arguments to determine logical soundness of position (1)
- IDS20039 - Apply various problem solving methods to determine innovative solutions (1)
- SCI20034 - Use natural sciences methodologies to explain natural phenomena (1)
- COM20035 - Deconstruct media messages in various forms and contexts (1)
- SCI20036 - Analyze the influence of technology on individuals and society (1)
- COM10016 - Integrate feedback from stakeholders into decision making (1)
- OL20017 - Address challenges in group collaboration through various approaches to leadership (1)
- SCS20018 - Analyze group interactions from social science perspectives (1)
- SCS20025 - Describe cross-cultural perspectives on a complex global issue (1)

## International Programs

- SCI20026 - Describe how scientific approaches are used to address a complex practical problem (1)
- PHL20027 - Apply ethical perspectives to complex questions in science and technology (1)
- ENG10001 - Select relevant and authoritative information to fulfill an information need (1)
- COM10002 - Present information in a variety of professional formats (1)
- SCS10003 - Compare problem-solving methods in a variety of fields (1)

### Major Required Competences: 9 Total Credits

- COM20028 - Prepare and perform a variety of verbal communications (1)
- COM20029 - Apply cross-cultural communication strategies for global audiences in real-world contexts (1)
- HUM20030 - Support greater cultural understanding by examining historical and cultural contexts (1)
- MAT20013 - Use basic quantitative methods of problem-solving (1)
- MAT20014 - Use spreadsheet applications to interpret information and draw conclusions (1)
- SCS20015 - Examine human behavior through principles of social science (1)
- MAT10276 - Solve problems of linear equations and absolute value functions (1)
- MAT10277 - Solve problems of polynomials and rationals (1)
- MAT10279 - Analyze the behavior of basic functions (1)

### Concentration Courses: 9 Total Credits

- Students must select a concentration.

### Grand Total Credits: 60

## General Studies (AS) - Fundamentals in Business

### Requirements

#### Competency Program Requirements

- IDS20048 - Establish plans for professional development that support goal achievement (1)
- IT10046 - Evaluate new technologies in areas of educational or professional interest (1)
- DAT20047 - Apply common techniques used for working with data (1)
- MKT20055 - Communicate relevant internal and external market factors to organization stakeholders (1)
- MKT20056 - Determine target customers and desired customer experiences as part of marketing strategies (1)
- MKT20057 - Formulate strategies to promote and protect a brand (1)
- BUS20058 - Differentiate between the various functions and forms of organizations (1)
- PHL20059 - Make individual and organizational decisions informed by ethical and cultural considerations (1)
- IT20060 - Support business operations using information and technology systems (1)

### Grand Total Credits: 9

## Healthcare Management (AA)

### Applicable Student Population

Global Education Movement (GEM)

### Description

The Associate in Arts Healthcare Management is designed to prepare healthcare professionals with the knowledge, attitudes, and skills to actively support healthcare organizations. Students learn key concepts in healthcare and business that are relevant to all healthcare professionals, including organizational culture, ethics, and healthcare delivery. Students gain skills in effective collaboration, communication, and technology to enhance their ability to contribute to high-functioning teams in a variety of healthcare fields. There is high demand for skilled healthcare professionals from employers due to an aging population and declining workforce, and students in this program will acquire the tools they need to respond to this opportunity.

# International Programs

## Outcomes

1. Promote an organizational culture of compliance in healthcare environments based on ethical, legal, and regulatory parameters that support healthcare delivery.
2. Communicate professionally and collaborate cross-functionally in support of a culturally competent healthcare environment.
3. Explore strategies that support continuous improvement of healthcare organizations based on sound decision-making strategies and interpretation of evidence-based data.

## Requirements

### **Healthcare Management Competencies:**

- CFACS38 - Can Articulate an Argument (.5)
- CFACS39 - Can Develop and Support an Argument With Evidence (.5)
- CFAPE1 - Can Work Independently to Accomplish a Task (.5)
- CFACCT3 - Can Recognize Flaws and Inconsistencies In an Argument (.5)
- CFAESR1 - Can Recognize and Articulate the Ethical And Moral Implications of an Issue (.5)
- CFADF5 - Can Recognize the Economic, Legal, and Social Issues Surrounding the Use of Information (.5)
- CFABE3 - Can Identify and Explain Basic Macroeconomic Principles (.5)
- CFABE12 - Can Analyze Current Macroeconomic and Financial News (.5)
- CFAQS8 - Can Explain and Apply Basic Concepts of Statistics and Probability (.5)
- CFACS18 - Can Research a Topic of General Interest And Summarize Findings in Writing (.5)
- CFAQS10 - Can Interpret and Use Information Contained in Graphs and Charts (.5)
- CFACS6 - Can Read Critically in Order to Identify Main Ideas, Supporting Evidence, and Conclusions (.5)
- CFABE17 - Can Explain Basic Principles of Microeconomics and Finance (.5)
- CFABE18 - Can Analyze Consumer Decisions by Applying Basic Principles of Microeconomics and Finance (.5)
- CFACS7 - Can Analyze, Evaluate and Compare Argumentative Texts (.5)
- CFACS9 - Can Identify and Summarize the Main Points of a Text (.5)
- CFACCT10 - Can Distinguish Fact From Opinion (.5)
- CFAQS3 - Can Use Calculator to Perform a Variety Of Functions (.5)
- CFACS40 - Can Identify and Integrate Information From multiple sources (.5)
- CFASSC24 - Can Identify and Explain Social and Physical Determinants of Health (.5)
- CFAHCE1 - Can Articulate the Importance of Cultural Competence in Effective Healthcare Delivery (.5)
- CFATC11 - Can Listen to and Consider the Viewpoint s of others, demonstrating respect for diverse opinions and perspectives (.5)
- CFATC12 - Can Present Thoughts and Ideas in a Persuasive Manner (.5)
- CFASSC25 - Can Describe Cultural Commonalities and variations among different societies (.5)
- CFAHCE4 - Can Explain the Different Factors Involved in Creating a Positive Patient Experience (.5)
- CFATC8 - Can Appropriately Provide and Respond To Feedback in a Workplace Context (.5)
- CFATC9 - Can Work As Part of an Interprofessional Team (.5)
- CFAHCE3 - Can Explain How Quality Improvement Applies to Healthcare Quality (.5)
- CFAHCE2 - Can Apply Lean Thinking Principles to Healthcare (.5)
- CFAPE7 - Can Plan Time and Organize Work, Including Establishing and Meeting Deadlines (.5)
- CFASSC20 - Can Define, Explain and Use Mass Media Terms and Concepts (.5)
- CFASSC21 - Can Critique and Evaluate Mass Mediated Messages (.5)
- CFAESR6 - Can Identify and Analyze Ethical Issues Presented by Social and Mass Media (.5)
- CFACS5 - Can Listen to and Understand Speaker's Underlying Values and Purpose (.5)
- CFADF3 - Can Evaluate Information and Its Sources Critically (.5)
- CFACS41 - Can Create a Presentation (.5)
- CFAHCE5 - Can Explain and Apply the Basic Provisions of HIPAA (.5)
- CFAHCE8 - Can Identify and Explain the Key Provisions of the Affordable Care Act (.5)
- CFAHCE6 - Can Explain Key Concepts in Regulatory Compliance (.5)
- CFAHCE7 - Can Explain the Major Differences Between Medicare and Medicaid (.5)
- CFAESR8 - Can Identify Ethical Issues in Healthcare (.5)
- CFAESR9 - Can Distinguish Between Legal and Ethical Issues in Healthcare (.5)
- CFACS22 - Can Give and Follow Multi-Step Written Instructions (.5)
- CFAQS5 - Can Create and Use a Budget (.5)
- CFAQS9 - Can Convey Information by Creating Charts and Graphs (.5)
- CFAQS6 - Can Represent Practical Problems As Mathematical Expressions (.5)
- CFAQS7 - Can Use Appropriate Mathematical Formulas to Inform Financial Decisions (.5)
- CFAQS1 - Can Add, Subtract, Multiply and Divide With Whole Numbers, Fractions, Decimals, And Percent's (.5)
- CFAHCE14 - Can Describe the Levels of Organization In the Human Body (.5)
- CFAHCE15 - Can Describe the Basic Structure and Function of Human Body Systems (.5)
- CFAHCE16 - Can Explain and Apply the Principle of Complementarity [of Structure and Function] (.5)
- CFAHCE18 - Can Explain How Feedback Loops Regulate human body systems (.5)
- CFAHCE19 - Can Explain the Principle of Homeostasis (.5)
- CFAQS12 - Can Use Mathematical Concepts to Solve Problems That Arise in the Healthcare Context (.5)
- CFASSC28 - Can Recognize and Discuss Appropriate Applications of Psychological Principles and Theory (.5)

## International Programs

- CFASSC29 - Can Recognize and Discuss Inappropriate applications of psychological principle and theory (.5)
- CFASSC17 - Can Apply Fundamental Psychological Terms and Concepts to Self and Others (.5)
- CFACS11 - Can Give an Informational Presentation On a General Interest Topic (.5)
- CFACS2 - Can Identify and Summarize the Main Ideas and Key Information in a Work- Related Or General-Interest Talk Or Lecture (.5)
- CFACCT5 - Can Reflect Critically on His Or Her Own Experience (.5)
- CFAESR2 - Can Describe Major Traditions in Moral Philosophy (.5)
- CFAESR7 - Can Identify Key Figures in the Field of Moral Philosophy and Explain Their Views (.5)
- CFACS19 - Can Research an Academic Topic and Summarize Findings in Writing (.5)
- CFACS20 - Can Critique and Edit His/Her Own Writing (.5)
- CFAESR3 - Can Identify and Evaluate Ethical Arguments (.5)
- CFAESR10 - Can Recognize and Articulate the Ethical implications of contemporary issues (.5)
- CFASSC4 - Can Analyze Works of Art in Terms of Their Historical and Cultural Contexts (.5)
- CFASSC5 - Can Analyze Works of Art in Terms of Their Subject Matter and Style (.5)
- CFASSC6 - Can Communicate Ideas About Art Using Appropriate Terminology (.5)
- CFACS3 - Can Identify and Summarize the Main Ideas and Key Information in an Academic Lecture (.5)
- CFACS43 - Can Give an Oral Presentation Using Presentation Software (.5)
- CFADF8 - Can Use Software to Modify a Photograph Or Graphic (.5)
- CFASSC11 - Can Identify and Explain the Elements of Scientific Method (.5)
- CFASSC12 - Can Define and Explain Fundamental Psychological Terms and Concepts in the Main Areas of Psychology (.5)
- CFACCT1 - Can Identify and Generate Explanations That Are Consistent With Facts (.5)
- CFACCT2 - Can Evaluate Data for Consistency With Explanations Or Hypotheses (.5)
- CFADF6 - Can Access and Use Information Ethically And Legally (.5)
- CFAQS2 - Can Calculate Averages, Ratios, Proportions and Rates (.5)
- CFASSC10 - Can Support Interpretations and Analyses Of Literary Texts With Textual Evidence (.5)
- CFASSC7 - Can Communicate Ideas About Literature Using Appropriate Terminology (.5)
- CFASSC30 - Can Identify Commonalities and Differences in Texts from Diverse Places, Cultures and Time Periods (.5)
- CFACS32 - Can Produce an Extended Piece of Writing (.5)
- CFACS33 - Can Use Standard Syntax and Sentence Structure; Correct Spelling, Punctuation And Capitalization; Appropriate Grammar (e.g., Correct Tense, Subject-Verb Agreement, No Missing Words) (.5)
- CFACS17 - Can Write a Five-Paragraph Essay (.5)
- CFABE13 - Can Use Logic, Reasoning and Analysis to Address a Business Problem (.5)
- CFABE14 - Can Locate and Use Information in Basic Business Documents, Such As Manuals and Reports (.5)
- CFAQS4 - Can Use a Spreadsheet to Perform a Variety of Calculations (.5)
- CFACS23 - Can Write a Business Memo (.5)
- CFACS34 - Can Use Appropriate Language, Tone and Word Choice for the Target Audience (.5)
- CFACCT8 - Can Generate a Variety of Approaches to Addressing a Problem (.5)
- CFABE8 - Can Describe the Role of Human Resource Management in Organizations (.5)
- CFABE15 - Can Describe the Interaction Skills That Are Involved in Human Resources Management (.5)
- CFABE16 - Can Explain How Interaction Skills Are Used to Resolve Conflicts in the Workplace (.5)
- CFACCT7 - Can Formulate Clarifying Questions That Lead to Better Understanding (.5)
- CFACS4 - Can Demonstrate Active Listening Skills In One-To-One Or Small Group Contexts (.5)
- CFADF7 - Can Create and Upload Graphics, Video And Other Media (.5)
- CFACS37 - Can Write a Cover Letter and Resume (.5)
- CFACS10 - Can Give an Oral Description of His Or Her Experience Or Background (.5)
- CFAPE4 - Can Reflect on and Describe Personal and Professional Interests (.5)
- CFAPE6 - Can Create Personal and Professional Networks (.5)
- CFADF10 - Can Use Social Media Effectively and Responsibly to Accomplish Educational And Professional Purposes (.5)
- CFACS15 - Can Demonstrate Nonverbal Behavior That Supports the Verbal Message (.5)
- CFATC3 - Can Give and Receive Feedback (.5)
- CFAPE5 - Can Develop and Follow a Plan to Accomplish Specific Goals (.5)
- CFADF2 - Can Formulate a Search and Access Needed Information Effectively and Efficiently (.5)
- CFAPE2 - Can Ask for Help When Necessary (.5)
- CFACS1 - Can Give and Follow Multi-Step Verbal Instructions (.5)
- CFACCT6 - Can Reflect Critically on His Or Her Learning Experiences and Processes (.5)
- CFABE6 - Can Identify and Explain Strategic and Tactical Considerations (.5)
- CFACCT9 - Can Spot Patterns and Trends and Make Connections Between Seemingly Unrelated Information (.5)
- CFACCT4 - Can Generate Original, Innovative Solutions to Problems (.5)
- CFADF4 - Can Use Information Effectively to Accomplish a Specific Purpose (.5)
- CFACS35 - Can Analyze a Problem and Recommend Solutions (.5)
- CFACS36 - Can Present Recommended Solutions in Writing (.5)
- CFAHCE12 - Can Identify Common Prefixes, Suffixes And Roots Used in Medical Terminology (.5)
- CFAHCE13 - Can Identify Frequently Prescribed Categories of Pharmaceuticals (.5)
- CFASSC23 - Can Identify Major Human Body Systems (.5)
- CFAHCE9 - Can "translate" Acronyms Commonly Used In Healthcare (.5)

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- CFAHCE11 - Can Identify Common Medical Specialties (.5)
- CFAHCE10- Can Distinguish Between Clinical and Nonclinical Roles in Healthcare (.5)

**Grand Total Credits: 60**

### Healthcare Management (BA)

#### Applicable Student Population

Global Education Movement (GEM)

#### Description

The B.A. in Healthcare Management program prepares students with the knowledge and skills needed to successfully meet the needs of a growing healthcare industry. Students explore how healthcare managers, administrators, and executives plan, direct, and coordinate health services for the populations they serve. Students learn about key areas in healthcare, including regulation and compliance, healthcare quality management, finance, and emerging trends in the field. Students also gain valuable skills in effective professional communication, community engagement, and innovation that will help them grow as people-oriented professionals. This program was designed to align with Association of University Programs in Health Administration (AUPHA) Bodies of Knowledge to ensure that the knowledge, skills, and abilities mastered in the program are directly relevant to careers in healthcare. There is high demand for healthcare professionals by employers due to an aging population and declining workforce, and students in this program will develop the skills to lead a variety of healthcare organizations in response to this need.

#### Outcomes

1. Apply healthcare business practices in addressing organizational goals and challenges and managing project and employee performance guided by ethical, legal, and regulatory parameters
2. Foster cross-functional collaboration in creating a culturally competent healthcare environment that benefits all stakeholders using relevant management theories
3. Recommend strategies that support continuous improvement of healthcare organizations based on sound decision-making strategies and the gathering and interpreting of evidence-based data
4. Manage organizational processes and model practices that promote resourceful, flexible approaches to wellness, emerging issues, and daily operations in healthcare organizations
5. Communicate effectively and professionally to all stakeholders, especially in light of the constantly changing complexities in the healthcare field

#### Requirements

Competency Program Requirements

**AA.HMA or Equivalent: 60 Total Credits Healthcare Management Competencies: 51 Total Credits**

- MGT 20126 - Create personal and professional developmental goals that support your growth as an effective individual and team contributor (1)
- COM 20098 - Collaborate with multiple stakeholders using principles of emotional intelligence and team dynamics (1)
- MGT 20125 - Evaluate theories and practices related to leading teams in varying contexts (1)
- COM 20091 - Apply legal and ethical considerations in relation to the use of target audience information (1)
- COM 20110 - Evaluate relevant data and information to determine how to segment and target an audience (1)
- COM 30122 - Determine the considerations and adjustments needed to communicate effectively with diverse audiences (1)
- MGT 20062 - Demonstrate effective management skills and practices in diverse, distributed, and collaborative work environments (1)
- MGT 20127 - Analyze the use of management styles in varying contexts to determine preferred approaches (1)
- COM 20128 - Apply communication techniques to effectively negotiate and manage conflict (1)
- MGT 20135 - Evaluate organizational culture in relation to organizational effectiveness and performance (1)
- MGT 20136 - Apply organizational behavior theories to inform managerial decisions (1)
- MGT 20137 - Shape and lead an organizational climate in support of mission, vision, and values (1)
- HRM 20141 - Describe effective practices in the recruitment, selection, and retention of employees (1)
- HRM 30142 - Select appropriate management interventions in human resource situations (1)
- HRM 20143 - Craft employee development and training plans that encourage autonomy and initiative (1)
- HCM 30206 - Explain key regulations that affect health care organizations (1)
- HCM 30207 - Describe accreditation and licensure requirements of healthcare organizations (1)
- HCM 30208 - Analyze the role of regulatory compliance in healthcare (1)
- PHE 40209 - Develop accessible community resources to promote health literacy (1)
- HCM 30210 - Analyze various methods of healthcare data collection (1)
- PHE 40211 - Describe the role of wellness in fostering healthy communities (1)
- HCM 20212 - Describe how leadership qualities and models can be used to improve management of employees (1)



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- HCM 40213 - Promote the role of cultural competence in healthcare organizations (1)
- HCM 30214 - Evaluate the effect of labor law guidelines in a healthcare workplace (1)
- FIN 30218 - Analyze the relationship between healthcare finance and quality improvement (1)
- FIN 30219 - Explain how financial determinants are created and used in healthcare organizations (1)
- FIN 40220 - Inform budget planning in healthcare utilizing relevant financial documents (1)
- HCM 30221 - Utilize appropriate resources in healthcare reimbursement to remain current and informed (1)
- HCM 40222 - Analyze reimbursement methods for their impact on various healthcare entities (1)
- HCM 40223 - Analyze how reimbursement data is used in healthcare organizations (1)
- PHE 30224 - Determine the scope of emergency preparedness (1)
- PHE 30225 - Analyze public disaster management concepts for determining how they influence healthcare management practices (1)
- HCM 30226 - Create an emergency preparedness plan for a healthcare organization (1)
- COM 30107 - Respond to and manage various crises using communication best practices (1)
- COM 30115 - Assess the effectiveness of crisis communication plans and responses (1)
- COM 20123 - Develop crisis communication plans to mitigate risks and unforeseen challenges (1)
- HIM 30227 - Analyze the processes used to ensure accurate medical coding in healthcare organizations (1)
- HCM 30228 - Utilize appropriate policies for managing patient collections, claims, denials, and billing (1)
- HCM 30229 - Examine the effective utilization of various audits in healthcare (1)
- HCM 30230 - Evaluate the use of technology in the healthcare field for optimization of the customer experience (1)
- HCM 40231 - Recommend automation and integration technologies and techniques to increase efficiency in healthcare (1)
- IT 30232 - Recommend solutions that assure availability of information for public health use without compromising confidentiality, security and integrity (1)
- HCM 30233 - Analyze tools and methods utilized for assessing and improving the quality of healthcare services (1)
- HCM 30234 - Analyze data to inform decision making in healthcare (1)
- HCM 30235 - Explain how data is used to ensure and improve the quality of the healthcare organization and patient experience (1)
- HCM 30236 - Describe how strategic planning informs decision making in healthcare organizations (1)
- MGT 30153 - Demonstrate the manager's role in the change management process in an organization (1)
- OL 40238 - Use assessment tools to develop leaders in the workplace (1)
- HCM 40215 - Evaluate emerging trends in patient communication to improve efficiency and quality (1)
- HCM 40216 - Analyze emerging global and domestic issues that influence healthcare management practices (1)
- HCM 30217 - Examine the possible benefits and detractors of medical tourism on the healthcare industry (1)

### Concentration Courses: 9 Total Credits

- Students must select a concentration.

### Grand Total Credits: 120

## International Programs

### Healthcare Management (BA) - Communications (Concentration)

#### Applicable Student Population

Global Education Movement (GEM)

#### Requirements

- CFASOC1 - Can Apply Key Social Media Terms and Concepts (.5)
- CFASOC2 - Can Explain the Development and Purpose Of Social Media (.5)
- CFASOC3 - Can Design an Effective Social Media Campaign (.5)
- CFASOC4 - Can Interpret and Use Social Media Analytics (.5)
- CFASOC5 - Can Create Effective Messages for Different Social Media Platforms (.5)
- CFASOC6 - Can Identify and Analyze Ethical Consideration in Social Media (.5)
- CFAMARK1 - Can Apply Key Terms and Concepts That Relate to Marketing (.5)
- CFAMARK2 - Can Develop a Marketing Plan for a Specific Product Or Service (.5)
- CFAMARK3 - Can Identify and Analyze Ethical Consideration in Marketing (.5)
- CFAMARK4 - Can Create a Marketing Brief (.5)
- CFAMARK5 - Can Perform Pre-Marketing Analysis and Research (.5)
- CFAMARK6 - Can Identify Appropriate Digital Tools For Specific Marketing Purposes (.5)
- CFAIASG1 - Can Apply Key Terms and Concepts That Relate to Interpersonal and Small Group Communications (0.5)
- CFAIASG2 - Can Identify and Apply Effective Conflict Resolution Techniques (.5)
- CFAIASG3 - Can Analyze One's Own Communications Using Relevant Theories of Personal Communication (.5)
- CFAIASG4 - Can Analyze Group Interactions Using Leading Theories of Interpersonal Communication (.5)
- CFAIASG5 - Can Analyze How Social Constructs Impact Interpersonal Communications (.5)
- CFAIASG6 - Can Evaluate Ethical Considerations in Interpersonal Communications (.5)

**Grand Total Credits: 9**

### Healthcare Management (BA) - Global Healthcare Perspectives (Concentration)

#### Applicable Student Population

Global Education Movement (GEM)

#### Requirements

Competency Program Requirements

- IHP20239 - Describe the role of epidemiology in public health (1)
- IHP30240 - Use epidemiological concepts to determine the health status of populations (1)
- IHP30241 - Analyze foundational methods of data collection and interpretation in epidemiology (1)
- IHP30242 - Analyze key factors related to global healthcare issues (1)
- IHP40243 - Assess the impact of diseases on global populations and preventative efforts taken to prevent their spread (1)
- IHP30244 - Analyze emergency and natural disasters worldwide from a healthcare perspective (1)
- PHE20245 - Analyze the social determinants of health and distribution of health worldwide (1)
- PHE20246 - Explain the roles and functions of major organizations in global health (1)
- PHE20247 - Analyze key factors that affect global health (1)

**Grand Total Credits: 9**

### Management (BA)

#### Applicable Student Population

Global Education Movement (GEM)

# International Programs

## Description

The Bachelor of Arts in Management at Southern New Hampshire University prepares graduates to plan, oversee, coordinate, and direct the operations of organizations in a complex, fast-paced, and ever-changing world. Students explore the field of management from an integrated, holistic viewpoint, gaining the necessary knowledge, skills, abilities, and dispositions to be successful, adaptable managers in a variety of business environments. Weaving together theoretical, technical, and interpersonal aspects, the program highlights the functional areas of business and the practical skills needed to manage diverse people and projects. The program creates opportunities for students to develop a growth-mindset to solve challenges for one's self, a team, and an organization. Combining critical thinking and open-mindedness with innovative and entrepreneurial approaches, students practice making informed decisions. The integration of thematic knowledge and skills in team dynamics, communication, and design thinking throughout the program enables students to develop the ability to balance priorities between contributors in an organization, moving themselves and their teams forward.

## Outcomes

1. Apply foundational business practices in solving organizational problems and managing project and employee performance guided by ethical and legal parameters
2. Foster team connections in varied contexts through interpersonal and group interactions as informed by current management principles and theories
3. Evaluate business and organizational opportunities in the context of internal and external environments
4. Manage organizational processes and model practices that promote resourceful, flexible approaches to both emerging issues and day-to-day operations
5. Communicate effectively in light of constantly changing business and technological environments

## Requirements

Competency Program Requirements

**AA or Equivalent: 60 Total Credits Management Competencies: 51 Total Credits**

- MGT20126 - Create personal and professional developmental goals that support your growth as an effective individual and team contributor (1)
- COM20098 - Collaborate with multiple stakeholders using principles of emotional intelligence and team dynamics (1)
- MGT20125 - Evaluate theories and practices related to leading teams in varying contexts (1)
- COM20091 - Apply legal and ethical considerations in relation to the use of target audience information (1)
- COM20110 - Evaluate relevant data and information to determine how to segment and target an audience (1)
- COM30122 - Determine the considerations and adjustments needed to communicate effectively with diverse audiences (1)
- MGT20062 - Demonstrate effective management skills and practices in diverse, distributed, and collaborative work environments (1)
- MGT20127 - Analyze the use of management styles in varying contexts to determine preferred approaches (1)
- COM20128 - Apply communication techniques to effectively negotiate and manage conflict (1)
- MGT20135 - Evaluate organizational culture in relation to organizational effectiveness and performance (1)
- MGT20136 - Apply organizational behavior theories to inform managerial decisions (1)
- MGT20137 - Shape and lead an organizational climate in support of mission, vision, and values (1)
- COM30093 - Align needs of various audiences with stakeholder requirements to craft messages that meet project goals (1)
- COM30114 - Produce various communications aligned to the mission and structure of an organization (1)
- COM20118 - Apply best practices to create, build, and maintain a brand (1)
- HRM20141 - Describe effective practices in the recruitment, selection, and retention of employees (1)
- HRM30142 - Select appropriate management interventions in human resource situations (1)
- HRM20143 - Craft employee development and training plans that encourage autonomy and initiative (1)
- POL10067 - Describe the foundational elements of the US legal system and the relationships among them (1)
- BUS20068 - Differentiate between matters of law and matters of ethics in business situations (1)
- BUS20069 - Apply relevant aspects of law to current business situations (1)
- ACC20132 - Demonstrate the foundational principles of financial accounting (1)
- ACC20133 - Interpret the key sections of financial statements to make management decisions (1)
- ACC30134 - Apply appropriate ratios and vertical and horizontal analysis to recommend business decisions (1)
- MGT20129 - Determine the appropriate tools and technology to support decision-making in the functional areas of business (1)
- MGT20130 - Leverage organizational information and data to inform decision-making (1)
- MGT20131 - Balance competing priorities in making decisions for your team that support organizational goals (1)
- MGT20138 - Determine appropriate metrics to evaluate day-to-day business operations (1)
- MGT20139 - Propose informed solutions to common management problems in order to enhance organizational operations (1)
- MGT20140 - Analyze the essential components of operational processes in relation to efficiency and improvement (1)
- ECO30144 - Describe how market forces impact prices and decision making (1)
- ACC30145 - Apply foundational managerial accounting concepts to make management decisions (1)

## International Programs

- FIN30146 - Allocate resources effectively through the evaluation of financing decisions (1)
- MGT30147 - Apply current management theories and team models to foster relationships across and among teams (1)
- MGT30148 - Apply leadership and followership in managing individuals and groups (1)
- MGT30149 - Determine how team performance is impacted by individual, group, and organizational goals (1)
- MKT20079 - Apply the marketing mix to inform business decisions that support organizational objectives (1)
- MKT20080 - Determine appropriate marketing and communication distribution channels (1)
- MKT20081 - Explain how marketing decisions are made to target the consumer (1)
- MGT20150 - Analyze global and domestic perspectives on managing people in multicultural contexts (1)
- INT20075 - Describe the factors that contribute to international market attractiveness and entry (1)
- INT20151 - Assess environmental factors to manage international business opportunities (1)
- MGT30152 - Evaluate trends in business for their potential impact on operations and personnel (1)
- MGT30153 - Demonstrate the manager's role in the change management process in an organization (1)
- COM20154 - Select appropriate communication techniques for managing change initiatives (1)
- MGT30155 - Identify consumer-focused solutions that deliver a value proposition utilizing the design-thinking process (1)
- MGT30156 - Demonstrate an entrepreneurial mindset in addressing business opportunities in varying business models (1)
- MGT30157 - Explain how product management techniques are used to manage the process of a product development (1)
- OL30158 - Explain the theory and process of strategic planning (1)
- MGT30159 - Develop a departmental strategic plan that aligns to an organization's strategic objectives (1)
- MGT30160 - Demonstrate how influence and power facilitates support and buy-in for your departmental strategic plan (1)

### Concentration Courses: 9 Total Credits

- Students must select a concentration.

### Grand Total Credits: 120

## Management (BA) - Insurance Services (Concentration)

### Applicable Student Population

Global Education Movement (GEM)

### Requirements

- CFARM1 - Can Identify Various Types of Insurance Risks (.5)
- CFARM2 - Can Measure and Effectively Manage Risk Within an Organization (.5)
- CFARM3 - Can Differentiate the Major Types of Insurance (.5)
- CFARM4 - Can Apply Key Terms and Concepts That Relate to Insurance (.5)
- CFARM5 - Can Illustrate How Insurance-Based Products Can Influence the Accumulation And Protection of Wealth and Benefits (.5)
- CFARM6 - Can Describe the Function of Regulation In the Insurance Industry (.5)
- CFAPROSEL1 - Can Describe the Importance of Sales Within an Organization (.5)
- CFAPROSEL2 - Can Explain How to Serve Prospects and Customers With Professional Integrity (.5)
- CFAPROSEL3 - Can Articulate the Key Phases of the Sales Cycle (.5)
- CFAPROSEL4 - Can Formulate Sales Strategies That Lead To Positive Outcomes for the Customer And the Organization (.5)
- CFAPROSEL5 - Can Plan and Execute a Sales Call (.5)
- CFAPROSEL6 - Can Create and Deliver a Sales Presentation (.5)
- CFAMSO1 - Can Describe the Basic Service Operations Management Function Within an Organization (.5)
- CFAMSO2 - Can Explain How Technology Can Be Used To Improve Customer Service (.5)
- CFAMSO3 - Can Develop a Strategy to Anticipate, Prevent and Solve Customer Problems and Complaints (.5)
- CFAMSO4 - Can Analyze the Role of Service Operations Management in Different Industry Sectors (.5)
- CFAMSO5 - Can Use Quantitative Techniques to Evaluate Customer Service Operations (.5)
- CFAMSO6 - Can Apply Best Practices to Serve the Needs of a Culturally and Socially Diverse Customer Base (.5)

### Grand Total Credits: 9

# International Programs

## Management (BA) - Logistics and Operations (Concentration)

### Applicable Student Population

Global Education Movement (GEM)

### Requirements

Competency Program Requirements

- BUS20161 - Describe the function of service operations management and its impact within service organizations and the US economy (1)
- COM20162 - Develop strategies to anticipate, prevent, and solve customer service problems and complaints (1)
- BUS30163 - Apply best practices to serve the needs of a culturally and socially diverse customer base (1)
- QSO20164 - Use qualitative and quantitative analysis to inform logistics planning (1)
- QSO30165 - Analyze key elements of successful inventory management (1)
- QSO20166 - Assess aspects of a distribution center facility for their potential to optimize efficiency (1)
- QSO30167 - Plan a project according to project management best practices (1)
- COM30168 - Determine appropriate methods to monitor and communicate the status of a project (1)
- QSO20169 - Analyze and reflect on factors that commonly lead to the success or failure of a project (1)

**Grand Total Credits: 9**

## Management (BA) - Public Administration (Concentration)

### Applicable Student Population

Global Education Movement (GEM)

### Requirements

- CFAPAET1 - Can Apply Key Theories of Public Administration (.5)
- CFAPAET2 - Can Apply Ethical Concepts to Dilemmas In Current Public Administration Decision Making (.5)
- CFAPAET3 - Can Explain the Nature and Types of Ethical Responsibilities Involved in U.S. Public Administration (.5)
- CFAPAET4 - Can Apply Relevant Frameworks to Evaluate Public Policies (.5)
- CFAPAET5 - Can Identify and Explain Pressures That Lead to Unethical Behavior in Public Administration (.5)
- CFAPAET6 - Can Describe Contributing Factors That Foster Accountability and Responsiveness In Public Administration (.5)
- CFASLG1 - Can Identify and Explain the Structures, Members and Functions of State and Local Governmental Organizations (.5)
- CFASLG2 - Can Discuss the Impacts of State and Local Policy Decisions on U.S. Citizens (.5)
- CFASLG3 - Can Propose Solutions to Policy Issues On State Or Local Levels (.5)
- CFASLG4 - Can Articulate Key Economic, Social and Political Issues That Influence State And Local Policy (.5)
- CFASLG5 - Can Illustrate the Relationship Between The Federal Government and State and Local Governments (.5)
- CFASLG6 - Can Evaluate Electoral and Legislative Outcomes Based on Differences Between Regional Political Cultures (.5)
- CFAPUBAD1 - Can Explain the Central Purposes and Activities of Public Administration (.5)
- CFAPUBAD2 - Can Describe the Structure and the Essential Components of Public Administration (.5)
- CFAPUBAD3 - Can Depict the American Public Policy Process (.5)
- CFAPUBAD4 - Can Identify and Explain Challenges to Public Policy Implementation At the Local, State, and National Levels (.5)
- CFAPUBAD5 - Can Articulate Key Considerations and Constraints in Public Administration Funding and Allocation (.5)
- CFAPUBAD6 - Can Explain the History and Development Of Public Administration (.5)

**Grand Total Credits: 9**

## Education

# International Programs

## Teaching English as a Foreign Language (MS)

### Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### Description

The M.S. TEFL degree at SNHU is designed for people teaching or intending to teach English in foreign school systems, language schools, corporations, etc., but is also appropriate for those who wish to teach in similar situations here in the United States. Opportunities for teaching English in other countries are numerous and increasing yearly as English continues to be the preferred language for many professions and a requirement in many foreign school systems, beginning as early as primary school. A master's degree in teaching English as a foreign language is the degree of choice for overseas employment. Methodologies for all types of teaching situations are integrated into the curriculum, as well as strategies for teaching learners of all ages. Twelve courses are required (including supervised practice teaching) for a total of 36 credits. The degree program is offered over four terms and can be completed within 12 months (full-time), though most students take longer (up to 18 months). Participants in the M.S. TEFL program have the opportunity to observe classes throughout the Greater Manchester area and in the year-round Intensive English Program offered by The Institute for Language Education.

### Outcomes

1. Summarize and critically evaluate journal articles (verbally or in writing), reflecting on the practical implications for the classroom
2. Choose appropriate methodologies and strategies for particular teaching contexts( e.g., age, level of ability, mono-/multicultural settings, large/small class sizes)
3. Design and implement practical, relevant, and effective curricula and lesson plans that address student learning goals and program objectives
4. Model ethical, culturally-sensitive, and appropriate personal and professional behavior across the teaching and learning environment
5. Conduct basic research and prepare classroom and conference presentations
6. Prepare and produce clear and comprehensible written assignments (papers, curricula, lesson plans, etc.) and oral presentations (microteaching, chapter summaries, student-led discussions, etc.)
7. Apply effective leadership strategies for promoting student advocacy and instilling a student-centric educational culture

### Requirements

Major Courses  
36 Total Credits

- Complete all of the following
  - Complete:
    - EFL501 - Language Learning and Acquisition (3)
    - EFL502 - Evaluation and Assessment (3)
    - EFL503 - Descriptive Linguistics of American English (3)
    - EFL504 - Introduction to Curriculum Development, Design and Implementation (3)
    - EFL505 - Overview of Teaching English to Speakers of Other Languages Methodology (3)
    - EFL540 - Socio-Cultural Context of Language Teaching (3)
    - EFL599 - Supervised Practice Teaching (3)
  - NOTE: VNU students may transfer 20 credits in place of EFL 501, 502, 503, 504, 505, and 540.
  - 5 of the following:
    - EFL523 - Listening and Speaking Techniques (3)
    - EFL525 - Reading and Writing Techniques (3)
    - EFL527 - Strategies/Techniques for Teaching Grammar (3)
    - EFL530 - Methods of Teaching English through Drama (3)
    - EFL531 - Pronunciation Techniques (3)
    - EFL536 - Content-Based Instruction (3)
    - EFL537 - Computer-Assisted Language Learning (3)

Grand Total Credits: **36**

## General Education

# International Programs

## General Education

### Applicable Student Population

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### Description

The General Education program at Southern New Hampshire University provides students with the knowledge, skills, abilities, and cultural awareness necessary to succeed in their major fields of study and become leaders in their chosen professions and communities. Students who complete the General Education program will acquire necessary core skills to become independent thinkers who are able to make informed moral and ethical decisions. These core skills (such as information literacy, critical thinking, global knowledge and awareness, emotional intelligence, etc.) are identified as critical factors toward a student's ability to succeed in their academic and professional goals and are applicable to any major in any discipline. Students investigate relevant topics across the General Education curriculum through the perspective of humanistic, historical, social scientific, and empirical (science) based lenses. By asking our students to study these worldviews, we equip them with lifelong skills to make sense of the world and information around them and analyze interdisciplinary connections within different modes of thought. \*\* Please refer to your Program Evaluation or your Academic Advisor for specific course information. \*\*

### Outcomes

1. A graduate of SNHU is expected to gain awareness and understanding of human cultures and the physical and natural world through study in Fine Arts and Humanities; Social and Behavioral Sciences; and Science, Technology, and Mathematics
2. A graduate of SNHU is expected to use effective written, verbal, and non-verbal communication for a variety of situations, genres, purposes, and audiences
3. A graduate of SNHU is expected to think critically and creatively by locating, assessing, and analyzing relevant information using quantitative and qualitative reasoning
4. A graduate of SNHU is expected to demonstrate the ability to learn and work collaboratively with individuals of diverse cultures and perspectives in order to reach common goals
5. A graduate of SNHU is expected to assess and accept the consequences of one's actions, be an informed and responsible citizen, and affect positive change in the world
6. A graduate of SNHU is expected to integrate general and discipline-based knowledge, apply this knowledge in and beyond the classroom, and reflect upon these experiences

### Requirements

Foundation Courses

15 Total Credits

- Complete all of the following
  - First Year Seminar or Success Strategies for Online Learning
    - Complete 1 of the following
      - India
        - Complete:
          - SNHU107 - Success Strategies for Online Learning (3)
      - INTI/VNU
        - Complete:
          - COM212 - Public Speaking (3)
    - Humanities Foundation or Perspectives in Liberal Arts
      - Complete 1 of the following
        - India
          - Complete:
            - IDS100 - Perspectives in Liberal Arts (3)
        - INTI/VNU
          - 1 of the following:
            - LIT101 - The Literary Imagination (3)
            - MUS101 - Music and Meaning (3)
      - English
        - Complete 1 of the following
          - India
            - Complete:
              - ENG122 - English Composition I (3)
              - ENG123 - English Composition II (3)

## International Programs

INTI/VNU

- Complete:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)

Mathematics

- Complete 1 of the following
  - India
    - Complete all of the following
      - 1 of the following:
        - IHP340 - Statistics for Healthcare Professionals (3)
        - MAT125 - Quantitative Reasoning & Problem Solving (3)
        - MAT130 - Applied Finite Mathematics (3)
        - MAT133 - Introduction to Statistical Analysis (3)
        - MAT135 - The Heart of Mathematics (3)
        - MAT136 - Introduction to Quantitative Analysis (3)
        - MAT140 - Precalculus (3)
        - MAT142 - Precalculus with Limits (3)
        - MAT225 - Calculus I: Single-Variable Calculus (3)
        - MAT240 - Applied Statistics (3)
        - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)
      - NOTE: MAT240 is required for all Business Programs.

INTI/VNU

- 1 of the following:
  - MAT130 - Applied Finite Mathematics (3)
  - MAT240 - Applied Statistics (3)

Exploration Courses

24 Total Credits

- Complete all of the following
  - These requirements focus on students' development of knowledge of human cultures and the physical and natural world. This area requires students to explore courses in various disciplines.  
Fine Arts and Humanities (EFAH)
  - Complete 1 of the following
    - India
      - Complete:
        - HUM100 - Perspectives in the Humanities (3)
        - HUM200 - Applied Humanities (3)

INTI/VNU

- Complete 2 of the following
  - Group A
    - 1 of the following:
      - MUS223 - Appreciation and History of Music (3)
  - Group B
    - 1 of the following:
      - LIT237 - Young Adult Literature (3)
      - LIT309 - Romance, Revolutions, and the Birth of the Novel (3)
      - LIT315 - Twentieth Century American Literature and Beyond (3)
  - Group C
    - 1 of the following:
      - HIS109 - Western Civilization to 1500 (3)
      - HIS110 - Western Civilization Since 1500 (3)
      - HIS259 - Silk Roads and Samurai (3)
      - HIS309 - Dictators in the Modern Era (3)
      - HIS338 - Young America (3)
  - Group D
    - 1 of the following:
      - PHL210 - Introduction to Philosophy (3)
      - PHL212 - Introduction to Ethics (3)
      - PHL230 - Religions of the World (3)
      - PHL316 - Business Ethics (3)

Social and Behavioral Sciences (ESBS)



## International Programs

- Complete 1 of the following
  - India
    - 2 of the following:
      - SCS100 - Perspectives in the Social Sciences (3)
      - SCS200 - Applied Social Sciences (3)
      - ECO201 - Microeconomics (3)
      - ECO202 - Macroeconomics (3)
      - POL210 - American Politics (3)
      - PSY108 - Introduction to Psychology (3)
      - SPT333 - Sport, Society, and Ethics (3)
  - INTI/VNU
    - Complete 2 of the following
      - Group A
        - 1 of the following:
          - ATH111 - Introduction to Cultural Anthropology (3)
          - SOC112 - Introduction to Sociology (3)
      - Group B
        - 1 of the following:
          - ECO201 - Microeconomics (3)
          - ECO202 - Macroeconomics (3)
      - Group C
        - 1 of the following:
          - PSY108 - Introduction to Psychology (3)
- Science, Technology, and Mathematics (ESTM)
  - Complete 1 of the following
    - India
      - 2 of the following:
        - IHP340 - Statistics for Healthcare Professionals (3)
        - MAT135 - The Heart of Mathematics (3)
        - MAT225 - Calculus I: Single-Variable Calculus (3)
        - MAT240 - Applied Statistics (3)
        - SCI100 - Perspectives in the Natural Sciences (3)
        - SCI200 - Applied Natural Sciences (3)
    - INTI/VNU
      - Complete 2 of the following
        - Group A
          - 1 of the following:
            - BIO101 - Principles of Biology (3)
            - SCI219 - Environmental Issues (3)
        - Group B
          - 1 of the following:
            - IT100 - Introduction to Information Technology (3)
        - Group C
          - 1 of the following:
            - MAT130 - Applied Finite Mathematics (3)
            - MAT240 - Applied Statistics (3)
  - Professional Comm and Career Planning or History (EHIS)
    - Complete 1 of the following
      - India
        - 1 of the following:
          - HIS100 - Perspectives in History (3)
      - INTI/VNU
        - Complete:
          - PCC201 - Professional Communication and Career Planning (3)
  - General Education Electives (EGED) or History (EHIS)
    - Complete 1 of the following
      - India
        - Complete all of the following
          - 1 of the following:
            - ECO322 - International Economics (3)
            - ENG220 - Business Communication (3)

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- FIN250 - Personal Financial Planning (3)
  - HIS200 - Applied History (3)
  - IHP340 - Statistics for Healthcare Professionals (3)
  - INT221 - Global Financial System (3)
  - MKT205 - Applied Marketing Strategies (3)
  - MKT265 - Social Media & Marketing Communications (3)
  - MKT270 - Professional Selling (3)
  - MKT337 - Marketing Research (3)
  - MKT345 - Consumer Behavior (3)
  - SPT465 - Global Sport Business (3)
  - Students may choose courses from the above selection or from any other Exploration Courses.
- INTI/VNU
- Complete all of the following
    - 1 of the following:
      - COM212 - Public Speaking (3)
      - ECO322 - International Economics (3)
      - INT316 - Cultural & Political Environment of International Business (3)
      - MKT113 - Introduction to Marketing (3)
    - Students may choose courses from the above selection or from any other Exploration Courses.

### Culmination/Integration 3 Total Credits

- Complete 1 of the following
  - India
    - 3 credit(s) from the following:
      - IDS400 - Diversity (3)
      - IDS401 - Global Society (3)
      - IDS402 - Wellness (3)
      - IDS403 - Technology and Society (3)
      - IDS404 - Popular Culture (3)
  - INTI/VNU
    - Complete all of the following
      - A student must choose a Culmination Course that resides outside of the student's chosen major. A student must have completed at least 45 credits, including ENG 120, ENG 200, First Year Seminar, the Humanities Foundation course, and PCC 201 in order to be eligible for registering for a Culmination Course.
      - 1 of the following:
        - LIT309 - Romance, Revolutions, and the Birth of the Novel (3)
        - LIT315 - Twentieth Century American Literature and Beyond (3)
        - LIT319 - Shakespeare (3)
        - HIS309 - Dictators in the Modern Era (3)
        - HIS338 - Young America (3)
        - PHL316 - Business Ethics (3)

Grand Total Credits: **42**

## Liberal Arts

### Communication (BA)

#### Applicable Student Population

India Online  
INTI International University & Colleges (INTI)

# International Programs

## **Description**

The Communication major prepares students for a wide variety of fields including public relations, corporate communications and training, government relations, social media, professional writing, journalism, advertising, and other mass media professions. Students also have the opportunity to focus their studies through a variety of minors and internship experiences. At the same time, students are able to develop skill sets in particular areas that may be highlighted by portfolio work for future employment. Specific focus areas include business communication, new media, intercultural communications, leadership strategies, public relations, and professional writing.

## **Outcomes**

1. Design, develop, and deliver professional quality oral, written, and visual communications that are coherent, technically sound, and appropriately adapted to specific audiences and contexts
2. Critically analyze and recommend strategies for addressing the impact of various physical, cognitive, cultural, and social factors that shape communication across interpersonal, group, and organizational settings
3. Evaluate, select, and effectively apply various tools and technology to the design, development, and dissemination of communication messages
4. Evaluate and respond to complex problems associated with the design, development, and delivery of communication messages through critical and creative thinking and collaboration with an interdisciplinary team of specialists and stakeholders
5. Apply professional, ethical, and socially and culturally sensitive communication practices across interpersonal, group, organizational, and intercultural settings

## **Requirements**

General Education Courses  
42 Total Credits

- 42 credit(s) from: General Education

Required Courses  
78 Total Credits

- Complete 1 of the following
  - INTI
    - Complete all of the following
      - Arts and Sciences
        - Complete all of the following
          - Complete:
            - ENG220 - Business Communication (3)
          - 6 credit(s) from HIS within the 100 - 199 range or from the following courses:
            - GRA310 - Digital Graphic Design for the Web (3)
            - POL210 - American Politics (3)
            - PSY257 - Social Psychology (3)
            - SCI219 - Environmental Issues (3)
            - SOC328 - Sociology of Aging (3)
        - NOTE: Students may only take one (1) HIS course from the 100 level.

Major Courses

- Complete:
  - COM130 - Media Communication and Visual Literacy (3)
  - COM212 - Public Speaking (3)
  - COM227 - Public Relations (3)
  - COM234 - Digital Toolbox (3)
  - COM235 - Multimedia Journalism (3)
  - COM244 - Digital Video Production: Level I (3)
  - COM310 - Social Media (3)
  - COM320 - Exploring World Cultures/Mass Media (3)
  - COM322 - Advanced Public Speaking (3)
  - COM430 - Organizational Communications (3)
  - COM452 - Public Relations Campaign Planning Seminar (Capstone) (3)

Free Electives

- 36 credit(s).

India

- Complete all of the following
  - Major Courses
    - Complete all of the following
      - Major Core Courses
        - Complete:

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- COM127 - Introduction to Communication (3)
- COM213 - Public Speaking and Presentation Skills (3)
- COM225 - Communication with Diverse Audiences (3)
- COM311 - Social Media Strategy (3)
- COM326 - Strategic Storytelling (3)

### Major Directed Courses

- Complete:
  - COM229 - Visual Communication and Design (3)
  - COM321 - Global Communication (3)
  - COM405 - Personal Brand Communications (3)
  - COM413 - Management of Communication Projects (3)
  - COM431 - Organizational Branding (3)
  - COM449 - Communication Law and Media Ethics (3)

### Major Electives or Choose a Concentration

- Complete all of the following
  - 12 credit(s) from the following:
    - BUS210 - Managing and Leading in Business (3)
    - COM227 - Public Relations (3)
    - COM312 - Crisis Communication (3)
    - COM315 - Communication in the Digital Age (3)
    - COM322 - Advanced Public Speaking (3)
    - COM329 - New Media Technologies (3)
    - COM336 - Electronic Public Relations (3)
    - COM340 - Writing for Public Relations (3)
    - COM343 - Technical Writing Communication (3)
    - COM445 - Writing for New Media (3)
    - COM452 - Public Relations Campaign Planning Seminar (Capstone) (3)
    - COM500 - Communication, Media & Society (3)
    - COM510 - The Vantage Point: Knowledge & New Media (3)
    - ENG220 - Business Communication (3)
    - ENG323 - Introduction to Screenwriting Workshop (3)
    - ENG347 - Intermediate Screenwriting Workshop (3)
    - ENG357 - Advanced Screenwriting Workshop (3)
    - FAS226 - Digital Photography (3)
    - GRA205 - Fundamentals of Design (3)
    - GRA310 - Digital Graphic Design for the Web (3)
    - IT270 - Web Site Design (3)
    - MGT200 - Leadership and Team Building (3)
    - MKT205 - Applied Marketing Strategies (3)
    - MKT355 - Social Media Marketing Strategy (3)
    - OL215 - Principles of Management (3)
    - OL501 - Business Foundations (3)
  - NOTE: Undergraduate students who wish to take a graduate class as electives to complete their remaining undergraduate requirements may do so only if they have earned a minimum of 90 credits and completed all of their major core and major directed course requirements. Students must receive a B or better to receive credit in their graduate program. Students must apply through their academic advisor to enroll. The acceptable graduate classes are: OL-501 Business Foundations, COM-500 Communication, Media & Society, and COM-510 The Vantage Point: Knowledge & New Media.

### Free Electives

- 33 credit(s).

Grand Total Credits: **120**

# International Programs

## Communication (BA) - New Media (Concentration)

### Applicable Student Population

India Online

### Description

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

### Outcomes

1. Utilize professional communication skills and competencies in evaluating the appropriate use of new media technologies and developing dynamic content and marketing messages for a variety of contemporary audiences.

### Requirements

Concentration Courses  
12 Total Credits

- Complete:
  - COM315 - Communication in the Digital Age (3)
  - COM329 - New Media Technologies (3)
  - COM445 - Writing for New Media (3)
  - MKT355 - Social Media Marketing Strategy (3)

Grand Total Credits: **12**

## Communication (Minor)

### Applicable Student Population

INTI International University & Colleges (INTI)

### Description

The Communication minor prepares students for a rapidly changing workplace through courses focused on the foundations of professional communication. Through industry-aligned coursework and project-based study in Communication, students will develop valuable skills in public speaking, analysis, and the use of technology as a communication tool. Students have flexibility to choose specialization areas based on their interests including public relations, technical and content writing, and social media. This minor will complement a variety of academic programs and will provide students with practical skills they can immediately apply to their academic and professional lives.

### Requirements

Minor Courses  
15 Total Credits

- Complete all of the following
  - 1 of the following:
    - COM125 - Dissecting Pop Culture (3)
    - COM126 - Introduction to Mass Communication (3)
    - COM127 - Introduction to Communication (3)
  - 1 of the following:
    - COM212 - Public Speaking (3)
    - COM213 - Public Speaking and Presentation Skills (3)
  - 9 credit(s) from subject(s): COM

Grand Total Credits: **15**

# International Programs

## Public Relations (Minor)

### Applicable Student Population

INTI International University & Colleges (INTI)

### Description

A student may earn a minor in Public Relations by successfully completing the following courses:

### Requirements

Minor Courses

15 Total Credits

- Complete:
  - COM227 - Public Relations (3)
  - COM310 - Social Media (3)
  - COM340 - Writing for Public Relations (3)
  - COM452 - Public Relations Campaign Planning Seminar (Capstone) (3)
  - MKT113 - Introduction to Marketing (3)

Grand Total Credits: **15**

## Math & Science

### Data Analytics (BS)

### Applicable Student Population

India Online

### Description

Across multiple industries, organizations are harnessing massive amounts of internal and external data to inform decision-making and innovations in areas such as customer service practices, consumer and public outreach, and the design of products and services. As businesses realize the need to become more proactive, thoughtful and efficient in their decision-making, the need for talented data analytics professionals increases. In addition, the increasing availability of public and private data creates a number of new challenges for organizations that require data analysis. Questions such as how to leverage data appropriately and about the most efficient and ethical ways to secure data and protect users and organizations allow data analysts to provide insights that can transform how the business moves forward. The Bachelor of Science in Data Analytics provides students with the technical abilities and professional skills to help organizations leverage data to innovate practices and processes, and inform decision-making. In addition to providing students with a solid foundation in data analytics, students will be introduced to aspects of data science including data management and security, project management workflow, and business analytics. Students experience the data analytics lifecycle from consulting stakeholders on business problems, to delivering accurate information in support of successful business outcomes. Graduates will be skilled in interpreting business questions through a data lens, collecting and cleaning data, visualizing data, and communicating analytical results and recommendations to technical and non-technical audiences.

### Outcomes

1. Translate organizational needs and business problems into data analytics requirements to inform possible solutions and communicate them to technical and non-technical audiences
2. Apply appropriate data analytics solutions, standards, and policies to meet the security, quality, storage, and privacy needs of organizations
3. Collaborate in multi-functional teams on short and long term projects, providing the data analysis that helps inform decisions
4. Gather, clean, interpret, and visualize data using industry tools and techniques most appropriate to the situation
5. Use quantitative and qualitative data analytics methods in responding to a variety of situations that arise in the business environment

# International Programs

## **Requirements**

General Education Courses  
42 Total Credits

- Complete all of the following
  - 42 credit(s) from: General Education Mathematics
  - Complete:
    - MAT136 - Introduction to Quantitative Analysis (3)
  - Science, Technology, and Mathematics (ESTM)
  - Complete:
    - MAT140 - Precalculus (3)
    - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

Major Courses  
42 Total Credits

- Complete all of the following
  - Core Courses
  - Complete:
    - DAD220 - Introduction to Structured Database Environments (3)
    - IT140 - Introduction to Scripting (3)
    - MAT225 - Calculus I: Single-Variable Calculus (3)
    - MAT303 - Applied Statistics II for Science, Technology, Engineering, and Mathematics (STEM) (3)
  - Complete:
    - DAT205 - Role of Data Analysis in Organizations (3)
    - DAT223 - Gathering Requirements and Collecting Data (3)
    - DAT250 - Data Policy and Decision Making (3)
    - DAT260 - Emerging Technologies and Big Data (3)
    - DAT300 - Data Validation: Getting the Right Data (3)
    - DAT325 - Data Validation: Quality and Cleaning (3)
    - DAT375 - Data Analysis Techniques (3)
    - DAT430 - Leveraging Data Analysis for Organizational Results (3)
    - DAT475 - Applied Data Analysis (3)
    - IT226 - Communication in STEM Professions (3)

Major Electives  
12 Total Credits

- 12 credit(s) from CS CYB, DAT, or IT within the 200 - 499 range or from the following courses:
  - BUS206 - Business Law I (3)
  - COM213 - Public Speaking and Presentation Skills (3)
  - COM227 - Public Relations (3)
  - QSO340 - Project Management (3)

Free Electives  
24 Total Credits

- 24 credit(s).

Grand Total Credits: **120**

## **Psychology & Counseling**

### **Psychology (BA)**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

# International Programs

## **Description**

Southern New Hampshire University's Bachelor of Arts in Psychology develops adaptable, emotionally intelligent, and growth-oriented professionals. Informed by the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major, this degree program provides authentic learning experiences that allow students to apply theory-based approaches in diverse and multidisciplinary environments. The program prepares students by building skills in scientific inquiry and the ability to interpret, communicate, and apply data and findings. Students strengthen their personal and professional communication skills, critical thinking, and respect for diversity, equity, and inclusivity. The program provides students with the foundational knowledge of psychology and flexible skills for entry into a variety of fields or for further study in graduate programs. As students explore the complexities of the human mind and behavior, they are empowered to use their knowledge and skills to collaborate with others in the field to encourage positive change in their lives and the world around them.

## **Outcomes**

1. Apply foundational psychological theories, principles, and methodologies in accordance with ethical principles and professional standards
2. Develop researchable questions and methods of inquiry that inform further study in the field of psychology
3. Analyze and interpret data to communicate findings and implications to professionals in the field of psychology, interdisciplinary fields, and non-academic audiences
4. Develop and promote professional mindsets and practices grounded in psychological evidence that foster unbiased, globally aware, and culturally responsive behaviors in individuals and communities

## **Requirements**

General Education Courses  
42 Total Credits

- Complete all of the following
  - 42 credit(s) from: General Education Mathematics
  - Complete:
    - MAT240 - Applied Statistics (3)

Required Courses  
78 Total Credits

- Complete 1 of the following
  - INTI
    - Complete all of the following
      - Arts and Science Courses
        - Complete all of the following
          - 3 credit(s) from subject(s): BIO CHM, PHY, or SCI
          - 6 credit(s) from the following:
            - ATH111 - Introduction to Cultural Anthropology (3)
            - BIO110 - Introduction to Public Health (3)
            - BIO320 - Neuroscience (3)
            - BIO325 - Animal Behavior (3)
            - COM212 - Public Speaking (3)
            - COM220 - Intercultural Communication (3)
            - COM340 - Writing for Public Relations (3)
            - ENG350 - The English Language (3)
            - GST100 - Introduction to Women's Studies (3)
            - HIS249 - The Common Good (3)
            - JUS101 - Introduction to Criminal Justice (3)
            - JUS325 - Law, Justice and Family (3)
            - JUS468 - Crimes Against Children (3)
            - JUS485 - Forensic Law (3)
            - LIT237 - Young Adult Literature (3)
            - LIT239 - Literature and the Mind (3)
            - LIT241 - Crime Literature (3)
            - LIT247 - Gender and Text (3)
            - MAT160 - Introduction to Game Theory (3)
            - MAT300 - Applied Statistics II: Regression Analysis (3)
            - MAT434 - Statistical Learning and Classification (3)
            - PHL210 - Introduction to Philosophy (3)
            - PHL212 - Introduction to Ethics (3)
            - PHL214 - Formal Logic (3)
            - PHL220 - Death and the Meaning of Life (3)



## International Programs

- POL306 - The American Legal Tradition (3)
- SCI215 - Contemporary Health (3)
- SOC112 - Introduction to Sociology (3)
- SOC213 - Sociology of Social Problems (3)
- SOC317 - Sociology of the Family (3)
- SOC320 - Sociology of Gender (3)
- SOC326 - Sociology of Deviant Behavior (3)

### Major Courses

- Complete all of the following
  - Complete:
    - PSY108 - Introduction to Psychology (3)
    - PSY223 - Research I: Statistics for Psychology (3)
    - PSY224 - Research II: Scientific Investigations (3)
    - PSY444 - Senior Seminar in Psychology (Capstone) (3)
  - 4 of the following:
    - PSY211 - Lifespan Development (3)
    - PSY215 - Abnormal Psychology (3)
    - PSY216 - Psychology of Personality (3)
    - PSY257 - Social Psychology (3)
    - PSY300 - Biopsychology (3)
    - PSY305 - Cognitive Psychology (3)
  - NOTE: Students in the Child and Adolescent Development concentration are required to take PSY211.

### Major Electives or choose a Concentration

- 12 credit(s) from subject(s): PSY within the range of course numbers 200 - 399
- Free Electives
- 33 credit(s).

### India

- Complete all of the following
  - Major Courses
    - Complete all of the following
      - Complete:
        - PSY108 - Introduction to Psychology (3)
        - PSY211 - Lifespan Development (3)
        - PSY215 - Abnormal Psychology (3)
        - PSY328 - Theories of Personality (3)
        - PSY355 - Theories of Social Psychology (3)
        - PSY375 - Cognition (3)
      - 1 of the following:
        - PSY222 - Research Methods (3)
        - PSY224 - Research II: Scientific Investigations (3)
      - 1 of the following:
        - PSY223 - Research I: Statistics for Psychology (3)
        - PSY260 - Statistical Literacy in Psychology (3)
      - 1 of the following:
        - PSY444 - Senior Seminar in Psychology (Capstone) (3)
        - PSY491 - Psychology and Social Change (3)

### Major Electives

- Complete all of the following
  - 6 credit(s) from subject(s): PSY within the range of course numbers 200 - 499, except:
    - PSY222 - Research Methods (3)
    - PSY260 - Statistical Literacy in Psychology (3)
  - 6 credit(s) from subject(s): BUS or COM within the range of course numbers 200 - 499
- Free Electives
- 39 credit(s).

Grand Total Credits: **120**

# International Programs

## **Psychology (BA) - Child and Adolescent Development (Concentration)**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

The Child and Adolescent Development concentration provides in-depth opportunities for psychology majors to learn about the development of individuals through childhood and adolescence. Exploring thought processes, social interactions, perceptual abilities, and physical skills, students learn the importance of research and theory for public policy, human services, family units, education, and more. Students gain knowledge and skills to work with infants, children, adolescents, and those who interact with them, in a variety of professional settings or to continue to graduate school.

### **Requirements**

Concentration Courses

12 Total Credits

- Complete all of the following
  - Complete:
    - PSY314 - Disorders of Childhood and Adolescence (3)
    - PSY321 - Child Development (3)
    - PSY322 - Adolescent Development (3)
  - 3 credit(s) from the following:
    - PSY201 - Educational Psychology (3)
    - PSY230 - Psychology of Individual Differences and Special Needs (3)
    - PSY291 - Experiential Learning (3)
    - PSY315 - Counseling Process and Techniques (3)
    - PSY319 - Social Development: Child and Adolescent (3)
    - PSY335 - Assessment and Testing (3)
    - PSY443 - Psychology Internship (0 - 15)
    - PSY480 - Independent Study (3)

Grand Total Credits: **12**

## **Psychology (BA) - Mental Health (Concentration)**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

Mental Health professionals work in a variety of roles supporting needs in their communities. The Mental Health concentration provides knowledge in clinical areas such as counseling techniques and psychological testing. Students also have the chance to gain real-world experience through experiential learning or internships. This concentration prepares them for entry level clinical positions or for further education in the Counseling or Psychology fields.

### **Requirements**

Concentration Courses

12 Total Credits

- Complete all of the following
  - Complete:
    - PSY291 - Experiential Learning (3)
    - PSY315 - Counseling Process and Techniques (3)
    - PSY335 - Assessment and Testing (3)
  - 3 credit(s) from the following:
    - PSY443 - Psychology Internship (0 - 15)

Grand Total Credits: **12**

# International Programs

## Psychology (Minor)

### Applicable Student Population

INTI International University & Colleges (INTI)

### Description

The Psychology minor at Southern New Hampshire University provides students with a theoretical and practical foundation in the science of psychology. It emphasizes development of an understanding of major theories in the field, development of critical thinking in assessing research, and the ability to apply psychological concepts to the real world.

### Requirements

Minor Courses  
15 Total Credits

- Complete all of the following
  - Complete:
    - PSY108 - Introduction to Psychology (3)
  - 2 of the following:
    - PSY211 - Lifespan Development (3)
    - PSY215 - Abnormal Psychology (3)
    - PSY216 - Psychology of Personality (3)
    - PSY257 - Social Psychology (3)
    - PSY300 - Biopsychology (3)
    - PSY305 - Cognitive Psychology (3)
    - PSY328 - Theories of Personality (3)
    - PSY355 - Theories of Social Psychology (3)
    - PSY375 - Cognition (3)
  - 6 credit(s) from subject(s): PSY

Grand Total Credits: **15**

## Technology

### Computer Information Systems (BS)

### Applicable Student Population

India Online

### Description

The Computer Information Systems (CIS) program is an undergraduate major for students who want to design and implement effective solutions to meet organizational and management needs for information and decision support. Graduates of the Computer Information Systems program are poised to take a leading role in shaping our information-based future, in both small and large organizations. Students completing the program will be well grounded in the fundamentals of organization theory, decision making, teamwork and leadership, as well as current and emerging information systems tools and technologies. They will be able to communicate effectively with stakeholders. They will be able to bridge the gap between IT and business units to improve processes and solve challenges now and in the future.

### Outcomes

1. Utilize business intelligence applications that address a variety of business needs and analyze the underlying data models
2. Analyze existing business information systems and identify new systems to meet an organization's needs
3. Develop communication strategies to bridge the IT and business units, using appropriate terminology and language to assist the units in working together effectively
4. Apply systems analysis and design and project management concepts to develop and implement systems to support an organization's goals

# International Programs

## **Requirements**

General Education Courses  
42 Total Credits

- Complete all of the following
  - 42 credit(s) from: General Education Mathematics
  - Complete 1 of the following
    - Complete:
      - MAT240 - Applied Statistics (3)
    - Complete:
      - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)
  - Social and Behavioral Sciences (ESBS)
  - Complete:
    - ECO201 - Microeconomics (3)
    - ECO202 - Macroeconomics (3)

Business Core  
30 Total Credits

- 30 credit(s) from: Business Core

Major Courses  
24 Total Credits

- Complete all of the following
  - 1 of the following:
    - CS200 - Computer Science's Role in Industry (3)
    - IT140 - Introduction to Scripting (3)
  - 1 of the following:
    - IT145 - Foundation in Application Development (3)
    - QSO340 - Project Management (3)
  - Complete:
    - DAD220 - Introduction to Structured Database Environments (3)
    - IT315 - Object Oriented Analysis and Design (3)
    - MIS215 - Client Systems and Support (3)
    - MIS300 - Enterprise Information Systems/Database (3)
    - MIS350 - Business Intelligence and Reporting (3)
    - MIS490 - Management Information Systems Capstone (3)

Major Electives  
9 Total Credits

- Complete all of the following
  - 9 credit(s) from subject(s): CS CYB, DAT, IT, MAT, MIS, or QSO within the range of course numbers 100 - 499
  - Except courses numbered 100 to 199 from: MAT

Free Electives  
15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

## **Cyber Security (MS)**

### **Applicable Student Population**

India Online

# International Programs

## **Description**

With the rise in cybercrime in the US, the need for professionals to protect against ever increasing cyber security risks, stay current with rapid technology changes, and understand changing compliance requirements has become essential across organizations. Graduates of the Master of Science in Cyber Security program will gain competence in managing the design, oversight and assessment of information security for an enterprise with a focus on the human element of information security. The degree program will focus on five key areas of competence: information security governance, information security risk and compliance, information security program creation and management, information security incidence response and business continuity, and leadership/collaboration and communication. The Master of Science in Cyber Security program is designed for students who want to meet the challenges posed by security threats, learn to protect the confidentiality, availability, and integrity of data, and develop risk management and mitigation strategies. Graduates of this program will be prepared for a wide range of careers in the security field as managers, analysts, developers, or administrators of varying aspects of information security and assurance.

## **Outcomes**

1. Assess the effectiveness of information security governance policies and strategies for planning, preparing, and responding to critical threats within diverse organizational contexts and situations in a manner aligned with cyber security standards and frameworks
2. Develop risk management plans for conducting risk assessment and managing identified risk to align with the needs of internal and external controls, governing bodies, and vested stakeholders
3. Develop strategic information security plans; strategies for establishing policies to guide internal and external influences that are aligned with national and international standards and practices
4. Develop information security incident management and business continuity plans aligned with legal, regulatory, and organizational standards for appropriately responding to incidents in consideration of diverse demographics
5. Employ leadership strategies for ethical behavior, tech standards, and emerging trends for advancing an organization's strategic goals in diverse and multi-functional cyber security teams
6. Enhance collaboration and communication by employing interpersonal communication skills and establishing communication plans and processes aligned to the needs of internal and external audiences

## **Requirements**

Foundation Courses

0 Total Credits

- Complete:
  - IT505 - Core Technologies (3)

Major Courses

27 Total Credits

- Complete:
  - ISE510 - Security Risk Analysis and Planning (3)
  - ISE620 - Incident Detection and Response (3)
  - ISE640 - Investigation and Digital Forensics (3)
  - ISE690 - Cyber Security Capstone (3)
  - IT549 - Foundation in Information Assurance (3)
  - IT552 - Human Factors in Security (3)
  - IT640 - Telecommunications and Networking (3)
  - IT643 - Network Assessment and Defense (3)
  - IT659 - Cyberlaw and Ethics (3)

Major Electives or choose a Concentration

9 Total Credits

- Complete all of the following
  - 6 credit(s) from subject(s): DAT ISE, IT, or MAT within the range of course numbers 500 - 799, except:
    - IT505 - Core Technologies (3)
  - 3 credit(s) from subject(s): DAT ISE, IT, MAT, MBA, MGT, OL, QSO, or WCM within the range of course numbers 500 - 799, except:
    - IT505 - Core Technologies (3)

Grand Total Credits: **36**

## **Cybersecurity (BS)**

# International Programs

## **Applicable Student Population**

India Online

## **Description**

The Bachelors of Science in Cybersecurity prepares graduates to compete in an exciting, challenging, and increasingly in-demand field. Guided by industry standards, the degree program prepares students to solve complex problems, respond to cyber threats, assess risk, and apply cutting-edge security techniques. Graduates of the program will demonstrate these abilities while gaining a holistic view of the cybersecurity field that integrates theory and application. Beginning with a solid foundation in computer technology, networking, and system administration, students develop the skills and confidence necessary for exploring modern cybersecurity theories through authentic, hands-on learning experiences. Advanced network, system, software, and personnel protection methodologies are examined through the assessment of adversarial threats, organizational risk, and legal concerns. As students progress through the program, they will develop the diverse knowledge, skills, abilities, and dispositions needed to succeed as an entry-level cybersecurity professional in a broad range of public or private sector contexts.

## **Outcomes**

1. The ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
2. The ability to design, implement, and evaluate a computer-based solution to meet a given set of computing requirements in the context of the discipline
3. The ability to communicate effectively with a range of audiences about technical information
4. The ability to make informed judgments in computing practice based on legal and ethical principles
5. The ability to function effectively on teams to establish goals, plan tasks, meet deadlines, manage risk, and produce deliverables
6. The ability to apply security principles and practices to the environmental, hardware, software, and human components of a system
7. The ability to analyze and evaluate systems with respect to maintaining operations in the presence of risks and threats

# International Programs

## Requirements

General Education Courses  
42 Total Credits

- 42 credit(s) from: General Education

Major Courses  
57 Total Credits

- Complete all of the following
  - Computing Core
    - Complete:
      - DAD220 - Introduction to Structured Database Environments (3)
      - IT140 - Introduction to Scripting (3)
      - IT145 - Foundation in Application Development (3)
      - IT200 - Fundamentals of Information Technology (3)
      - IT202 - Computer Operating Systems (3)
      - IT212 - Introduction to Computer Networks (3)
  - Major Courses
    - Complete:
      - CYB200 - Cybersecurity Foundations (3)
      - CYB210 - Computer Networking (3)
      - CYB220 - Network Security (3)
      - CYB230 - Operating System Security (3)
      - CYB240 - Application Security (3)
      - CYB250 - Cyber Defense (3)
      - CYB260 - Legal and Human Factors of Cybersecurity (3)
      - CYB300 - System and Communication Security (3)
      - CYB310 - Network Defense (3)
      - CYB320 - Incident Response and Investigation (3)
      - CYB400 - Security Assessment and Auditing (3)
      - CYB410 - Security Risk Management (3)
      - CYB420 - Enterprise Security (3)

Free Electives  
21 Total Credits

- 21 credit(s).

Grand Total Credits: **120**

# Courses

## Accounting

### **ACC201 - Financial Accounting** **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

Students will learn the steps of the accounting cycle and how to prepare financial statements in accordance with industry established rules and regulations. Students will develop skills needed to analyze financial accounting information, communicate this information to stakeholders, and understand the accounting procedures that produce this information.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ACC202 - Managerial Accounting** **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

Students will explore the financial impact of short-term and long-term business decisions. By learning how accounting and other productivity information can be used to assess and improve performance of an organization, managers will be provided the essential information they need to execute growth strategies and select opportunities that create business value.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ACC293 - Accounting for Managers I** **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course covers financial accounting concepts that managers need to assess the financial impact of various management situations. Topics include financial accounting principles, key financial statements, and basic financial ratios.

#### **Credits**

3

#### **Academic Level**

Graduate



## International Programs

### **ACC307 - Intermediate Accounting I**

#### **Applicable Student Population**

India Online

#### **Description**

Review introductory concepts including the accounting cycle, journal and adjusting entries. Learn to address more intricate accounting scenarios such as recording more complex financial statement elements. Apply theoretical frameworks and various accounting standards and regulations to the proper preparation of financial statements.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ACC201 - Financial Accounting (3)

### **ACC308 - Intermediate Accounting II**

#### **Applicable Student Population**

India Online

#### **Description**

Apply accounting rules and methodologies for increasingly complex transactions and elements to create more extensive financial statements. Assess a company's financial performance using appropriate ratio analysis to support informed decision making.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ACC307 - Intermediate Accounting I (3)

## International Programs

### **ACC309 - Intermediate Accounting III**

#### **Applicable Student Population**

India Online

#### **Description**

Examine reporting and disclosure requirements for complex accounting topics. Analyze the financial impact of changes to an organization based on factors such as stock characteristics, comprehensive income and retained earnings, types of leases and post-retirement benefits. Consider correct disclosure for error corrections, accounting changes and adjustments. Gain perspective on communicating financial information to internal and external stakeholders for informing company decisions.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ACC308 - Intermediate Accounting II (3)

### **ACC311 - Cost Accounting**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will gather cost data and behavior trends to support the development of cost reports. Students will analyze the data and communicate findings to stakeholders to support their understanding of business costs and inform business operations and decisions.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ACC202 - Managerial Accounting (3)

## International Programs

### **ACC312 - International Managerial Accounting**

#### **Applicable Student Population**

India Online

#### **Description**

The study of foreign currencies and exchange risk management, global organization and control, planning and performance evaluation in multinational enterprises, multinational taxation, global financial statement analysis, and transparency and disclosure in global environment to gain an appreciation and understanding of international managerial accounting. The above studies will relate to international accounting and reporting considerations, standards, and responsibilities.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ACC202 - Managerial Accounting (3)

### **ACC315 - Accounting Information Systems**

#### **Applicable Student Population**

India Online

#### **Description**

The course introduces the student to the fundamentals of accounting information systems and how they function within organizations. Students will explore how accounting information systems facilitate business processes, record transactions, and support internal controls, as well as the functionality of accounting applications and software. Students will learn how accounting information systems are used for data analysis and problem solving.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ACC202 - Managerial Accounting (3)

## International Programs

### **ACC317 - Intermediate Accounting I**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will take an in-depth look at financial statement elements and the interplay of various financial transactions represented on a financial statement. Students will apply theoretical frameworks and research accounting principles and concepts for the proper preparation and interpretation of financial statements. Students will utilize authentic industry tools and technologies to prepare financial statements and connect concepts learned to the importance of financial information for its users.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ACC201 - Financial Accounting (3)

### **ACC318 - Intermediate Accounting II**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will study the liabilities and equities side of the balance sheet and apply accounting concepts for the proper preparation of financial statements. Students will analyze the inflows and outflows of cash for an organization and prepare accurate cash flow statements using direct and indirect methods. Students will utilize authentic tools and technologies to apply accounting principles to a variety of financial reporting situations.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ACC317 - Intermediate Accounting I (3)

### **ACC325 - Accounting for Nonprofit Organizations**

#### **Applicable Student Population**

India Online

#### **Description**

Learn how financial information is used to manage and make decisions in a nonprofit organization. Examine generally accepted accounting principles and practices specific to not-for-profit organizations including structure and governance, legal requirements, financial reporting, budgeting, and tax filing.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **ACC330 - Federal Taxation I**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will learn about current US tax laws and the Internal Revenue Code (IRC), as well as the relevant source documents, associated with federal tax returns for individuals. Students will research and apply the appropriate tax laws in relation to the specific circumstances and tax liabilities. Students will prepare federal tax returns and communicate various tax return information to stakeholders.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ACC340 - Controllership**

#### **Applicable Student Population**

India Online

#### **Description**

This course examines the accounting and interpersonal skills necessary to manage an efficient accounting department. These skills include processing accounting transactions, preparing financial statements, recommending improvement in financial operating policies, and monitoring the financial activities in other departments. Basic areas of subject coverage include cash management, inventory valuation, operating budgeting, taxes, insurance, and capital budgeting. Also included will be the use of electronic spreadsheets for financial analysis, client-server computing applications, target costing, disaster recovery planning, activity based costing, outsourcing, and managing in a growth environment.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 1 of the following:
  - ACC307 - Intermediate Accounting I (3)
  - ACC317 - Intermediate Accounting I (3)

## International Programs

### **ACC345 - Financial Statement Analysis/ Business Valuation**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will explore the theories, tools, and techniques used to perform fundamental valuations of publicly traded companies. Students will investigate a corporation's prospects through the analysis of financial documentation. Students will learn how to dissect SEC filings and other financial sources to evaluate organizational health and support business decision making. Students will practice communication skills as they present their analysis to stakeholders to support business decisions.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 1 of the following:
  - ACC307 - Intermediate Accounting I (3)
  - ACC317 - Intermediate Accounting I (3)

### **ACC386 - Accounting for Managers II**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

Students build on their knowledge of how accounting informs management decision-making. Students engage in accounting activities such as basic operations budgeting and breakeven analysis. They also explore concepts of capital budgeting and apply them to management situations.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ACC405 - Advanced Accounting**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will analyze economic activity of complex business situations as reported within financial statements. Students will evaluate consolidated financial statements for regulatory compliance requirements and accuracy. Students will determine the regulatory requirements needed for the development of financial reports and governmental accounting practices.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 1 of the following:
  - ACC308 - Intermediate Accounting II (3)
  - ACC318 - Intermediate Accounting II (3)

# International Programs

## **ACC411 - Auditing Principles** **Applicable Student Population**

India Online

### **Description**

In this course, students will explore the various functions and governing standards required to complete an external audit. Students will apply governing standards to the audit planning process and analyze potential risks and audit strategies for an organization. Students will prepare audit reports based on substantive testing that meet regulatory compliance standards.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - ACC308 - Intermediate Accounting II (3)
  - ACC318 - Intermediate Accounting II (3)

## **ACC421 - Auditing and Forensic Accounting** **Applicable Student Population**

India Online

### **Description**

In this course students will learn about classic fraud types and the impact that fraud can have on an organization. Students will identify red flags associated with occupational fraud types and analyze methods to detect, prevent, and deter fraud. Students will discuss the legal impacts of fraud examination procedures.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - ACC308 - Intermediate Accounting II (3)
  - ACC318 - Intermediate Accounting II (3)

## International Programs

### **ACC423 - Detection/Prevention Fraudulent Financial Statements**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will learn how to analyze financial statement fraud to identify and interpret red flags associated with related fraud schemes. Various detection techniques will be used to identify the fraud and assess the risks to an organization. Students will also explore strategies to prevent fraud and make recommendations to stakeholders for approaches to use to mitigate fraud within their organization.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ACC421 - Auditing and Forensic Accounting (3)

### **ACC425 - Interview Techniques/Legal Aspects Fraud**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will take a deeper look into the impact of the legal process on fraud investigations within organizations. Students will learn characteristics of fraudsters and analyze the behaviors of individuals who commit fraud. Students will learn about characteristics of a good interview, interview strategies, and questioning techniques which they will apply to various scenarios.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ACC423 - Detection/Prevention Fraudulent Financial Statements (3)

### **ACC427 - Investigating with Computers**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will learn about common computer fraud schemes and their impact on organizations. Students will determine digital detection and prevention techniques to address cybercrime by learning about authentic digital forensic tools. Students will present their findings and conclusions to internal stakeholders.

#### **Credits**

3

#### **Academic Level**

Undergraduate



## Advertising

### **ADV263 - Advertising Copy and Design** **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

This course focuses on the creative end of advertising, including the actual presentation of advertisements. Harmony, consistency and effective use of colors, headlines, subheadlines, borders and amplification of the features, as well as advantages and benefits of the product/service, are emphasized. Students will be familiar with the creative competencies and skills needed in the formulation of effective campaigns in various media.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ADV340 - Advertising Media Planning** **Applicable Student Population**

India Online

#### **Description**

This course addresses the connection between media and markets from a quantitative perspective. Students learn to read and understand available statistical tools providing measurement data of media audiences and media usage patterns. The course covers media selection criteria, such as effective reach and frequency, cost per thousand and cost per rating point, weighting, and continuity patterns. Students also become cognizant of the impact of a firm's corporate strategies, particularly the marketing and financial strategies, on media planning. Lastly, the course considers the strategic issues of fragmentation and selectivity as new technology and methods of reaching target markets emerge. Writing intensive course.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - MKT229 - Principles of Integrated Marketing Communications (3)

### **ADV386 - Introduction to Advertising Campaigns** **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course applies advertising concepts in the development of a cohesive campaign that includes print images, a script for a commercial and a compelling pitch. Students use marketing research data to identify target audiences and develop an understanding of how the field of advertising has evolved.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **ADV428 - Promotional Research & Media Management**

#### **Applicable Student Population**

India Online

#### **Description**

This course applies marketing research techniques to the field of promotion. Topics covered include research for promotional campaigns and a survey of the research companies and reports used in evaluating the success of the promotional effort.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ADV429 - Advertising Campaigns**

#### **Applicable Student Population**

India Online

#### **Description**

This advanced course in advertising and promotion includes the application of marketing strategies and theories and the development of a complete, multimedia advertising campaign. Aspects covered include gathering primary and secondary marketing research data, establishing an integrated marketing strategy plan, developing creative exhibits in the strategy print and broadcast media and constructing a media traffic plan.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - MKT229 - Principles of Integrated Marketing Communications (3)
  - COM230 - Graphics and Layout in Print Media (3)

### **ADV462 - Advertising Account Executive Seminar**

#### **Applicable Student Population**

India Online

#### **Description**

This course focuses on the business, management and sales aspects of the advertising field. Students will learn about the selling and marketing of advertising campaigns and obtain the management skills and competencies that are needed to implement effective advertising planning. Students will be familiar with the roles and responsibilities of executive producers and account executives in sales and management. This is a third-year course in the marketing program.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **ATH111 - Introduction to Cultural Anthropology**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
Global Education Movement (GEM)

#### **Description**

This course is the study of preliterate and changing societies that emphasizes social organization and cultural aspects.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Biology

### **BIO101 - Principles of Biology**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

Introductory level biology course that includes mammalian cell structure and function, cellular reproduction and physiology, and basic Mendelian genetics. Laboratory exercises (BIO-101L) to follow lecture topics.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **BIO110 - Introduction to Public Health**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

Introduction to Public Health provides an overview of factors associated with disease affecting populations. Students will be exposed to the history of public health in the United States, its political and social dimensions, basic epidemiology, and current approaches to issues of public health, including health care and health services.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **BIO120 - General Biology I** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

General biology course that includes mammalian cell structure and function, cellular reproduction and physiology, and Mendelian genetics. Laboratory exercises (BIO 120L) to follow lecture topics.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **BIO210 - Introduction to Anatomy and Physiology** **Applicable Student Population**

INTI International University & Colleges (INTI)  
Global Education Movement (GEM)

#### **Description**

Discussion/comparison of the principles of mammalian form and function. Includes molecular and cellular mechanisms of major processes (such as muscle contraction, neural transmission, and signal transduction) and examines the structure and function of the 11 organ systems of the human body. Laboratory exercises (BIO-210L) to follow lecture topics.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **BIO320 - Neuroscience** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course explores the fundamental molecular and cellular events underlying the processing of information and the maintenance of homeostasis. Topics include neurons and glia, the electrophysiology of cell membranes, synaptic transmission, motor and sensory systems, chemical messengers, neuroendocrine interactions, neural circuitry, and selected topics in neuropharmacology. It is strongly recommended that the student take BIO-210 (Intro to Anatomy and Physiology) before taking BIO-320.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **BIO325 - Animal Behavior**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course will introduce the student to the field of animal behavior. To gain a full understanding of the complexities of this subject, students will study aspects that influence innate behaviors, such as genetics, population biology, evolution and learned behaviors, such as learning theory and cultural transmission. The course examines theoretical and conceptual issues in animal behavior using experiments and case studies to highlight examples. We will focus on many important biological activities such as mating, the role of kinship, cooperation, communication, aggression, and play. In addition to identifying major patterns and processes of animal behavior, we will discuss the observational and experimental techniques used to study behavior and explore the major conceptual models guiding past and current research in this field. The course is offered as an upper level science course aimed at environmental science and psychology majors.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

INTI

- Complete 1 of the following
  - 1 of the following:
    - ENV101 - Environmental Science (3)
    - PSY108 - Introduction to Psychology (3)
    - BIO120 - General Biology I (3)
  - Permission of instructor

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## Business

### **BUS206 - Business Law I**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

Students will examine the background, foundation, and ethical aspects of the United States' legal system as it applies to business organizations. Students will also learn the impact of torts, product liability, criminal law, contracts, sales, business organizations, and agency and cyber law in a business setting.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **BUS210 - Managing and Leading in Business**

#### **Applicable Student Population**

India Online

#### **Description**

Students will explore leadership and management theories and how to incorporate them in one's own personal style for effective contribution and collaboration in diverse team environments, and learn about the skills necessary to lead in various organizational structures and areas of business. Students will also examine how the functional areas of business are interrelated and work together in organizations.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **BUS225 - Critical Business Skills for Success**

#### **Applicable Student Population**

India Online

#### **Description**

Students will learn the critical business skills required for successful leadership and management in organizations. By applying business research skills and data analysis, students will solve problems and support business decisions. Students will also explore various techniques and forms of professional communications and their uses in business contexts.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

### **BUS250 - Legal Implications of Vendor Partnership**

#### **Applicable Student Population**

India Online

#### **Description**

Explore copyright and intellectual property, licensing rights and user capabilities, vendor relations, and critical thinking techniques. Examine the importance of vendor partnerships to create, deliver, install, maintain, or support critical components. Learn about the the vendor expectations created and addressed within contractual agreements.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **BUS307 - Business Law II**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

The study begun in Business Law I continues as the topics of commercial paper, real and personal property, creditors' rights and bankruptcy, agency, business organizations, estate planning and government regulation of business are explored.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - BUS206 - Business Law I (3)

### **BUS386 - Applied Business Law**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course explores the American legal system and the principles that apply to the business environment. Students examine the impact of Supreme Court decisions on businesses, analyze contracts, and research the role of criminal law in business. Other topics include torts, negligence and strict liability.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **BUS400 - Driving Business Opportunities**

#### **Applicable Student Population**

India Online

#### **Description**

Students will examine the process of formulating strategic plans and maximizing organizational potential, and explore ways in which organizational and external risk and growth opportunities impact strategy. Students will also evaluate the potential of business decisions in relation to gaining a competitive advantage and defend the ways in which strategic decisions align with organizational goals.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - BUS206 - Business Law I (3)
  - BUS210 - Managing and Leading in Business (3)
  - BUS225 - Critical Business Skills for Success (3)
  - FIN320 - Principles of Finance (3)
  - INT220 - Global Dimensions in Business (3)
  - MKT205 - Applied Marketing Strategies (3)
  - QSO321 - People, Planet, and Profit (3)

### **BUS496 - Advanced Experiential Learning for Business**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will utilize previously learned theories and concepts in an experiential learning environment. Students will apply learning from their program to an authentic industry challenge. Students will determine when and how to use appropriate technology to meet specific industry needs or challenges. Students will communicate how their career goals align to the skills learned in their program.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 60 credit(s).



## International Programs

### **CFA220 - The Patient Experience**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

In this course, students focus on working as part of an interprofessional team to ensure a positive patient experience. Students will be able to: . Explain the different factors that influence a positive patient experience . Work as part of an interprofessional team . Plan and organize work, including setting and meeting deadlines . Negotiate with others to resolve conflicts and settle disputes . Apply lean thinking principles to healthcare . Explain how to apply quality improvement methods to healthcare settings . Appropriately provide and respond to positive feedback as well as constructive criticism in workplace contexts

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CFA221 - Cultural Competence in the Healthcare Setting**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

In this course, students explore the importance of cultural competence in interactions with patients and staff members. Students will be able to: . Explain the cultural commonalities and variations among different societies . Identify and explain various social and physical determinants of health . Articulate the importance of cultural competence in effective healthcare delivery . Persuasively present their own thoughts and ideas . Respectfully listen to and consider the thoughts and opinions of others . Locate, evaluate and integrate information from multiple sources

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CFA320 - Research Communications**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This Goal, which is typically completed during a student's first term in the CfA BA program, focuses on two areas that are key to both academic and workplace success: research and writing. Students use a variety of sources to obtain information, including academic and scholarly materials, personal interviews, and news accounts. By completing this Goal, students demonstrate that they: . Can access and use academic and scholarly materials . Can appropriately cite and document sources of information . Can conduct an interview to obtain information . Can support or refute an argument using quantitative evidence . Can use multiple news sources to develop an informed perspective on a topic or event . Can produce clear, grammatical and polished writing

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **CFA321 - Use Math to Solve Problems**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This Goal focuses on math as a critical tool in the problem-solving toolkit. Students use creative problem-solving techniques along with math to address a number of real-world challenges facing a fictions company.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CFA323 - Contribute to Society**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This special topics course provides a context for understanding the role of the engaged citizen in our community. Meanings assigned to community and service have been highly contested, in large part, because they are concepts that embody values, beliefs, attitudes, and ideas that are central to definitions of democracy, social justice, civic resiliency and public life.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CFA324 - Organizational Change and Effectiveness**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

In this course, students evaluate the shifting models of organizations, analyze organizational change, and apply key theories to make informed management decisions. . Can analyze domestic and global perspectives on managing people to achieve organizational goals . Can evaluate shifting models and trends in organizations . Can explain how factors of group dynamics impact organizations . Can make recommendations for improving organizational structures . Can analyze the complexities of organizational change . Can apply organizational behavior theories to help make informed managerial decisions

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **CFA325 - Special Topics in Research: Management** **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course, which is typically completed during a student's first term in the CfA BA program, focuses on two areas that are key to both academic and workplace success: research and writing. Students use a variety of sources to obtain information, including academic and scholarly materials, personal interviews, and news accounts. . Can support or refute an argument using quantitative evidence . Can evaluate and incorporate information from the business press for research purposes . Can produce clear, grammatical and polished writing . Can access and use academic and scholarly materials . Can appropriately cite and document sources of information . Can conduct an interview to obtain information

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CFA406 - Support Global Health** **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This Goal focuses on addressing global health.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CFA420 - Construct and Deconstruct Media** **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This Goal focuses on media literacy, which has been defined by the National Association for Media Literacy Education as the ability to "comprehend the messages we receive and effectively utilize these tools to design and distribute our own messages."

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **CFA421 - Negotiate Difference** **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This Goal focuses on the assessment and analysis of both verbal and nonverbal interpersonal and small-group communications. Students apply relevant theories and techniques to communicate effectively in different settings and for different purposes, such as conflict resolution.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CFA499 - Capstone Goal** **Applicable Student Population**

Global Education Movement (GEM)

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Communication

### **COM125 - Dissecting Pop Culture** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

In this course, students will examine the concept of media literacy and the history of communication industries. Students will practice deconstructing pop culture and media messages to recognize their potential effect, understand how media literacy is associated with an individual's role as a consumer of and participant in media, and recognize the role that media plays in creating and transforming cultural messaging.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# International Programs

## **COM126 - Introduction to Mass Communication**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Global Education Movement (GEM)

### **Description**

This communications survey course covers mass media, culture, and society. The course focuses on how and why the US media operate as they do, as well as on how media performance might be improved.

### **Credits**

3

### **Academic Level**

Undergraduate

## **COM127 - Introduction to Communication**

### **Applicable Student Population**

India Online

### **Description**

In this course, students will explore the history and development of the communication profession in the context of current business environments. They will also examine how contemporary communication issues and problems are addressed in various contexts. Additionally, they will learn how theory impacts the daily work of a communication professional in an ever-changing discipline.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - ENG123 - English Composition II (3)

## **COM128 - Language and Practice of Media Arts**

### **Applicable Student Population**

Global Education Movement (GEM)

### **Description**

This is an introduction to the practice of media production and the study of visual media literacy. The course examines the fundamental components and structure of moving image texts, explores how dynamic relationships between those elements convey meaning, and then exercise that knowledge through media production. Production design, language, technology, and methods will be discussed enabling all students in the class to have a common language of image analysis and creation. Readings and discussions on topics such as cinematography, narrative meaning, image and sound design, editing, genres, and culture will be included. Creative interpretative and expression of ideas will be exercised in the production of media.

### **Credits**

3

### **Academic Level**

Undergraduate

## International Programs

### **COM130 - Media Communication and Visual Literacy**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

Examine the concept of media literacy. Practice deconstructing media messages to recognize their potential effect. Understand how media literacy is associated with an individual's role as a consumer of and participant in media.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **COM212 - Public Speaking**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course is designed to help students develop abilities, including organization and delivery skills, for all speaking situations. The evaluation and improvement of voice, diction, articulation and posture also are studied. May not be used as literature elective.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **COM213 - Public Speaking and Presentation Skills**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will develop the public speaking and presentation skills needed for the creation and dissemination of communication messages across various channels, for various purposes, and aimed at various audiences. They will create and refine communication messages based on various criteria, including the relevancy of sources and information, business and organizational goals, formats of various media channels, as well as the needs and requirements of various audiences. Students will also deliver communication messages and projects to various stakeholders, both internal and external to an organization, through the successful implementation of their public speaking and presentation skills.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ENG123 - English Composition II (3)

## International Programs

### **COM220 - Intercultural Communication**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

In a time of increasing globalization it is important to understand how communication differs in other cultures. This course is designed to expose students to a variety of different cultures through organizational and business communication. Students will study specific countries each semester and learn successful communication strategies for each culture through lectures, panel discussions/guest speakers, and a variety of individual and group projects.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **COM225 - Communication with Diverse Audiences**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will learn how to create and direct messages and projects toward targeted audiences. They will collect and analyze various data and information that inform the development of messages and projects, particularly in relation to the targeting of specific audiences. Students will also employ an intercultural awareness and sensitivity to the creation and revision of messages and projects directed towards various targeted audiences.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ENG123 - English Composition II (3)

# International Programs

## **COM227 - Public Relations**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

This course introduces students to the theory and practice of public relations in the United States. Students study the major figures in this field as well as organizations, their behavior, and the relationships between organizations and their publics.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete 1 of the following  
India Online
  - Complete:
    - ENG123 - English Composition II (3)
- INTI
  - 1 of the following:
    - ENG200 - Sophomore Seminar (3)

## **COM229 - Visual Communication and Design**

### **Applicable Student Population**

India Online

### **Description**

In this course, students will apply fundamental design principles and communication technologies to the creation and dissemination of messages across multiple formats and channels. Students will also analyze the effectiveness of communication messages and projects in relation to their use of basic design principles and technologies, as well as to their alignment to project goals.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - ENG123 - English Composition II (3)



# International Programs

## **COM230 - Graphics and Layout in Print Media**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course is an introduction to the principles and practices of graphic design. Students are introduced through lecture, demonstration and hands-on computer work to the basic elements of graphic visual communication. Adobe Illustrator is used as a primary tool in exploring visual perception through a variety of creative exercises that familiarize the student with basic visual principles such as figure/ground manipulation, shape grouping, letterform shape creation, and grid and system creation. Formal elements of graphic design such as line, shape, color, texture, pattern, balance, symmetry, rhythm, space and unity are thoroughly explored by example and hands-on computer exercises; special topics included are: designing with type, layout strategies, logo design, symbol and pictogram development and stationery systems.

### **Credits**

3

### **Academic Level**

Undergraduate

## **COM232 - Desktop Publishing**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course is an introduction to the software application Adobe InDesign designed for the novice user. Students are introduced to the creative and practical aspects of the desktop publishing program that is considered indispensable in the contemporary communications and design industries. This course is based on a series of introductory exercises and a regimen of hands-on practice that teaches software and design skills; students learn how to combine the use of professional graphic design and word-processing software applications.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - COM230 - Graphics and Layout in Print Media (3)

## **COM234 - Digital Toolbox**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This hands-on course allows student to learn and explore industry-standard software in preparation for more advanced graphics, design, and video production courses. In addition, the important techniques of imaging software integration and file format compatibilities are discussed and applied while preparing images for print, video and Web. At the conclusion of this course, students will have developed and assembled a multimedia portfolio presentation for public viewing.

### **Credits**

3

### **Academic Level**

Undergraduate

# International Programs

## **COM235 - Multimedia Journalism** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This writing practicum introduces students to writing for print and electronic media under deadline. Gathering information by using records, documents, observation, interviewing, and the Internet. Emphasis on library resources, electronic databases, and current events. Basic style and editing based on AP Stylebook and Libel Manual and AP Broadcast News Handbook.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG123 - English Composition II (3)
  - ENG200 - Sophomore Seminar (3)

## **COM244 - Digital Video Production: Level I** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course introduces the student to video aesthetics, and techniques, as well as providing students with hands-on production experience. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors and the human condition. Skills covered in the class will include the fundamentals of all stages of production, use of the camera as a visual tool, audio, lighting, and editing in a digital non-linear environment. Students attend lectures and technical demonstrations, view work of various video and film directors, complete production planning and coordination, and produce creative projects.

### **Credits**

3

### **Academic Level**

Undergraduate

## **COM274 - Foundations of Public Relations** **Applicable Student Population**

Global Education Movement (GEM)

### **Description**

This course covers the fundamental concepts and modern applications of public relations. Students work to craft the public-facing image of an organization by creating a public relations brief, video news release and op-ed article. Students also explore the history of public relations as well as some of its ethical and legal considerations.

### **Credits**

3

### **Academic Level**

Undergraduate

## International Programs

### **COM297 - News and Media Literacy**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course is designed to equip students with essential news literacy skills. Students use critical thinking to explore the issues of bias and credibility in the news. The course also focuses on the complex ethical considerations facing both producers and consumers of news in an increasingly digital world.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **COM310 - Social Media**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

Global Education Movement (GEM)

#### **Description**

The possibilities and dangers of social media increase daily. This course explores the history, technology, impact, and strategies of social media. Students will examine the uses of social media for business, personal branding, community building, journalism, affecting change, and marketing communications. The course provides hands-on experience with the most current technology.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

INTI

- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

## International Programs

### **COM311 - Social Media Strategy** **Applicable Student Population**

India Online

#### **Description**

In this course, students will develop social media strategies as a means of communicating various messages to diverse, targeted audiences, and across multiple social media platforms. They will analyze and integrate information and feedback from social media metrics to make appropriate adjustments and refinements to social media messages. Additionally, students will leverage fundamental social media marketing strategy concepts to create engaging content and communications.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ENG123 - English Composition II (3)

### **COM312 - Crisis Communication** **Applicable Student Population**

India Online

#### **Description**

In this course, students will learn how to develop crisis communication plans to mitigate against unexpected obstacles and challenges in the execution of communication projects. They will manage crisis situations through the application of communication best practices. Students will also collaborate and debrief with various stakeholders to assess the effectiveness of crisis communication plans and responses.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - COM127 - Introduction to Communication (3)

# International Programs

## **COM315 - Communication in the Digital Age**

### **Applicable Student Population**

India Online

### **Description**

Contemporary relationships exist across space and time in ways that are continually transforming through computer-mediated and digital communication. Social networking, chat, email, online gaming, and online dating present new challenges for how and why we engage and enter relationships with others. This course examines the foundations of interpersonal communication in light of digital (new) media, evaluating the effect that mediated communication has on relational strategies. Students will evaluate communication behaviors across multiple digital mediums and examine concepts related to relational development, maintenance, and deterioration, interpersonal conflict, nonverbal communication, and identity and culture.

### **Credits**

3

### **Academic Level**

Undergraduate

## **COM320 - Exploring World Cultures/Mass Media**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course seeks to expand global cultural understanding and communication by examining pop culture and media systems in various countries. Students will have the opportunity to expand their cultural perspective by exploring music, film, television, radio, print media, technology, and urban and youth culture. Topics will include media imports and exports, media audiences, media financing and regulation, media research and reporting, media effects, media ethics, meaning and communication through media, and intercultural communication. In lieu of a text students will use extensive Internet research, personal interviews, podcasts, discussion boards, various supplemental material, and independent cultural exploration. Classes will consist of brief lectures, discussion, viewing of media, and in-class research and projects.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following
  - 1 of the following:
    - COM126 - Introduction to Mass Communication (3)
    - COM128 - Language and Practice of Media Arts (3)
    - COM130 - Media Communication and Visual Literacy (3)
  - 1 of the following:
    - ENG121 - College Composition II (3)
    - ENG200 - Sophomore Seminar (3)

## International Programs

### **COM321 - Global Communication** **Applicable Student Population**

India Online

#### **Description**

In this course, students will critically engage with the issues and problems surrounding globalization and the production, distribution, and consumption of various global communications. They will apply an understanding of and sensitivity to various cultural, social, political, and economical issues to the analysis and creation of global and intercultural communications. Additionally, students will leverage the principles of global citizenship when interacting with various forms of global and intercultural communications.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - COM127 - Introduction to Communication (3)

### **COM322 - Advanced Public Speaking** **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

This course provides students with the skills to produce effective oral presentations in professional contexts. The course includes formal individual speeches as well as interactive and group presentations. It is run as a seminar to provide students with experience as moderators.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG122 - English Composition I (3)

## International Programs

### **COM326 - Strategic Storytelling** **Applicable Student Population**

India Online

#### **Description**

In this course, students will examine the role of communication messages as a form of strategic storytelling for entertainment and informational purposes. They will analyze how culture influences, and is influenced by, the creation and consumption of communication messages. Students will also apply storytelling concepts in the creation and dissemination of communication messages for various purposes.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - COM225 - Communication with Diverse Audiences (3)

### **COM329 - New Media Technologies** **Applicable Student Population**

India Online

Global Education Movement (GEM)

#### **Description**

This course examines the role of new media in contemporary society and the evolution of media technologies in economics, politics, marketing, business, relationships, and journalism. Students will utilize and practice with various new media tools and platforms for both personal and professional contexts. The course focuses on both the practical skills and the theoretical foundations of new media, asking students to demonstrate proficiency in these platforms while understanding the implications for communication practice.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **COM336 - Electronic Public Relations** **Applicable Student Population**

India Online

#### **Description**

This course provides a focused overview of electronic public relations applications and presents guidelines for using electronic technologies for public relations purposes. Students will learn to reach various publics through public service announcements, video news releases and satellite media tours. Students will also learn how to reach media, government, consumers, employees and management effectively by applying electronic media technologies.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - COM227 - Public Relations (3)

# International Programs

## **COM340 - Writing for Public Relations** **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

Survey course requiring copywriting in public communication formats, including news releases, features, editorials, brochures, executive summaries, company profiles, newsletters and annual report copy.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - ENG123 - English Composition II (3)
  - ENG200 - Sophomore Seminar (3)

## **COM341 - Technical Writing** **Applicable Student Population**

Global Education Movement (GEM)

### **Description**

This course trains students to produce documents of a technical nature commonly found in a business context. Students are required to prepare a variety of technical reports, including audits, technical manuals and feasibility studies.

### **Credits**

3

### **Academic Level**

Undergraduate

## **COM343 - Technical Writing Communication** **Applicable Student Population**

India Online

### **Description**

In this course, students will create written technical communications that align to stakeholder requirements and project plans. In order to do so, they will synthesize complex technical information through collaboration with clients, internal and external stakeholders, and subject matter experts. Students will also assess technical communications and project plans for their alignment to stated stakeholder requirements and targeted project goals.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - ENG122 - English Composition I (3)



# International Programs

## **COM405 - Personal Brand Communications**

### **Applicable Student Population**

India Online

### **Description**

In this course, students will explore the role of personal branding for communication professionals in the context of various communication projects. They will apply principles of emotional intelligence and team dynamics in the collaboration and execution of communication projects. Students will also integrate successful business practices and critical communication dispositions in the creation of a personal brand.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - COM311 - Social Media Strategy (3)

## **COM410 - Applied Strategic Communication**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

In this course students will learn how to write for the digital age across various media and will create a robust portfolio and knowledge base of modern communication materials and tactics to help publics survive and thrive in the digital age. As businesses, nonprofits, government organizations, celebrities, sports teams, and individuals continue to expand their online presence, communications professionals will be called upon to help them navigate a complex digital world. Through real-world scenarios and examples, students will analyze the social, political, economic, and cultural context of communication in a rapidly changing and complex world while integrating the latest thinking in how to design and execute powerful and successful digital communications strategies.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - COM125 - Dissecting Pop Culture (3)
  - COM227 - Public Relations (3)

## International Programs

### **COM413 - Management of Communication Projects**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will apply various leadership and management strategies in the execution of communication projects. Additionally, they will develop and leverage fundamental business and project management skills to ensure that projects align with and meet stakeholder requirements and goals, budgets, and timelines.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - COM311 - Social Media Strategy (3)

### **COM430 - Organizational Communications**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Global Education Movement (GEM)

#### **Description**

This course gives students the opportunity to develop skills, knowledge, and philosophies in organizational communication through lectures, research, readings, discussions, application, and written assignments. Emphasis is placed on verbal and nonverbal communication, cultural communication, interpersonal relationships within organizations, and dealing with the future and change.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 1 of the following:
  - COM212 - Public Speaking (3)
  - COM213 - Public Speaking and Presentation Skills (3)

## International Programs

### **COM431 - Organizational Branding** **Applicable Student Population**

India Online

#### **Description**

In this course, students will examine how organizations brand themselves, as well as the role of branding in creating and disseminating communications. They will evaluate how audience needs and internal and external stakeholder requirements impact the development and maintenance of an organization's brand. Students will also gain hands-on experience in creating, building, and maintaining a brand.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - COM311 - Social Media Strategy (3)

### **COM445 - Writing for New Media** **Applicable Student Population**

India Online

#### **Description**

This course is an advanced writing experience that focuses on the content-development skills critical for new and emerging digital media technologies. Students engage with the essential concepts and issues surrounding media convergence and the various strategies for delivering and adapting essential information through diverse multimedia platforms.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ENG122 - English Composition I (3)

## International Programs

### **COM449 - Communication Law and Media Ethics**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will examine the interrelationship of government oversight, public policy and regulation, and social responsibility in the communication profession. They will investigate how communication professionals abide by ethical codes of conduct and adhere to laws and regulations in the creation, repurposing, and dissemination of communication messages. Additionally, students will explore the various ways that communication professionals can demonstrate social responsibility when producing communication projects.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - COM225 - Communication with Diverse Audiences (3)

### **COM452 - Public Relations Campaign Planning Seminar (Capstone)**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

This capstone course offers practice in managing communication campaigns from the public relations perspective and emphasizes the production and presentation of campaign plans. Students will develop and pitch a campaign for a real client.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - COM227 - Public Relations (3)
  - COM340 - Writing for Public Relations (3)

### **COM490 - Communication Internship**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

The communication internship provides an opportunity for students to apply their skills and communication expertise in a supervised, career-related experience. Students will be measured on their professionalism and effectiveness by an internship supervisor and will reflect on their personal and professional goals as they relate to the internship experience.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

## International Programs

### **COM500 - Communication, Media & Society** **Applicable Student Population**

India Online

#### **Description**

Communication, Media, and Society serves as an introduction to key concepts and theories in the study of communication and media. In this course, students will examine the foundations of the discipline of communication focusing particularly on the ways in which media and technology have impacted the study of culture, relationships, and messages. The course will explore the impact of communication on various arenas, including families, relationships, culture and the changes in communication and media over time. Students will analyze their own skills, communication patterns, networks, and resources and articulate a plan for future studies and career plans in communication.

#### **Credits**

3

#### **Academic Level**

Graduate

### **COM510 - The Vantage Point: Knowledge & New Media** **Applicable Student Population**

India Online

#### **Description**

This course contends with the evolving concept of "knowledge production" in the new media environment. It focuses on strategies for independent online research, including processes for identifying, vetting, and citing appropriate sources of information, as well as best practices for writing in the online environment. Issues of copyright, plagiarism, and ethics related to the creation of online content will be evaluated. Finally, students will explore their role as producers of mediated communication, including primary authorship and the curating of content.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Computer Science

### **CS200 - Computer Science's Role in Industry** **Applicable Student Population**

India Online

#### **Description**

This course introduces the role of computer software in a variety of industries. Principles of hardware, software, computation, and algorithm development are introduced. Students learn the fundamentals of basic programming concepts including data types, variables, control structures, logical expressions, and arrays.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Criminal Justice

## International Programs

### **CJ500 - Critical Issues in the Criminal Justice System**

#### **Applicable Student Population**

India Online

#### **Description**

This course offers the Criminal Justice graduate student the opportunity to identify, analyze and discuss the most prevalent issues affecting the delivery of criminal justice and public safety services today. Students will examine the civic responsibilities of criminal justice professionals and the challenges facing our contemporary criminal justice system, while also developing an understanding of the key criminal justice theories.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CJ530 - Global Terrorism**

#### **Applicable Student Population**

India Online

#### **Description**

Explore how geopolitics and terrorist attacks influence the world today. Examine historical events and the impact on foreign and domestic policy. Students dispel misconceptions and create a new evidence-based response to address global terrorism.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CJ560 - Courts and Judicial Process**

#### **Applicable Student Population**

India Online

#### **Description**

Explore the different roles of criminal justice professionals in navigating critical issues and challenges in the judicial process from the initial crime through the appeals phases. Students compare the procedural impact of local, state, and federal court systems through the examination of controversial court cases and inequalities within the judicial process.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Customer Experience

## International Programs

### **CUS115 - Introduction to Customer Service Communications**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course focuses on basic elements of communication with customers, including the communication process, customer communication styles, and providing clear, accurate and appropriate information to customers. Other topics include interacting with diverse customers and creating a personal action plan.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CUS212 - Problem Solving in Customer Service**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course focuses on providing students with the skills necessary to effectively assist customers. Students analyze customer problems, explore a variety of customer service metrics, and push customers through the consumer buying decision-making process. Other topics include selling, de-escalation techniques and stress management.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CUS236 - Branding Through Customer Service**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course focuses on methods used to support an organization's brand and mission through customer service. Students create "on-brand" communications, apply follow-up techniques to nurture relationships with customers, and explore the keys to professionalism in customer interactions. Other topics include ethical and legal issues in customer service.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Cybersecurity

# International Programs

## **CYB200 - Cybersecurity Foundations**

### **Applicable Student Population**

India Online

### **Description**

Gain familiarity with foundational cybersecurity concepts and terms. Learn the difference between adversarial and environmental threats and analyze how security practitioners respond to each. Explore legal and human factors and examine how they influence the development of organizational security strategies.

### **Credits**

3

### **Academic Level**

Undergraduate

## **CYB210 - Computer Networking**

### **Applicable Student Population**

India Online

### **Description**

Learn the basics of computer networking. Examine different network architectures and approaches to network design. Gain practical experience by performing common network implementation and administration tasks.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - IT212 - Introduction to Computer Networks (3)

## **CYB220 - Network Security**

### **Applicable Student Population**

India Online

### **Description**

Learn about common network-based attacks and how to defeat them. Explore the use of intrusion detection/prevention technologies and information flow controls to protect networked systems. Analyze security concerns related to virtual systems and networks.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - CYB200 - Cybersecurity Foundations (3)
  - CYB210 - Computer Networking (3)



# International Programs

## **CYB230 - Operating System Security** **Applicable Student Population**

India Online

### **Description**

Learn the techniques and strategies used to protect modern operating systems. Employ best practices to securely provision operating system components and services. Troubleshoot insecure settings to reduce the risk of system compromise.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - IT202 - Computer Operating Systems (3)

## **CYB240 - Application Security** **Applicable Student Population**

India Online

### **Description**

Explore the fundamental principles and practices of application security. Identify common software vulnerabilities and develop strategies to reduce their potential impact. Analyze and assess the security posture of multi-tiered web applications.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - CYB200 - Cybersecurity Foundations (3)
  - CYB210 - Computer Networking (3)
  - IT145 - Foundation in Application Development (3)

## International Programs

### **CYB250 - Cyber Defense**

#### **Applicable Student Population**

India Online

#### **Description**

Explore common strategies and tactics employed by security practitioners to protect networks, systems, applications, and data. Learn the principles of cryptography and examine the critical role it plays in protecting information assets. Analyze the impact of emerging technologies and evolving social trends on the field of cybersecurity.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - CYB200 - Cybersecurity Foundations (3)

### **CYB260 - Legal and Human Factors of Cybersecurity**

#### **Applicable Student Population**

India Online

#### **Description**

Examine security concerns associated with humans and their interactions with information systems. Learn about social engineering and how to combat human-focused cyber attacks. Examine the legal and ethical aspects of individual privacy, acceptable use, and other social concerns.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - CYB200 - Cybersecurity Foundations (3)

## International Programs

### **CYB300 - System and Communication Security**

#### **Applicable Student Population**

India Online

#### **Description**

Build upon basic operating system security by securing communication between networked systems. Implement transport layer security (TLS) and a public key infrastructure (PKI). Use a scripting language to automate security-relevant tasks and verify compliance with organizational security standards.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - CYB200 - Cybersecurity Foundations (3)
  - CYB230 - Operating System Security (3)

### **CYB310 - Network Defense**

#### **Applicable Student Population**

India Online

#### **Description**

Deploy technologies to detect and defeat network-based attacks. Use common tools to operate at different layers of the network stack, implement information flow controls, and develop reliable methods to identify malicious network traffic.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - CYB220 - Network Security (3)
  - CYB250 - Cyber Defense (3)

## International Programs

### **CYB320 - Incident Response and Investigation**

#### **Applicable Student Population**

India Online

#### **Description**

Explore incident analysis and response techniques within the context of an enterprise. Learn basic digital forensic terminology and how incident response activities inform and augment digital investigations.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - CYB300 - System and Communication Security (3)
  - CYB310 - Network Defense (3)

### **CYB400 - Security Assessment and Auditing**

#### **Applicable Student Population**

India Online

#### **Description**

Learn how to assess and audit information systems using structured approaches. Discover compliance gaps, identify security vulnerabilities, and recommend corrective actions. Learn how to effectively communicate findings and recommendations to organizational stakeholders.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - CYB220 - Network Security (3)
  - CYB260 - Legal and Human Factors of Cybersecurity (3)
  - CYB300 - System and Communication Security (3)

## International Programs

### **CYB410 - Security Risk Management** **Applicable Student Population**

India Online

#### **Description**

Apply the principles of risk management to solve real-world security problems. Learn how risk management influences organizational security programs. Explore how the concepts of threat, impact, relevance, and likelihood are woven together to develop balanced, effective security controls.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - CYB250 - Cyber Defense (3)

### **CYB420 - Enterprise Security** **Applicable Student Population**

India Online

#### **Description**

Create and implement a comprehensive plan to protect an organization's assets from relevant adversarial and environmental threats. Employ basic project management methods to achieve milestones, align resources, and foster collaboration with stakeholders.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - CYB310 - Network Defense (3)
  - CYB400 - Security Assessment and Auditing (3)
  - CYB410 - Security Risk Management (3)

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## Data Analytics

## International Programs

### **DAT205 - Role of Data Analysis in Organizations**

#### **Applicable Student Population**

India Online

#### **Description**

Students will analyze the role of data analysis and data analysts within organizations. Students will also gain an understanding of the various areas of data analysis as well as the industries in which it is used, and explore the types of professional roles that exist in the world of data.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **DAT223 - Gathering Requirements and Collecting Data**

#### **Applicable Student Population**

India Online

#### **Description**

Students will examine methods for diagnosing organizational problems in order to determine the data requirements to solve them. In addition, students will learn how to gather data and supporting documentation necessary for effective data analysis.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - DAD220 - Introduction to Structured Database Environments (3)

### **DAT250 - Data Policy and Decision Making**

#### **Applicable Student Population**

India Online

#### **Description**

Students will explore the emergence of data governance at both the legal/regulatory and organizational policy levels, with a focus on its implications for data analytics. Students will also learn how data analysts can act ethically when confronted with data privacy and security concerns.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **DAT260 - Emerging Technologies and Big Data**

#### **Applicable Student Population**

India Online

#### **Description**

Students will explore contemporary systems and technologies impacting the field of data analytics, including the cloud, AI, and machine learning. Students will also gain exposure to areas of technology that provide opportunities for future professional specialization, such as emerging Big Data technologies that can support the work of data analysts.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - DAD220 - Introduction to Structured Database Environments (3)

### **DAT300 - Data Validation: Getting the Right Data**

#### **Applicable Student Population**

India Online

#### **Description**

Students will learn to both assess whether data on hand can be used to address real world challenges faced by organizations as well as to determine additional data that may be needed. Students will also explore how to find such data and practice the kinds of communication and collaboration skills that are necessary to obtain it.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **DAT325 - Data Validation: Quality and Cleaning**

#### **Applicable Student Population**

India Online

#### **Description**

Students will gain an understanding of the importance of ensuring high data quality prior to performing analysis on data. Students will also learn how to assess industry standard dimensions of data quality and how to clean problematic data without reducing data integrity.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - DAD220 - Introduction to Structured Database Environments (3)

## International Programs

### **DAT375 - Data Analysis Techniques**

#### **Applicable Student Population**

India Online

#### **Description**

Students will apply common methods that data analysts use to perform data analysis. Students will also use critical tools and technology to draw conclusions from the analysis that are relevant to organizational challenges.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - DAD220 - Introduction to Structured Database Environments (3)
  - MAT303 - Applied Statistics II for Science, Technology, Engineering, and Mathematics (STEM) (3)

### **DAT430 - Leveraging Data Analysis for Organizational Results**

#### **Applicable Student Population**

India Online

#### **Description**

Students will learn how data analysis can be leveraged for the advancement of organizational initiatives through effective collaboration with organizational stakeholders. Students will also explore data visualization tools and techniques that help data analysts communicate the results of their work in ways that make those results actionable.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - DAT375 - Data Analysis Techniques (3)



## International Programs

### **DAT475 - Applied Data Analysis** **Applicable Student Population**

India Online

#### **Description**

Students will discover how data analysis is applied in organizational scenarios to gain insight from even imperfect data. Students will also explore more advanced data analytics methods such as collaborating on hypothesis testing and performing root cause analysis, and they will practice presenting visualizations of data analysis that highlight the insights gained from analysis.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete all of the following
  - Complete:
    - MAT225 - Calculus I: Single-Variable Calculus (3)
    - DAT430 - Leveraging Data Analysis for Organizational Results (3)
  - 90 credit(s).

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## Database Administration

### **DAD220 - Introduction to Structured Database Environments** **Applicable Student Population**

India Online

#### **Description**

Students will learn to create structured database environments that incorporate basic processing functionality and allow for data management, data manipulation, and data analysis. Students will also construct and analyze queries to address data requirements.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Economics

# International Programs

## **ECO201 - Microeconomics**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Global Education Movement (GEM)

### **Description**

This course examines the role of economic systems in allocating scarce resources to satisfy the needs and wants of individual members of a society. After a brief exposure to alternative economic systems, the focus becomes the nature and performance of American capitalism. Primary emphasis is placed upon the development of models that explain the behavior of consumers, producers and resource suppliers in various market structures.

### **Credits**

3

### **Academic Level**

Undergraduate

## **ECO202 - Macroeconomics**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Global Education Movement (GEM)

### **Description**

This course explores the manner in which the overall levels of output, income, employment and prices are determined in a capitalist economy. The focus is on the forces that act to shape these factors and determine their fluctuations. The role of government fiscal and monetary policy in influencing the level of economic activity is also a major area of study. The impact of international transactions on the domestic economy also is discussed.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - ECO201 - Microeconomics (3)

# International Programs

## **ECO301 - Managerial Economics**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course applies economic theory and quantitative techniques to solving business decision problems. The principal economic framework is that of microeconomics and covers such topics as demand, production, cost and market structures. Regression and linear programming are the main quantitative tools developed in the course. Computer applications are a required part of the course.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - ACC202 - Managerial Accounting (3)
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)
  - MAT240 - Applied Statistics (3)

## **ECO306 - Money and Banking**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course covers three broad areas. The first is the banking industry's regulations and internal operations. The second area focuses on the banking industry's role in the national economy, including monetary policy and its macroeconomic effect on prices, employment and growth. International banking is the third area covered and includes an overview of institutional arrangements and the effects of international banking on the world economy. Writing intensive course.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)

# International Programs

## **ECO322 - International Economics**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

International Economics develops and explores alternative explanations for the determinants of international trade and financial flows. Emphasis is placed on analyzing the cause and effect of such international phenomena as trade patterns, factor mobility, direct and portfolio investment, multinational corporations, balance of payments disequilibria, and government trade and exchange controls. The course highlights the interdependence of nation-states in the world economy and the development of national policies that are designed to alter or control the pattern of international trade and investment.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)

## **ECO327 - Economic Development**

### **Applicable Student Population**

India Online

### **Description**

Economic explanations for development and underdevelopment are studied in this course. The course focuses on the problems that less-developed countries face and on alternative approaches to addressing these problems.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)

# International Programs

## **ECO330 - Public Finance**

### **Applicable Student Population**

India Online

### **Description**

This course examines the economic rationale for government provision of goods and services in a market system. Efficiency criteria for evaluating government programs, tax policy and the current U.S. tax structure also are studied.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)

## **ECO402 - Intermediate Macroeconometrics**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course develops models of short-to-medium-run fluctuations in overall economic activity as well as long-run models of economic growth of a nation. The former category of models includes the Keynesian, New Classical, and New Keynesian frameworks. Particular emphasis will be placed on the New Keynesian model. Empirical testing of the models using computer software will involve the statistical analysis of macroeconomic data. The primary econometric tools for analyzing this data will be regression and its extensions and modern time series analysis. Long-run models of economic growth including the Solow model and the Romer model will also be examined.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

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

## International Programs

### **ECO500 - Managerial Economics** **Applicable Student Population**

India Online

#### **Description**

Managerial economics involves applying economic theory and using the tools of decision science to examine how an organization can achieve its objectives most efficiently in the face of constraints. Background preparation: 6 credit hours in mathematics and 3 credit hours in microeconomics, macroeconomics and statistics or equivalent.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

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

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## English

### **ENG120 - College Composition I** **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

ENG 120 is a college-level writing course that introduces students to various forms of academic discourse. Students are required to prepare essays in a variety of rhetorical modes, including exposition, description and argumentation. In addition to out-of-class writing assignments, students will be required to compose in-class essays in response to readings and other prompts. ENG 120 introduces students to process-writing techniques, library research and MLA documentation procedures. The primary focus of ENG 120 is to help students acquire the writing skills they need to succeed in an academic environment. Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# International Programs

## **ENG121 - College Composition II** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

ENG 121 is the sequel to ENG 120. This course concentrates on argumentative writing and requires students to prepare a major research report, one that reveals fluency with argumentative strategies and rhetorical conventions. In addition, students are introduced to analytical reading techniques, critical research methods and current documentation procedures. Although other kinds of writing are commonly assigned in ENG 121, argumentation remains the major focus of study. Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - ENG120 - College Composition I (3)

## **ENG122 - English Composition I** **Applicable Student Population**

India Online

### **Description**

English 122 is a college-level writing course that introduces students to the various forms of academic discourse. This course focuses primarily on the basic elements of college composition and writing as a process in both narrative and analytical forms. Students will investigate the importance and promise of effective written communication in various personal and professional contexts and identify effective strategies through critical analysis of written works as well as their own writing. Finally, this course prepares students for more advanced research analysis by connecting students to important avenues of research.

### **Credits**

3

### **Academic Level**

Undergraduate

## International Programs

### **ENG123 - English Composition II** **Applicable Student Population**

India Online

#### **Description**

English 123 focuses students on the importance of research to advancing knowledge for various purposes. This course will build on the foundations of composition and introduce students to the research process and the analysis and evaluation of various sources. Students will investigate the writing process for research as well as appropriate research methods and skills. Additionally, this course offers multiple opportunities to engage in the important tasks of revision and editing and will ask students to incorporate feedback to improve their writing.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ENG122 - English Composition I (3)

### **ENG124 - Argumentation and Communication** **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course concentrates on argumentation and argumentative writing through the lens of key issues around the use of information. Students learn how to research information to develop and support their own written arguments and to recognize flaws in arguments. The theme of the course may vary and has typically included privacy, plagiarism, and researching the human and economic consequences of counterfeit and piracy.

#### **Credits**

3

#### **Academic Level**

Undergraduate



# International Programs

## **ENG200 - Sophomore Seminar** **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University - University of Languages & International Studies (VNU-ULIS)

### **Description**

This is a theme-based seminar that builds on the skills learned in SNHU-101 and ENG-120, focusing on information literacy (the ability to locate and evaluate information) as well as written and oral communication skills. The theme of the course will vary according to the instructor, but in all sections, students will conduct extensive research on the topic and communicate their knowledge in a variety of oral presentations and writing assignments that will culminate in a research paper. To be taken during the student's sophomore year.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - 30 credit(s).

## **ENG220 - Business Communication** **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online  
Global Education Movement (GEM)

### **Description**

This course is a practical introduction to the preparation of business correspondence, employment applications and resumes and formal research reports. Written communication skills are emphasized.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete 1 of the following
  - India
    - Complete:
      - ENG123 - English Composition II (3)
  - INTI
    - 1 of the following:
      - ENG121 - College Composition II (3)
      - ENG200 - Sophomore Seminar (3)

## International Programs

### **ENG323 - Introduction to Screenwriting Workshop**

#### **Applicable Student Population**

India Online

#### **Description**

This is the first of three courses in screenwriting. This is a roundtable forum in which students will write short screenplays. Members of the class will read and respond to screenplays produced by other artists, write their own screenplays and take turns presenting them to their class for comment and feedback.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ENG347 - Intermediate Screenwriting Workshop**

#### **Applicable Student Population**

India Online

#### **Description**

This is the second of three courses in screenwriting. This course extends the students' knowledge and skills in creating their own screenplays. During this class members will continue to produce screenplays and present their work to the group for comment and discussion.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ENG323 - Introduction to Screenwriting Workshop (3)

## International Programs

### **ENG350 - The English Language** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course is an introduction to the following topics in English linguistics: history of English, etymology, vocabulary (morphology), phonology, dictionaries, syntax, semantics, dialects, discourse analysis, and child language acquisition. The course is designed for students who want to learn about the English language as preparation for teaching, or for becoming better writers, or for studying literature. Students will have the opportunity to research, write about, and present on a linguistic topic of individual interest such as the language of advertising or propaganda.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete all of the following
  - 1 of the following:
    - ENG120 - College Composition I (3)
    - ENG122 - English Composition I (3)
  - Complete 1 of the following
    - 60 credit(s).
    - Permission of Instructor or Dean.

### **ENG357 - Advanced Screenwriting Workshop** **Applicable Student Population**

India Online

#### **Description**

This is the last of three courses in screenwriting. Members of this class will continue to produce screenplays and present their work to the group for comment and discussion. Upon completion of this final workshop, students' will receive extensive hands-on practice and personalized feedback from their instructor and colleagues as they create their own screenplays.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ENG347 - Intermediate Screenwriting Workshop (3)

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## English As a Foreign Language

## International Programs

### **EFL501 - Language Learning and Acquisition**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course explores contemporary knowledge about foreign language acquisition, including the influences of age, environment and motivation; learning styles, including ELSIE, Barsch Learning Style Inventory and other cognitive and behavioral scales; multiple intelligences; and student language and inter-language. This course is only offered at Vietnam National University.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL502 - Evaluation and Assessment**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

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. This course is only offered only at Vietnam National University.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL503 - Descriptive Linguistics of American English**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

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. This course is only offered at Vietnam National University.

#### **Credits**

3

#### **Academic Level**

Graduate

## International Programs

### **EFL504 - Introduction to Curriculum Development, Design and Implementation** **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

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. This course is only offered at Vietnam National University,

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL505 - Overview of Teaching English to Speakers of Other Languages Methodology** **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

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

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL523 - Listening and Speaking Techniques** **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course explains and describes listening and speaking actively and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants. This course is only offered at Vietnam National University.

#### **Credits**

3

#### **Academic Level**

Graduate

## International Programs

### **EFL525 - Reading and Writing Techniques**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

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. This course is only offered at Vietnam National University.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL527 - Strategies/Techniques for Teaching Grammar**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course will help students develop a deeper knowledge and understanding of English grammar in order to become more informed teachers. Students will review and discuss different approaches to the teaching of grammar, as well as how to create or adapt specific techniques for a variety of learning situations. The course will include teaching simulations by the instructor and the participants. This course is only offered at Vietnam National University,

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL530 - Methods of Teaching English through Drama**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This innovative new course provides an overview of the use of drama in English education, especially second language acquisition, and provides training in the use of applied drama techniques, process drama, and readers' theatre for language teaching. Students will gain an understanding of appropriate means of integrating drama activities with the goals of language acquisition including use of games, improvisation, work with structuring drama, play-writing, and development, dramatic reading, and training in voice and diction. Students will learn how to integrate educational theatre approaches with curriculum and make them relevant to all ages and levels of language learners. This course is only offered at Vietnam National University.

#### **Credits**

3

#### **Academic Level**

Graduate

## International Programs

### **EFL531 - Pronunciation Techniques**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course begins with a review of the International Phonetic Alphabet (the IPA) and the American English sound system and proceeds to a diagnosis of individual student pronunciation problems. Explanations and descriptions of techniques to improve pronunciation and activities to teach proper formation of consonants, vowels, and diphthongs will be given. Practice with connected speech, word/sentence stress, and intonation patterns will be emphasized through drama related activities. Also included are issues of first language interference and the design and implementation of lessons and curricula. This course is only offered at Vietnam National University.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL536 - Content-Based Instruction**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course explains how to develop theme- and content-based lessons and classes using US cultural topics and adapting and controlling material for various proficiency levels. This course is only offered at Vietnam National University,

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL537 - Computer-Assisted Language Learning**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course provides a hands-on, collaborative environment in which to learn about and explore the use of computer technology for language learning. As much as possible, participants are encouraged to use various technologies examined in class to develop learning materials relevant to their current or future teaching contexts. Participants are also encouraged to use these technologies to collaborate with and engage other EFL/ESL professionals in learning about the theory, pedagogy, and application of CALL. This course is only offered at Vietnam National University,

#### **Credits**

3

#### **Academic Level**

Graduate

## International Programs

### **EFL540 - Socio-Cultural Context of Language Teaching**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

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. This course is only offered at Vietnam National University.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL599 - Supervised Practice Teaching**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

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. This course is only offered at Vietnam National University.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Environmental Studies

### **ENV101 - Environmental Science**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course provides an introduction to the scientific aspects of the environmental field. The first part of the course introduces students to the foundations of environmental science, while the second part concentrates on the application of these foundations to real life environmental problems. Therefore, the course not only engages the fundamentals of environmental science but also shows students how science informs sustainability, environmental policies, economics and personal choice.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Fashion Merchandising Management



# International Programs

## **FMM300 - Retail Buying**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course seeks to instill in students a complete understanding of the influence of merchandise planning and purchasing on retail profit. Effective merchandise management involves efficient decision making. Ordering, keeping and managing the right merchandise in terms of size and quantity are the key to a retailer's success. Students explore various strategic techniques that influence profit including vendors-fashion retailers' negotiations over merchandise. Students analyze profit and loss statement and demonstrate a complete understanding of the factors that influence the retailer's financial performance.

### **Credits**

3

### **Academic Level**

Undergraduate

## **FMM325 - Sustainability in Fashion**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

The overall objective of this course is to explore the role that sustainability plays in fashion merchandising managers' decision to buy from vendors. It explores production and commercialization decisions with respect to buying green. It exposes students to the influence of social responsibility on fashion retailers' decisions.

### **Credits**

3

### **Academic Level**

Undergraduate

## **FMM410 - Fashion Research and Forecasting**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course applies the qualitative and quantitative investigations approaches to fashion and fashion accessories. Students will analyze descriptive and inferential statistics to understand consumer taste for current and future trends in fashion.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- INTI
  - Complete:
    - MAT240 - Applied Statistics (3)

## International Programs

### **FIN250 - Personal Financial Planning**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Global Education Movement (GEM)

#### **Description**

This course provides an overview of personal financial decision-making. The course uses the life-cycle approach and emphasizes financial planning for each phase of life. Topics covered include career planning, budgeting, use of credit, insurance, investments, retirement planning and income tax planning.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FIN260 - Risk Management and Insurance**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course examines the concept of risk, the principles of risk management, private and social insurance mechanisms and the insurance industry. Special attention is given to business and personal risks associated with loss of income, the ownership of property and legal liability. Students are required to prepare and submit a written business and/or personal plan of risk management. This course is currently available for direct assessment programs only.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FIN305 - Foundations of Finance**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

Foundations of Finance (FIN 305) is designed to provide students with a balanced introduction to the theory and practice of finance by presenting an overview of the central issues and topics in finance currently relevant to business decision-making. In addition, Foundations of Finance is intended to provide all business students, regardless of major, with the finance tools necessary to develop skills, knowledge, and wisdom in current demand by employers. Topics include time value of money, risk and return, capital budgeting, capital markets, and bond and stock valuation.

#### **Credits**

2

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ACC201 - Financial Accounting (3)
  - ECO201 - Microeconomics (3)
  - MAT240 - Applied Statistics (3)

# International Programs

## **FIN320 - Principles of Finance** **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

Students will examine the corporate finance discipline, including the financial management of organizations and the skills needed to make decisions about financing, investments, and dividends. Students will learn how the analysis of financing and investment options can inform decisions that add value to an organization and its investors.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following  
India Online
  - Complete all of the following
    - Complete:
      - ACC201 - Financial Accounting (3)
      - ECO201 - Microeconomics (3)
    - 1 of the following:
      - MAT240 - Applied Statistics (3)
      - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)
- INTI and VNU
  - Complete:
    - ACC201 - Financial Accounting (3)
    - ECO202 - Macroeconomics (3)
    - MAT240 - Applied Statistics (3)

## **FIN325 - Financial Statements and Reporting Analysis** **Applicable Student Population**

India Online

### **Description**

This course introduces the importance of strategic analysis through the use of financial statements, the purpose of which is to assess the overall performance, effectiveness, and efficiency of the organization. Students in this course will learn the use, interpretation, and purpose of financial reports-including the balance sheet, cash flow statement, income statement, and statements of retained earnings-using practical strategies that will aid in decision-making.

### **Credits**

3

### **Academic Level**

Undergraduate

# International Programs

## **FIN330 - Corporate Finance** **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course focuses on the topics of corporate finance with the intent to extend and further develop the long-term investment and financing topics introduced in either the Principles or Foundations of Finance. The course addresses issues that face modern corporate managers when making capital budgeting and capital structure decisions, and focuses on applied managerial decision-making. Corporate Finance is designed for students seeking a more thorough understanding of the economic analysis of strategic and tactical investments, the effect financial leverage has on firm value, and the integration of investment and financial corporate strategies. Topics addressed include advanced techniques in capital budgeting, firm valuation, capital structure, firm/division cost of capital, and quantitative risk assessment. Writing intensive course.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - FIN320 - Principles of Finance (3)

## **FIN335 - Financial Markets** **Applicable Student Population**

India Online

### **Description**

This course examines the nature of global financial markets, reviewing macroeconomic considerations. The role of financial intermediaries in relation to the stock, bond, and mutual fund markets and exchanges are examined. An introduction to regulatory authorities will begin to demonstrate the financial market system. Topics include investments, risk management, risk over return, stock markets, and mutual funds.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - FIN340 - Fundamentals of Investments (3)

# International Programs

## **FIN336 - Multinational Corporate Finance**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course emphasizes aspects of financial planning for corporations with overseas operations. The sources and uses of corporate funds abroad are evaluated and criteria for choosing among alternative foreign investments are analyzed. The effects of international corporate financial planning, including such factors as the characteristics of foreign money and capital markets, international financial institutions, exchange rate changes, currency restrictions, tax regulations and accounting practices, are examined.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - FIN330 - Corporate Finance (3)

## **FIN340 - Fundamentals of Investments**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course introduces and examines various investment vehicles, including stocks, bonds, mutual funds and commodities. This course emphasizes the decision-making process that underlies all investment decisions.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - FIN320 - Principles of Finance (3)

# International Programs

## **FIN341 - Financial Regulations and Ethics**

### **Applicable Student Population**

India Online

### **Description**

This course emphasizes the important roles of regulations and ethics to make financial decisions that support the organization's overall strategic goals. Students in this course will explore applicable regulations and ethical considerations in support of fiduciary responsibilities, reviewing securities regulations, GAAP, SoX, and international reporting standards. The curriculum foundation is grounded on corporate social responsibility and business sustainability through the application of regulations and ethics.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - FIN340 - Fundamentals of Investments (3)

## **FIN426 - Contemporary Issues in Finance**

### **Applicable Student Population**

Global Education Movement (GEM)

### **Description**

This course offers an opportunity for students to examine advanced issues in corporate finance. This includes coverage of issues in capital and money markets, including derivative securities. Students will examine in detail these advanced topics in finance, their investment characteristic various valuation approaches and portfolio strategies for using them.

### **Credits**

3

### **Academic Level**

Undergraduate

## **FIN440 - Investment Analysis**

### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course offers an opportunity for students to examine modern theories and approaches in portfolio selection, security analysis and bond management. Particular emphasis is placed on integrating modern portfolio selection models with traditional valuation theory and analysis.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - FIN340 - Fundamentals of Investments (3)

## International Programs

### **FIN450 - Investment Portfolio Analysis**

#### **Applicable Student Population**

India Online

#### **Description**

This course will prepare students to analyze asset allocation strategies to create a tax-efficient, diversified investment portfolio that meets the goals, risk preferences, and time horizon of an individual or an organization. Methods to assess investment needs, analyze markets, create an investment strategy, and measure investment performance will be explored. Students will also learn to communicate specifics about an investment portfolio and its performance in a manner that educates others, while building trust and supporting decision-making.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - FIN335 - Financial Markets (3)

### **FIN490 - Finance Economics Internship**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

The finance/economics internship option is a semester of supervised career-related work experience. Students are required to prepare monthly on-the-job reports and a final written analysis in a case-study format.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Please contact the Career and Professional Development Center to register

# International Programs

## **FIN550 - Corporate Financial Management** **Applicable Student Population**

India Online

### **Description**

This course is a study of finance from a corporate perspective including investments, capital structure and re-structuring, budgeting, financial markets, policy, and portfolio management. Students will analyze a firm's opportunities and risk level within these categories to evaluate the impact on shareholder's value.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete 1 of the following
  - Complete:
    - MBA502 - Economics for Business (3)
    - MBA503 - Financial Reporting and Analysis (3)
  - Complete:
    - MBA500 - Building Business Leaders (3)
    - MBA504 - Applied Business Statistics (3)

## **FIN610 - Short-Term Financial Management** **Applicable Student Population**

India Online

### **Description**

The course covers traditional working capital topics, including liquidity analysis and management, inventory, and receivables and payables management. Additional emphasis is given to core cash management, payment systems and banking relationships. Other topics include cash forecasting, short-term borrowing and risk management.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)



# International Programs

## **FIN620 - Money and Capital Markets**

### **Applicable Student Population**

India Online

### **Description**

This course analyzes processes within the U.S. financial system. Students study the nature of its major participants and their objectives and procedures for assessing opportunities and pricing risk. Students also analyze the role of the financial system in the allocation of credit to different sectors, its responsiveness to economic activity and its continuous adaptation to changing needs. Emphasis is placed on the role and functions of the Federal Reserve System.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

## **FIN630 - Capital Budgeting & Financing**

### **Applicable Student Population**

India Online

### **Description**

This course first addresses advanced topics in capital investment, including determination of cash flows, capital budgeting under risk, replacement decisions, and inflation and capital decisions. The second half of the course focuses on capital financing and structure and includes topics in financial leverage, financing sources, dividend policy, cost of capital and valuation.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

## International Programs

### **FIN640 - Investment Analysis & Portfolio Management**

#### **Applicable Student Population**

India Online

#### **Description**

Students study the techniques used to assess the value of securities and the methods used in the management of investment portfolios. Stocks and bonds are discussed in terms of valuation, risk- return measurement, diversification and other aspects of portfolio theory.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

### **FIN645 - Analytical Tools in Portfolio Management**

#### **Applicable Student Population**

India Online

#### **Description**

This course is an application-oriented review of the finance theory, techniques and strategies that are essential to portfolio management. Topics include optimization procedure, currency risk hedging, asset allocation and others.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - FIN640 - Investment Analysis & Portfolio Management (3)

## International Programs

### **FIN655 - International Investments/Portfolio Management**

#### **Applicable Student Population**

India Online

#### **Description**

This course will expose money managers to the complexities of a multicultural, multicurrency environment. In a complex global environment they have to be familiar with foreign cultures, traditions, markets, institutions, instruments, regulations, taxes, and costs. They need to be familiar with the forces of globalization as they affect international investing. This course seeks to impart some of the concepts, techniques, and skills the money manager should be equipped with to operate effectively in complex global environment.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - FIN640 - Investment Analysis & Portfolio Management (3)

### **FIN660 - Creating Value: Merger/Acquisition**

#### **Applicable Student Population**

India Online

#### **Description**

This course is intended to extend and further develop the long-term investment and financing topics introduced in earlier courses. The course focuses on applied managerial decision-making, and is designed for students seeking a more thorough understanding of the economic analysis of mergers and acquisitions and the effect capital structure decisions have on firm value. Topics addressed include advanced techniques in capital budgeting, firm (division) valuation, capital structure, firm (division) cost of capital, and quantitative risk assessment.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

## International Programs

### **FIN665 - Long-Term Financing & Capital Structure Theory**

#### **Applicable Student Population**

India Online

#### **Description**

This course is an application-oriented review of modern capital structure theories and long-term financing approaches. Students learn how to make value-maximizing capital structure and financing decisions as a manager. Students also are introduced to the analysis of capital structure and financial policy in the perspectives of investors, shareholders, debtors and other stakeholders using case method, and their implication on how a firm can maximize its value by making optimal capital structure and financing decisions. Topics include theories of capital structure decision, capital structure determinants, capital structure and cost of capital corporate strategy, sources of financing and financial markets, the financing of mergers and acquisitions and others.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

### **FIN670 - Option Analysis & Financial Derivatives**

#### **Applicable Student Population**

India Online

#### **Description**

Modern option valuation and analysis is applied to equity options and fixed-income derivatives in this course. Applications and related topics include the term structure of interest rates, forward contracts, future contracts, interest rate caps, floors and swaps and convertible bonds.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

# International Programs

## **FIN685 - Risk Management** **Applicable Student Population**

India Online

### **Description**

This course focuses on assessing and mitigating risk within the financial industry. Students will evaluate corporate investments, diversification, and portfolios using current industry tools and strategies to manage both risk and return.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

## **FIN691 - Financial Modeling** **Applicable Student Population**

India Online

### **Description**

The course focuses on financial modeling as a tool in contemporary financial analysis. The course includes theoretical development, financial analysis, applications of financial modeling, and modeling approaches. Students use mathematical tools and apply statistical tests to evaluate and analyze a company's financial health, performance, and risk level of informed decision making.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete:
  - ECO500 - Managerial Economics (3)
  - FIN550 - Corporate Financial Management (3)

## International Programs

### **FIN700 - Graduate Finance Capstone** **Applicable Student Population**

India Online

### **Description**

This capstone course is the culminating experience for the M.S. in Finance program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete all of the following
  - Complete:
    - FIN620 - Money and Capital Markets (3)
    - FIN691 - Financial Modeling (3)
  - 30 credit(s).

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## Fine Arts

### **FAS201 - Introduction to Humanities I** **Applicable Student Population**

Global Education Movement (GEM)

### **Description**

This course offers vocabulary, understanding and appreciation of the visual arts in their cultural contexts in history, religion, literature, music and ideas. It focuses on the achievements of ancient Greece and Rome, the medieval period and the Renaissance while also exploring related issues in non-European cultures. May be taken independently of FAS-202.

### **Credits**

3

### **Academic Level**

Undergraduate

## International Programs

### **FAS226 - Digital Photography** **Applicable Student Population**

India Online

#### **Description**

Photography as a visual medium is integral to the study of contemporary communication. This course introduces students to the history and practice of producing photographic images. The course is a combination of lecture and the hands-on practice of both the analog and digital methods of photographic image-making. The traditional darkroom is dispensed with, giving over to the computer the role of dark-room, with the student using Adobe Photoshop and other image editors to process traditional film and digital image captures. The student is taught to use various digital cameras techniques to capture, process, and print a portfolio of several original photographic images. Lectures on pictorial composition, subject matter choice, and methods of presentation display will accompany hands-on technical exercises.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## First Year Experience

### **FYE101 - First Year Experience** **Applicable Student Population**

India Online

#### **Description**

This Orientation course is designed as a non-graded introduction to the resources students will utilize during their course of study at Southern New Hampshire University. Students will explore the resources and support services available to them at the university and participate in various activities designed to familiarize themselves with the learning environment for their academic programs.

#### **Credits**

0

#### **Academic Level**

Undergraduate

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## French

### **LFR111 - Beginning French I** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

Designed for students with no previous knowledge of French; acquisition of first-semester, first-year proficiency in speaking, understanding, reading and writing French with use of appropriate cultural and social contexts.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Gender Studies

### **GST100 - Introduction to Women's Studies**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course introduces students to Women's Studies—an interdisciplinary field of study that centers gender as an important site of critical inquiry. Rooted in feminist philosophy, this course will use a wide range of interdisciplinary concepts, tools, and methods to ask questions about women's inequality, intersectional identities, and the movements organized to support the rights of women and the freedom of all people. This course will consider these essential questions through a variety of disciplines and lenses including but not limited to history, economics, literature, religion, fine arts, technology, politics, and sociology.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Geography

### **GEO297 - Foundations of Geography**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course examines concepts of human and physical geography to help students develop an understanding of how people modify and are impacted by the environment. Students explore how geography affects modern societies, with an emphasis on historical, political, economic and cultural developments.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Graduate Business Administration

### **MBA500 - Building Business Leaders**

#### **Applicable Student Population**

India Online

#### **Description**

This course will provide the student with a comprehensive look at the alignment between an organization's vision, mission, values, culture and strategies. The student will demonstrate the ability to evaluate both internal and external factors impacting business sustainability. The internal factors will include an understanding of key financial statements, forecasting and the identification and review of key performance indicators.

#### **Credits**

3

#### **Academic Level**

Graduate



# International Programs

## **MBA501 - Mathematics and Statistics for Business** **Applicable Student Population**

India Online

### **Description**

This is an applied course, which will provide students with the mathematical knowledge and skills that underlie many courses offered in the school of business. Students will learn the fundamental concepts and methods of linear algebra, mathematical functions, differential calculus and statistics and their applications to business. They will also sharpen their quantitative, analytical and problem-solving skills that are so important for success in the world of business today.

### **Credits**

3

### **Academic Level**

Graduate

## **MBA502 - Economics for Business** **Applicable Student Population**

India Online

### **Description**

This course is intended to provide the student with a concisely focused yet rigorous introduction to both micro- and macroeconomic theory needed at the foundational level of a graduate degree program. Some of the topics to be addressed include: market behavior; demand theory and related elasticity concepts; production and cost theory; managerial decision-making in perfectly competitive and imperfectly competitive markets; GDP determination; unemployment and inflation; and fiscal and monetary policy.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

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

## **MBA503 - Financial Reporting and Analysis** **Applicable Student Population**

India Online

### **Description**

This course emphasizes the creation and interpretation of financial statements critical to an understanding of today's economy. Various financial topics related to financial statements are covered. Income statements, balance sheets, and cash flow statements are explored in-depth giving students an appreciation of how these statements are prepared and the standard accounting rules that apply to their creation.

### **Credits**

3

### **Academic Level**

Graduate

# International Programs

## **MBA504 - Applied Business Statistics**

### **Applicable Student Population**

India Online

### **Description**

This course will focus on the application of statistical techniques to analyze data in order to make critical business decisions. Starting with an overview of how to use and interpret descriptive statistics, students will be challenged to think critically and derive significance from a large volume of data and how this data can be used to determine causes, forecast the future, and measure performance. Using these tools, the student may develop the information needed to increase productivity, identify opportunities for improvements and assist leadership in making sound judgements.

### **Credits**

3

### **Academic Level**

Graduate

## **MBA515 - Business Environment, Innovations and Entrepreneurship**

### **Applicable Student Population**

India Online

### **Description**

This course focuses on the basics of business by introducing students to business environments in which they focus on the big picture, identify internal and external opportunities for growth, and manage resources. The course will also present students with management techniques to help them stay current and apply creative solutions to problems. Students will be introduced to the programmatic themes of globalization, leadership, team work, and ethics.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)
  - MBA502 - Economics for Business (3)
  - MBA503 - Financial Reporting and Analysis (3)
  - MBA610 - Business Law (3)
  - OL500 - Human Behavior in Organizations (3)

## **MBA530 - Leading People and Organizations**

### **Applicable Student Population**

India Online

### **Description**

Impactful leaders have the ability to define direction, understand their uniqueness, communicate effectively, and use emotional intelligence to lead people, teams, and organizations. Students will explore leadership theories, issues, and trends, while also applying evidence-based methodologies and tools to assess and elevate their personal leadership plan. By connecting leadership theories and methodologies to trends, challenges, and opportunities facing leadership, this course will help students to effectively lead and empower others.

### **Credits**

3

### **Academic Level**

Graduate

# International Programs

## **MBA540 - Organizational Strategy in a Global Environment**

### **Applicable Student Population**

India Online

### **Description**

Impactful leaders leverage business intelligence to make ethical decisions, solve complex problems, and craft strategic direction to improve organizational performance and agility in a dynamic global business environment. Students develop context and understanding of how organizations formulate a strategic direction and organize all business functions to complement each other to achieve organizational objectives. Students develop the strategy know-how to assess, inform, and form interconnected functional and organizational strategic direction.

### **Credits**

3

### **Academic Level**

Graduate

## **MBA580 - Innovation and Strategy for High-Performance Organizations**

### **Applicable Student Population**

India Online

### **Description**

High performance organizational leaders cultivate innovative thinking and processes and their application to developing successful business strategies. Students will analyze the attributes of innovative thinkers and cultures and how organizational structure and policy can promote or inhibit innovation. The course will explore the market and technology forces that drive the adoption of innovation and the tools and methods--such as risk analysis, economic analysis, statistics, and forecasting--to drive the analysis, selection, and implementation of innovative products and processes.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete:
  - MBA540 - Organizational Strategy in a Global Environment (3)

## **MBA610 - Business Law**

### **Applicable Student Population**

India Online

### **Description**

This course provides a survey of the legal environment of business by looking at legal issues and regulations in a business context. The students assess the impact of business law on organizational decision making for informing strategic legal decisions. The course covers employment law, contracts, tort and product liability, internet law as well as other legal issues affecting the business environment. The students also assess the legal and ethical implications of US companies doing business abroad.

### **Credits**

3

### **Academic Level**

Graduate

## International Programs

### **MBA620 - Measuring Success in an Organization**

#### **Applicable Student Population**

India Online

#### **Description**

Effective leaders need a comprehensive understanding of financial and management accounting principles, analytical techniques, and computer-based tools. Students will prepare, monitor, and evaluate financial and accounting reports and metrics and present their findings and recommendations. From reporting to planning, students will develop an acute awareness of a perpetually changing business environment and how entities measure its success, challenges and resources.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MBA645 - Optimizing Brands**

#### **Applicable Student Population**

India Online

#### **Description**

Organizational leaders balance brand management and its relationship with impactful marketing strategies. Students will study the key brand elements of identity, trust, and building habit-forming brand experiences. By applying market research, target market identification, customer trends in the marketplace, and ethical considerations, students will develop a marketing strategy for an organization.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - MBA540 - Organizational Strategy in a Global Environment (3)

## International Programs

### **MBA687 - Leading Organizational Change** **Applicable Student Population**

India Online

#### **Description**

Leadership requires the understanding of human intelligence and how individuals function within an organization to achieve winning results. In this course, students will explore how to develop a workforce to actualize business goals and objectives and study how to manage organizational change through communication strategies that reduce risk, address employee dissatisfaction and apprehension, and increase strategic alignment among leaders, managers and employees. This course will emphasize the blending of financial and human capital resources to effectively complete organizational change and proffer solutions that are strategic and balanced.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - MBA540 - Organizational Strategy in a Global Environment (3)
  - MBA620 - Measuring Success in an Organization (3)

### **MBA699 - Strategic Opportunity Management** **Applicable Student Population**

India Online

#### **Description**

Impactful leaders move strategic initiatives forward with innovation, collaboration, and informed, data-driven decision-making. In this course, students will assess conditions, processes, and resources that impact how leaders design adaptive strategies, using emotional and business intelligence to manage strategic objectives. StudentLearners will solve complex problems, manage opportunities, and build sustainable stakeholder relationships.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - MBA530 - Leading People and Organizations (3)
  - MBA540 - Organizational Strategy in a Global Environment (3)
  - MBA580 - Innovation and Strategy for High-Performance Organizations (3)
  - MBA620 - Measuring Success in an Organization (3)
  - MBA645 - Optimizing Brands (3)
  - MBA687 - Leading Organizational Change (3)

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## Graphics

## International Programs

### **GRA205 - Fundamentals of Design**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

This course examines the basic elements and principles of design and how they are used in creating visual communications. Students will explore the relationship between the elements and principles of design and how they are used to accomplish effective compositions. Students will be introduced to the creative development process and basic design software features as they complete creative projects.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GRA310 - Digital Graphic Design for the Web**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

This course focuses on digital graphic design theory and its application to web design. Students will learn about the technical requirements of professionally created web-related elements. Students will be focused on designing websites while considering functionality. Differences in designing for the desktop computer and mobile devices will be a topic for discussion and incorporated in exercises and projects.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - GRA205 - Fundamentals of Design (3)

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## Healthcare Management

### **HCM205 - Medical Terminology**

#### **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

Explore effective and professional communication in a variety of healthcare settings. Learn the rules for building and defining medical terms, the correct pronunciation and spelling of medical terms, and the application of medical terminology as it relates to each body system. Evaluate various types of medical records and reports, and learn the skills needed to read and interpret them. Apply the application of medical terminology as it relates to the clinical world through various activities.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# International Programs

## **HCM320 - Healthcare Economics** **Applicable Student Population**

India Online

### **Description**

Learn about the standard economic principles and tools that healthcare administrators need to utilize for effective decision making within the healthcare industry. Explores a framework for understanding government policies, legislation, pricing, profitability, market supply and demand, and risk issues within the healthcare economic system.

### **Credits**

3

### **Academic Level**

Undergraduate

## **HCM325 - Healthcare Marketing** **Applicable Student Population**

India Online

### **Description**

This course explores key marketing concepts that the healthcare leader needs to understand to plan and implement an effective marketing strategy. The concepts explored include the marketing process, needs assessment, developing marketing campaigns and evaluating efficacy of marketing efforts.

### **Credits**

3

### **Academic Level**

Undergraduate

## **HCM340 - Healthcare Delivery Systems** **Applicable Student Population**

India Online  
Global Education Movement (GEM)

### **Description**

This course provides an overview of the nature, organization, and function of the continuum of health services found in the United States. Emphasis is placed on the interrelation of cultural, economic, political and social aspects of health care delivery at the federal, state and local level. Topics include health care costs, accessibility of services, governmental influence on health care delivery, private industry role in health care, services for the medically indigent and elderly, ethical issues regarding transplants, reproductive technology, end of life decisions and funding.

### **Credits**

3

### **Academic Level**

Undergraduate

## International Programs

### **HCM345 - Healthcare Reimbursement**

#### **Applicable Student Population**

India Online

#### **Description**

This course explores some of the major issues facing the healthcare industry and the effect that public policy and business environment has on a healthcare organization. Emphasis is on supply and demand theory, reimbursement systems, managed care, charge-master management, Case-mix management, DRG prospective payment, insurance, Medicare, Medicaid, governmental regulations, accessibility, eligibility, budgeting, and planning. Students learn to use informational and research tools to make effective management decisions.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HCM400 - Healthcare Finance**

#### **Applicable Student Population**

India Online

#### **Description**

This course provides an overview of the two main areas of Healthcare Finance, accounting and financial management. Topics explore include the healthcare financial environment, financial accounting principles, managerial accounting principles, financial management, long-term financing and capital investments.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - HCM320 - Healthcare Economics (3)

### **HCM415 - Healthcare Strategic Management and Policy**

#### **Applicable Student Population**

India Online

#### **Description**

This course examines the complex and intricate nature of the U.S. healthcare system and its implication for healthcare organizations and the populations served. Topics include the organization of healthcare, access to care and disparities, quality of care, funding, healthcare reform and impact for strategic planning for healthcare organizations.

#### **Credits**

3

#### **Academic Level**

Undergraduate



## International Programs

### **HCM440 - Healthcare Research and Evaluation Methodologies**

#### **Applicable Student Population**

India Online

#### **Description**

Students in this course will develop the knowledge and skills to apply assessment instruments, data collection, research designs, and statistical analysis for needs assessment and program planning. Additionally students will explore contextual issues surrounding evaluation, evaluation designs and methodological issues pertinent to programmatic evaluation.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - IHP340 - Statistics for Healthcare Professionals (3)

### **HCM490 - Healthcare Administration Capstone**

#### **Applicable Student Population**

India Online

#### **Description**

The capstone course is the culminating experience for the Bachelor of Science in Healthcare Administration. The capstone course provides students with the opportunity to integrate and synthesize the knowledge, skills and attitudes acquired throughout their course work in an original comprehensive project, and to assess their level of mastery of the stated program outcomes of their degree program in Healthcare Administration.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete all of the following
  - Complete:
    - IHP420 - Ethical and Legal Considerations of Healthcare (3)
    - IHP430 - Healthcare Quality Management (3)
  - 111 credit(s).

## International Programs

### **HCM491 - Health Sciences Capstone** **Applicable Student Population**

India Online

#### **Description**

The capstone course is the culminating experience for the Bachelor of Science in Health Sciences. The capstone course provides students with the opportunity to integrate and synthesize the knowledge, skills and attitudes acquired throughout their course work and apply them in a comprehensive project within their clinical specialty, and to assess their level of mastery of the stated program outcomes of their degree program in Health Sciences.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete all of the following
  - Complete:
    - IHP430 - Healthcare Quality Management (3)
    - HCM400 - Healthcare Finance (3)
  - 111 credit(s).

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## History

### **HIS100 - Perspectives in History** **Applicable Student Population**

India Online

#### **Description**

More than just dates, names, and places, history is the study of the human condition. It seeks to understand human behavior through the thoughtful examination of different types of historical sources. The study of history is a living subject, always changing as new discoveries and interpretations are presented. This course examines the process of investigating and writing about history through analysis of sources and the presentation of this analysis as an argument. Through this exploration of historical investigation, students will develop a holistic perspective on the contemporary relevance of history and their responsibility to participate and engage in such discourse.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **HIS109 - Western Civilization to 1500**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course offers an overview of the major developments in Western history, from antiquity to the discovery of the New World. Students will examine the ancient world, Greece, Rome, the European medieval period and the Italian Renaissance. Required for majors in history and social studies education with a concentration in history. Writing Intensive Course.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS110 - Western Civilization Since 1500**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course traces the growth of Western history from the 16th century and the rise of the nation-state through the modern era. The ideologies and political developments that shaped modern Europe receive careful study. Required for majors in history and social studies education with a concentration in history. Writing Intensive Course.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS113 - United States History I: 1607-1865**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

The first half of the United States history survey courses covers the period from the founding of Jamestown to the end of the Civil War. The development of regionalism and its effect on the coming of the Civil War provides the framework for the investigation. Required for majors in history and social studies education with a concentration in history.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **HIS114 - United States History II: 1865-Present**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

The second half of the United States history survey course covers the period following the Civil War. The economic, political and ideological developments that allowed the United States to attain a position of the world leadership are closely examined. Required for majors in History and Social Studies Education with a concentration in History.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS200 - Applied History**

#### **Applicable Student Population**

India Online

#### **Description**

The application of history in our daily lives is not always apparent. However, studying the past is imperative for informing our understanding of society today. Armed with this informed understanding, we are transformed into effective citizens and public agents. In this course, students will explore how history has shaped the role of the citizen in America. Ultimately, historical perspectives will be utilized to understand a topic relevant to American society today.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 3 credit(s) from subject(s): HIS

### **HIS249 - The Common Good**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course will examine a fundamental historical group: its commitment to the common good. It operates from the thesis that all organizations and societies share certain characteristics in regard to the common good that, despite differences in time, place, and ideology, remain the same. As such, the course seeks to understand the dynamics of the common good - what it is comprised of, how various communities have embraced or rejected it, and what the consequences were of those choices.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **HIS259 - Silk Roads and Samurai**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

An overview of the societies and cultures of China and Japan (and to a lesser extent, Korea) before 1600 C.E. through primary and secondary sources. Because East Asia developed in relative isolation from the West one goal of this course is to point out and study distinctive aspects of "East Asian civilization." A second goal is the study of the relationship between the evolution of China and Japan. Since China has the oldest identifiable civilization in the region, we will spend somewhat more time on Chinese history.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS309 - Dictators in the Modern Era**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course will acquaint students in depth with examples of major dictatorships selected from the history of the 20th and 21st centuries. During this era, certain regimes have come to exercise unprecedented levels of control over their populations. What developments created the preconditions for these new forms of government? What historical impact have such governments had? The regimes under consideration will vary from year to year; possible case studies may include, but are not restricted to, Soviet Russia; Fascist Italy and Nazi Germany; Imperial Japan, Maoist China, and North Korea; and Latin American dictatorships, such as Cuba under Castro or Argentina under Perón.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS338 - Young America**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course traces the growth of the United States from its beginnings as a fledgling republic to its expansion into a continental empire. Particular attention is given to the development of the first and second American party systems, the democratization of American politics, westward expansion, the market revolution, and the changing roles of women and African-Americans.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **HSE210 - Healthcare Systems** **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course gives students a basic understanding of service provision in the United States healthcare system. The history of the U.S. healthcare system and the various forces that have influenced its development will be examined. It will provide an overview of the role of human services practitioners in hospital, acute care, long-term care, home health, and hospice settings and the importance of contributing to the multi-disciplinary team providing patient care. Basic medical terminology and its use in patient care plans will be explored in addition to trends in evidence-based practice and outcomes measurement.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Humanities

### **HUM100 - Perspectives in the Humanities** **Applicable Student Population**

India Online

#### **Description**

Art, literature, and philosophy tell lasting stories. Beyond the intended purpose of the artists and authors, or the shifting interpretations of the audiences, these creations tell us about cultural development, changes in worldview, and common themes that span centuries and continents. How have you come to understand the world? How do you express that understanding through the act of creating? This course investigates the purpose of art, literature, and philosophy across different periods, how its themes represent the cultures that produced it, and how that art still serves society today.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HUM200 - Applied Humanities** **Applicable Student Population**

India Online

#### **Description**

What is the purpose of art, literature, and philosophy? Is it enough to create simply for the act of creating, or should a work serve as a deliberate commentary, be it political, social, personal, or derivative of other motivations? In this course, students have the opportunity to select works, collections, or periods within the humanities for research and study. The study is guided by both subjective and objective analyses to differentiate between an artist's or author's intended meaning and a society's interpretation of that meaning.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 3 credit(s) from subject(s): ENG FAS, HUM, LIT, MUS, PHL, LAR, LAS, LFR, LSP, LAN, or LMN

## Information Security

### **ISE510 - Security Risk Analysis and Planning**

#### **Applicable Student Population**

India Online

#### **Description**

This course explores core areas of information security risk and planning, including risk analysis, business continuity, disaster recovery, incident response and security controls. The course will also explore risks as they relate to areas like financial regulations and privacy. Other topics include governance and internal and external partnerships, emerging threats and vulnerabilities, and emerging security capabilities.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - IT552 - Human Factors in Security (3)

### **ISE620 - Incident Detection and Response**

#### **Applicable Student Population**

India Online

#### **Description**

This course provides students with the background and skills to manage information security incidents to minimize impact on business operations. Topics include detection, investigation, and response to different types of security incidents. Students explore these topics by developing incidence response plans; utilizing industry-standard processes and tools for investigating information security incidents; and recommending processes for incidence response that adhere to legal, regulatory, and organizational compliance. Students who have completed the course have a comprehensive view of cyber security incident detection and response.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - IT549 - Foundation in Information Assurance (3)

## International Programs

### **ISE640 - Investigation and Digital Forensics**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students learn the theory, practice, and principles of digital forensics through investigation of computer, network, operating system, mobile device and other areas of digital forensics. Topics include identification, collection, acquisition, authentication, preservation, examination, analysis and presentation of digital forensic evidence.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - IT549 - Foundation in Information Assurance (3)

### **ISE690 - Cyber Security Capstone**

#### **Applicable Student Population**

India Online

#### **Description**

This capstone course integrates previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students synthesize prior learning to design, develop, and execute an analytics project on their chosen subject as a culmination of their studies. The course is structured around this critical capstone assessment, so that students have the appropriate support and resources required to be successful.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- 27 credit(s).

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## Information Technology



# International Programs

## **IT100 - Introduction to Information Technology**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This is the fundamental computer fluency course. It is designed to promote a working knowledge and understanding of computer information technology concepts, skills and capabilities that support academic and professionally related goals and requirements. Students learn about the application and science of information technology. Concepts to master include the fundamentals of computer information technologies along with issues that affect people today such as : Internet and other network technologies, web publishing, digital media, hardware, software, file and database management, information security, viruses, and spyware, social impact, as well as algorithmic thinking and the limits of computation. Students develop capabilities such a managing complexity, assessing the quality of information, collaborating and communicating using IT, anticipating technological change and thinking abstractly and critically about IT. Students develop computer-related skills in support of their college studies and career goals. This is accomplished, in part, by the mastery of word processing, spreadsheet, presentation, and database software.

### **Credits**

3

### **Academic Level**

Undergraduate

## **IT140 - Introduction to Scripting**

### **Applicable Student Population**

India Online

### **Description**

Students will learn the fundamentals of programming concepts including data types, variables, decision statements, loops, functions and file handling. By developing simple scripts, students will understand how to use common scripting language constructs including lists, literals, and regular expressions to build useful applications.

### **Credits**

3

### **Academic Level**

Undergraduate

## **IT145 - Foundation in Application Development**

### **Applicable Student Population**

India Online

### **Description**

Students will use programming as a problem-solving technique in business and engineering applications. In writing computer code in a logical, structured, and organized manner, students will learn how to incorporate the key concepts of object orientation into their programming. Additionally, students will learn to write, review, and document interactive applications and work with Software Development Kits and Integrated Development Environment tools.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - IT140 - Introduction to Scripting (3)

# International Programs

## **IT200 - Fundamentals of Information Technology**

### **Applicable Student Population**

India Online

### **Description**

Students will learn about the fundamental knowledge and skills required in the information technology (IT) field. While exploring the various roles and functions of IT professionals, students will engage with basic technologies, hardware, software, and a systems thinking approach to solving problems.

### **Credits**

3

### **Academic Level**

Undergraduate

## **IT202 - Computer Operating Systems**

### **Applicable Student Population**

India Online

### **Description**

Students will explore the different features and components of common operating systems while learning how industry best practices and organizational requirements impact the selection, implementation, and maintenance of their operating systems. Students will also learn how to troubleshoot and solve computing problems common to an organizational environment.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - IT200 - Fundamentals of Information Technology (3)

## **IT204 - Introduction to Data and Information Management**

### **Applicable Student Population**

India Online

### **Description**

This course provides students with an introduction to the foundations of data and information management, centered around the core skills of data management and database organization. The course will focus on identifying organizational requirements for data and information, modeling the requirements using relational techniques, implementing the models into a database using a database management system, and understanding the issues of data quality and data security. The course will also introduce the framework of enterprise information management and the growing need for managing data and information in organizations effectively to support decision making and competitive advantage.

### **Credits**

3

### **Academic Level**

Undergraduate

# International Programs

## **IT210 - Business Systems Analysis and Design**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course provides students with the necessary level of information technology education relative to understanding the uses and roles of information systems in business organizations. Students receive instruction on the information concepts and methodologies associated with the development of business information systems, and their effective application to the solution of business problems. Students learn the major issues of managing information technology in the contemporary business environment and the relationship between organizations' structures and information technology. Team approaches are utilized along with structured computer laboratories and cases using spreadsheet and database management tools. Writing intensive course.

### **Credits**

3

### **Academic Level**

Undergraduate

## **IT212 - Introduction to Computer Networks**

### **Applicable Student Population**

India Online

### **Description**

Students will learn the basics of interconnectivity of computing systems. With fundamental networking knowledge, students will design a basic and secure computing environment that consists of a network, server, client system, and firewall.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - IT200 - Fundamentals of Information Technology (3)

## **IT226 - Communication in STEM Professions**

### **Applicable Student Population**

India Online

### **Description**

STEM professionals work in diverse organizational environments in which they must communicate varying types of information in different ways to multiple stakeholder audiences. Students will learn fundamental communication strategies for communicating technical and non-technical information to diverse audiences, and how to effectively negotiate and manage difficult conversations in the workplace.

### **Credits**

3

### **Academic Level**

Undergraduate

## International Programs

### **IT252 - Information Technology Teams and Group Dynamics**

#### **Applicable Student Population**

India Online

#### **Description**

This course focuses on group functioning and leadership and the factors involved in group cohesion and conflict, and communication systems with a focus on the IT enterprise.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **IT261 - IT Service Management**

#### **Applicable Student Population**

India Online

#### **Description**

The purpose of this course is to provide students with an understanding of the management of information technology, including the relationships of parties involved, the tools for IT process improvement, and best practices involved in the field. Students focus on the relationship among an IT organization, business customers, and users. They explore the customer's perspective of IT's contribution to the organization and they learn ways to communicate effectively with stakeholders. Students examine the relationships of IT service management to process improvement movements, for example, Six Sigma improvement methodology, total quality management (TQM), business process management (BPM), and Capability Maturity Model Integration (CMMI) standards.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **IT270 - Web Site Design**

#### **Applicable Student Population**

India Online

#### **Description**

This course serves as an introduction to creating interactive pages for the World Wide Web. Specifically, it will survey Internet concepts, network protocols and client-server communications. The course covers HTML, the language of the World Wide Web; the Document Object Model (DOM), essential to creating and manipulating elements of a Web page under program control; CSS, the syntax for building consistent styles and appearances across Web pages; and JavaScript, the programming language that cements the various technologies together to facilitate dynamic interactive elements.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **IT315 - Object Oriented Analysis and Design**

#### **Applicable Student Population**

India Online

#### **Description**

This course develops software systems engineering principles combining object-oriented design principles and methods augmented by computer assisted engineering (CASE) technology. The course involves use of the unified modeling language (UML) and, through the vehicle of a student group project, applies these elements to the system development life cycle. This course is writing intensive, as student project teams are required to submit a comprehensive project report and a PowerPoint presentation. Specialized Systems Development Computer Laboratory intensive and open laboratory intensive. Writing intensive course.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **IT505 - Core Technologies**

#### **Applicable Student Population**

India Online

#### **Description**

This course familiarizes students with the basic concepts of information systems to strengthen their knowledge of hardware and software systems, including supporting information technology infrastructures. Students will gain an understanding of the application of fundamental information technology competencies related to computer networks, software and delivery systems for delivering products and service within an enterprise to customers, suppliers and clients. Additionally, students examine the skills and dispositions that shape their professional identities.

#### **Credits**

3

#### **Academic Level**

Graduate

### **IT510 - Advanced Information Technology**

#### **Applicable Student Population**

India Online

#### **Description**

This course focuses on the principles and practices underlying the analysis, design, implementation and management of information technology systems. Topics include information system development methodologies, systems planning, requirements analysis, systems implementation, software engineering, project management, and interface, database and process design.

#### **Credits**

3

#### **Academic Level**

Graduate

## International Programs

### **IT549 - Foundation in Information Assurance**

#### **Applicable Student Population**

India Online

#### **Description**

This course explores the basic concepts and prepares students with the foundation skills for the protection of networks, communication, and data, as well as the knowledge base for planning, implementing, and managing enterprise level security and system integrity. Topics include approaches in an organization to prevent, detect and recover from the loss of information, cryptography and its applications, security in networks and distributed environments.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - IT640 - Telecommunications and Networking (3)

### **IT550 - Management of Information Technology**

#### **Applicable Student Population**

India Online

#### **Description**

This course is a detailed introduction to the major issues underlying the successful management of information technology in contemporary organizations. The course covers three major areas: (1) The interrelations between organizational structure and process, and the adoption of new information systems technologies; (2) The actual management of the IT function within the organization; and (3) IT project management which focuses on the operational steps in designing and carrying out specific IT projects. This course will utilize case studies as an introduction to real-world IT management best practices and strategies, and to guide students to understanding the impact of emerging technologies in business contexts.

#### **Credits**

3

#### **Academic Level**

Graduate

# International Programs

## **IT552 - Human Factors in Security**

### **Applicable Student Population**

India Online

### **Description**

This course examines the human factors present in cyber security related to ethics, integrity, practices, policies and procedures. Students will design information technology security awareness training and optimize information technology organizational factors to foster a healthy security culture within an organization. Additionally, students will recommend mitigation strategies to protect an organization from human behaviors that could potentially cause a security threat.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete:
  - IT549 - Foundation in Information Assurance (3)

## **IT640 - Telecommunications and Networking**

### **Applicable Student Population**

India Online

### **Description**

Telecommunications is a business resource that must be well managed. This includes the technical aspects and the application of telecommunications technology to solve specific business problems and enhance the strategic position of a business enterprise. Topics include the importance of telecommunication in today's business environment, the analysis, design and implementation of telecommunications systems, the scope of the telecommunications industry and current trends; telecommunications hardware, the Open Systems Interconnection (OSI) network model, networking technologies and telecommunications software, protocols and standards.

### **Credits**

3

### **Academic Level**

Graduate

## **IT643 - Network Assessment and Defense**

### **Applicable Student Population**

India Online

### **Description**

Explore a broad range of topics from secure network fundamentals, protocols and analysis; threats and vulnerabilities; application, data and host security, access control and identity management. Examine defensive measures to secure an organization's network. Identify overall network security posture and the basic practices in vulnerability assessment.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete:
  - IT549 - Foundation in Information Assurance (3)
  - IT640 - Telecommunications and Networking (3)

## International Programs

### **IT657 - Enterprise Resource Planning** **Applicable Student Population**

India Online

#### **Description**

This course combines the practice of business management with information technology at the point where technology integrates with fundamental business skills that support business objectives. Students will examine business management best practices and enterprise systems in organizations that support business functions. Emphasis will be placed on how information technology can support and enable integration of technology and business process re-engineering.

#### **Credits**

3

#### **Academic Level**

Graduate

### **IT659 - Cyberlaw and Ethics** **Applicable Student Population**

India Online

#### **Description**

This course addresses ethical and legal issues related to e-commerce and e-business. Students will investigate government approaches to content control and rights, access and jurisdiction regarding personal information, digital property, U.S. and international law, antitrust law, fraud and more.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Integrated Health Profession

### **IHP200 - Wellness Across the Lifespan** **Applicable Student Population**

India Online

#### **Description**

Examine the stages of human development and life events that influence health and wellness throughout the lifespan. Students focus on a developmental framework as a frame to explore early adulthood through old age and death.

#### **Credits**

3

#### **Academic Level**

Undergraduate



## International Programs

### **IHP310 - Pathophysiology and Pharmacology Concepts**

#### **Applicable Student Population**

India Online

#### **Description**

This course explores common diseases, treatments, procedures and drugs needed to analyze healthcare documentation for functions such as abstracting, coding, auditing, and reimbursement. Drug classifications are also included. Implications related to pathophysiological and pharmacological concepts are applied to health information management.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - BIO210 - Introduction to Anatomy and Physiology (3)

### **IHP315 - Patient Safety Systems and Strategies**

#### **Applicable Student Population**

India Online

#### **Description**

Students explore core tenets that promote a culture of patient safety, including assessment through the Hospital Survey on Patient Safety (HSOPS), incident and safety reporting systems, disclosure policies and communication and teamwork strategies including human factors and TeamSTEPPS. Additionally, students will examine methodologies to improve patient safety, including Root Cause Analysis, Failure Mode Effects Analysis and utilization of a system-wide Patient Safety Plan.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **IHP330 - Principles of Epidemiology**

#### **Applicable Student Population**

India Online

#### **Description**

Learn basic principles of epidemiology with emphasis on applications in healthcare management. Examine specific epidemiology tools used for purposes of planning, monitoring, and evaluating population health. Consider methods for managing the health of populations, understanding the factors that influence population health, and strategies that healthcare organizations and systems can use to control these factors.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **IHP340 - Statistics for Healthcare Professionals**

#### **Applicable Student Population**

India Online

#### **Description**

This course explores the basic statistical concepts of inference, variability, and statistical significance. Statistical methods used to describe data, quantify relationships and to test for differences between means will be studied. Parametric statistics will be the main focus but some common nonparametric tests will be introduced. The course will focus on the interpretation of published research findings.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **IHP355 - Healthcare Regulatory Compliance and Accreditation**

#### **Applicable Student Population**

India Online

#### **Description**

Students will explore the history and development of key regulatory agency requirements and accreditation standards enacted to improve Patient Safety and Quality. Agencies reviewed will include The Joint Commission, Magnet, OSHA, CMS and state licensing bodies. Students will also explore how to assess compliance, manage quality and patient safety processes through development of healthcare organization plans, and ongoing evaluation and reporting requirements for key metrics and sentinel events.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - HCM340 - Healthcare Delivery Systems (3)

### **IHP410 - Population Health and Cultural Competence**

#### **Applicable Student Population**

India Online

#### **Description**

This course explores a population-based approach to understanding disease management, chronic care management, and health policy making. It explores how behavioral factors, social circumstances and environmental exposures affects a population and how to mitigate these factors using culturally relevant approaches to create a culture of wellness.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - IHP330 - Principles of Epidemiology (3)

## International Programs

### **IHP420 - Ethical and Legal Considerations of Healthcare**

#### **Applicable Student Population**

India Online

#### **Description**

Students in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in healthcare. Students explore concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the health care environment. The impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care systems is explored.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **IHP430 - Healthcare Quality Management**

#### **Applicable Student Population**

India Online

#### **Description**

The goal of this course is to introduce students to the management of operations and explore how healthcare organizations can use advance methods to improve healthcare processes, delivery, and outcomes. Specific focus will be on analyzing cycle times (e.g., patient wait times), measuring productivity, streamlining process flows, tracking outcomes and performance metrics, and generally improving health management processes and health outcomes. The process improvement will be measured by how it can improve quality of care and safety of healthcare delivery, reduce waste, and reduce costs. The role of technology and innovative approaches in improving continuing quality improvement in healthcare delivery will be presented.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **IHP435 - Performance Improvement Measurement and Methodologies**

#### **Applicable Student Population**

India Online

#### **Description**

This course will explore methodologies for performance improvement including PDSA, Six Sigma and Lean, principles of measurement, and selection of appropriate measures including structure, process and outcome measures. Students will determine how data should be displayed for target audience, identify statistical measures to describe data, and distinguish between common and special cause variation. Other topics will include developing operational definitions, establishing benchmarks and sampling.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **IHP450 - Healthcare Management and Finance**

#### **Applicable Student Population**

India Online

#### **Description**

This course focuses on the concepts, principles, tools, finances and strategies used in managing operations within a performance improvement model. Students will explore problem solving and decision making models as well as tools and techniques for planning, organizing, directing, controlling, reporting, and improving the productivity and performance of resources within a healthcare department. Additionally, topics will include healthcare finance reimbursement, bookkeeping, accounting principles, budgeting processes (capital and operating), and cost/benefits analysis.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Interdisciplinary Studies

### **IDS100 - Perspectives in Liberal Arts**

#### **Applicable Student Population**

India Online

#### **Description**

Explore the four general education lenses of academic inquiry: Humanities, History, Social Science, and Natural Science. Apply these lenses as a framework for understanding relevant topics, distinguish opinion from research, and communicate ideas clearly. Develop an awareness for different points of view and how they impact the development of a well-educated individual.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# International Programs

## **IDS400 - Diversity**

### **Applicable Student Population**

India Online  
Global Education Movement (GEM)

### **Description**

This course aims to broaden and deepen students' understanding, experience, and critical thinking skills with regard to cultural differences and cross-cultural interactions. Students will analyze diversity through the disciplines of socio-economics, physical anthropology, biology, geography, and arts and the humanities. Intercultural competence, a lifelong learning process, is introduced as a crucial skill set and benefit to the individual, interpersonal relationships, organizations, and society. Analyzing the role of culture in today's world, developing culturally responsive practices, and understanding the benefits and challenges of diversity will be emphasized.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- India Online
- Complete all of the following
  - Contact your advisor to register
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)

## **IDS401 - Global Society**

### **Applicable Student Population**

India Online

### **Description**

This course aims to expand upon students' understanding, experience, and critical thinking skills, connecting the roles of the individual at the local, national, and global levels. Students will be analyzing global issues that affect different aspects of identity - individual, national, and global - through the lenses of economics, political science, technology, and business, among other disciplines. Increased global awareness, an important knowledgebase for the 21st Century individual, is emphasized to prepare students for personal and professional relationships with individuals, groups, and organizations that present themselves through a global network. Analyzing the challenges of shifting from local to global, researching the relationship of technology and society, and understanding the importance of the individual in relation to a global society will be emphasized.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following
  - Contact your advisor to register
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)

# International Programs

## **IDS402 - Wellness**

### **Applicable Student Population**

India Online

### **Description**

This course aims to engage students in an integrative exploration of emerging issues and topics in wellness across several disciplines. In addition to psychology, students will analyze wellness through the lenses of biology, sociology, economics, health, and philosophy, among other areas. Students will develop the skills to examine wellness from an individual perspective as well as investigate issues surrounding wellness in contemporary society. Definitions of ability and disability, research and analysis of wellness goals, and the relationship between mind and body are emphasized to increase awareness of personal and public wellness.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following
  - Contact your advisor to register
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)

## **IDS403 - Technology and Society**

### **Applicable Student Population**

India Online

### **Description**

Explore the relationships among technology, the human condition, and the future through interdisciplinary lenses. Analyze contemporary trends and the social and cultural implications of those advancements. Develop an awareness for the intersection between technological literacy, social responsibility, and interpersonal experiences.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following
  - Contact your advisor to register
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)

## International Programs

### **IDS404 - Popular Culture** **Applicable Student Population**

India Online

#### **Description**

Explore theoretical approaches to a study of Popular Culture through the interdisciplinary lenses of academic inquiry (historical, humanistic, socio-cultural, and scientific). Analyze the broad spectrum of popular culture as a significant driving force behind the transmission of culture and the impact on shaping the individual. Develop a knowledge base that promotes social responsibility, media literacy, and the critical thinking skills that promote cross-cultural intersections.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (3)

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## International Business

### **INT113 - Introduction to International Business** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course is the foundation for business in a global context with an emphasis on applications. It offers a survey of fundamentals and principles of management in the context of globally oriented firms and primarily presents an assessment of the differences between business in domestic and international context. The course explores fundamental issues in business in an increasingly interdependent world; including management principles and techniques in a global context. Themes constituting fundamentals of international business such as economic, political, cultural and social environment of business; organizations that facilitate international business and organizational structures; trade theory; government influence on trade; international business modalities and entry strategies into foreign markets, global financial system as well as the emerging issues related to international business; are also explored.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# International Programs

## **INT220 - Global Dimensions in Business**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

Students will examine the differences between the domestic and international business environments and factors that contribute to market attractiveness and entry. Students will also learn about the drivers of globalization and their impacts on business decision-making.

### **Credits**

3

### **Academic Level**

Undergraduate

## **INT221 - Global Financial System**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

This course is designed to familiarize students with global financial architecture and the modus operandi of global financial markets and multinational financial institutions, with the focus on policy- and concept-oriented issues in international banking and international capital markets. It aims to provide a comprehensive background to understand the international financial environment and to expose students to a wide range of international financial functions, operations and products.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - INT113 - Introduction to International Business (3)
  - INT220 - Global Dimensions in Business (3)



# International Programs

## **INT309 - Legal Environment of International Business**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

The course is designed to provide students with an overview of the areas of public and private international law that affect international business activities. The United Nations Conventions on International Sale of Goods will be given particular attention.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

INTI

- Complete:
  - INT113 - Introduction to International Business (3)
  - INT220 - Global Dimensions in Business (3)

## **INT315 - International Management**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

### **Description**

Gain a holistic perspective of international management across the major functional areas of business as they are practiced in a multinational organization. Explore the influence of culture, politics, society, and economics on conducting business globally, and navigate the balance of ethics and corporate social responsibility in international operations.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

India Online

- 1 of the following:
  - INT113 - Introduction to International Business (3)
  - INT220 - Global Dimensions in Business (3)

# International Programs

## **INT316 - Cultural & Political Environment of International Business**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course introduces students to such primary cultural factors as religion, language, values, technology, social organization and political environment that affect U.S. firms doing business outside of the United States. Students learn the significance of identifying and assessing the importance of these factors so they can more effectively manage in the international environment. A variety of international environments will be studied. The course uses text, cases and exercises.

### **Credits**

3

### **Academic Level**

Undergraduate

## **INT336 - Multinational Corporate Finance**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course emphasizes aspects of financial planning for corporations with overseas operations. The sources and uses of corporate funds abroad are evaluated and the criteria for choosing among alternative foreign investments are analyzed. The effects of international corporate financial planning are examined, with attention paid to such factors as the characteristics of foreign money and capital markets, international financial institutions, exchange rate changes, currency restrictions, tax regulations and accounting practices.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- INTI and VNU
- 1 of the following:
  - FIN305 - Foundations of Finance (2)
  - FIN320 - Principles of Finance (3)

# International Programs

## **INT400 - International Business Project**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

This course is designed for those students who are pursuing a major and those that have definite interest in carrying out a career in International Business as well as those who seek to broaden their knowledge in the field. Explicitly, the course will introduce students to the contemporary issues and challenges faced by managers of Multinational Corporations in the International Business setting. The course will give students the opportunity to work in teams by focusing on a practical approach to learning. It will provide students with skills that can facilitate their entry into a job market in International Business or related field at various levels of expertise.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - INT113 - Introduction to International Business (3)
  - INT220 - Global Dimensions in Business (3)

## **INT410 - International Entrepreneurship**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course provides a hands-on perspective of creating an international enterprise from an entrepreneur's viewpoint. The course provides a comprehensive process that covers four stages of global entrepreneurship: (1) pre-global decision-making; (2) strategy formulation; (3) the mechanics of going global; and (4) sustaining global success. This course provides students with the foundation for taking the North American Small Business International Trade Educators (NASBITE) Certification Global Business Professional (CGBP) exam.

### **Credits**

3

### **Academic Level**

Undergraduate

# International Programs

## **INT422 - International Strategic Management**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

The course introduces students to strategic management in the global arena. It focuses on the internal strategic environment of an organization, the external strategic factors present in the international environment, and the manner in which a strategic thrust and a strategic fit are created between these two environments. The course relies on the use of case studies of U.S. and foreign international corporations. Writing Intensive Course.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following
  - India
    - Complete all of the following
      - 1 of the following:
        - INT113 - Introduction to International Business (3)
        - INT220 - Global Dimensions in Business (3)
      - 60 credit(s).
  - INTI
    - Complete all of the following
      - 1 of the following:
        - INT113 - Introduction to International Business (3)
        - INT220 - Global Dimensions in Business (3)
      - 60 credit(s).

# International Programs

## **INT433 - Multinational Marketing**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

Examine international similarities and differences in the cultural, economic, political, social and physical dimensions of the environment in relation to marketing and sales functions. Learn about the changes in marketing systems and the adoption of marketing philosophies and practices across national boundaries through the study of the foundations, scope, and challenges of global marketing. Develop market entry and integrated marketing strategies for new products in global markets including media, communication, distribution, and pricing strategies.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following  
India Online
  - Complete all of the following
    - 1 of the following:
      - INT220 - Global Dimensions in Business (3)
      - INT315 - International Management (3)
    - 1 of the following:
      - MKT113 - Introduction to Marketing (3)
      - MKT205 - Applied Marketing Strategies (3)
- INTI
  - Complete 1 of the following
    - 1 of the following:
      - INT113 - Introduction to International Business (3)
      - INT220 - Global Dimensions in Business (3)
    - 1 of the following:
      - MKT113 - Introduction to Marketing (3)
      - MKT205 - Applied Marketing Strategies (3)

## **INT440 - Emerging Trends in International Business**

### **Applicable Student Population**

Global Education Movement (GEM)

### **Description**

This course is designed to be a survey of the emerging trends in international business. Class analysis will focus on both the macro- and micro- environments of the global arena. Major emphasis will be placed on regional economic integration, inter-regional trade, corporate strategic global perspectives and other major contemporary issues facing global managers today. Writing Intensive Course.

### **Credits**

3

### **Academic Level**

Undergraduate

## International Programs

### **INT490 - International Business Internship**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **INT610 - Multinational Corporate Environment**

#### **Applicable Student Population**

India Online

#### **Description**

Apply effective cross-border research and analysis tools and techniques for addressing today's dynamic international commerce environments. Analyze the impacts of foreign economic, political, cultural, and commerce environments on the international dimensions of management, marketing, operations, and finance. Develop a global managerial mindset to effectively leverage international business concepts when recommending management solutions to achieve organizational objectives.

#### **Credits**

3

#### **Academic Level**

Graduate

### **INT620 - International Corporate Finance**

#### **Applicable Student Population**

India Online

#### **Description**

Analyze functions of international financial markets. Discuss corporations' exposures to financial risks in global markets and how corporations address these risks and global funding strategies. Examine exchange rate systems, interest rate parity, and management of real exchange rate risk.

#### **Credits**

3

#### **Academic Level**

Graduate

## International Programs

### **INT640 - International Market Strategy**

#### **Applicable Student Population**

India Online

#### **Description**

Develop practical managerial skills in multinational market research, branding, consumer behavior, sales, and product development in a global market. Study topics including budgeting, market entry, local market development, and global market integration. Assess foreign market conditions in mature, new growth, and emerging market environments for developing effective international marketing strategies.

#### **Credits**

3

#### **Academic Level**

Graduate

### **INT650 - Managing International Trade and Finance**

#### **Applicable Student Population**

India Online

#### **Description**

Explore the complexities of international trade policy and foreign direct investment decisions. Analyze how the global monetary system, economics and trade factors influence currency exchange rates and impact profitability. Research international trade regulation and the impact of such policies on industry and firm competitiveness. Evaluate the informal and formal rules that define foreign markets for goods, services, and capital to successfully navigate key factors of foreign direct investment.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - INT610 - Multinational Corporate Environment (3)

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## Justice Studies

### **JUS101 - Introduction to Criminal Justice**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course covers the nature, scope and impact of crime in the United States, independent and interdependent operations and procedures of police, courts and corrections, and introductory theories of crime and delinquency. The course introduces the justice model in a systematic way whereby students delve into the numerous components of the justice system including law enforcement, legal and judicial process and correctional operations. Career opportunities will be fully covered throughout the course.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# International Programs

## **JUS325 - Law, Justice and Family** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

A full-fledged review of the justice system's response to the establishment and maintenance of family in the American culture. How the family is defined, its heritage of rights and protections and the differentiated roles of parent and child are central considerations. Further review includes a look at family dissolution, divorce, custody and support disputes and the ongoing problems of visitation. The emerging problems of spousal and child abuse will be keenly analyzed and how the legal systems provide protection from these abuses will be closely scrutinized.

### **Credits**

3

### **Academic Level**

Undergraduate

## **JUS468 - Crimes Against Children** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This is a course that examines criminal activity targeted against children. The course will focus on the physical and sexual abuse, neglect, kidnapping, and sexual exploitation of children. Students will explore methods of identifying victims, investigating offenders, and court presentation of criminal cases. Special attention is focused on the dynamics of the relationship between victims and offenders and how that is a factor in the investigation and prosecution of criminal acts.

### **Credits**

3

### **Academic Level**

Undergraduate

## **JUS485 - Forensic Law** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

An interdisciplinary course covering law, criminal justice, science, and technological issues in the evidentiary arena. Coverage in the course provides a broad-based assessment of expert witnesses, microanalysis, pathological evidence, admissibility and investigatory practice, ballistics, fingerprints, vascular/radar, and photographic techniques. Contrasted with criminalistics, subject matter of this course is primarily evidentiary. More particularly, the course will delve into the rules of evidence, which guide the admissibility of forensic evidence in a court of law. Examination includes threshold tests for reliability and admissibility, qualification of witnesses competent to testify, scientific rigor required for admission and case law determinations on the use and abuse of scientific evidence.

### **Credits**

3

### **Academic Level**

Undergraduate

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## Literature



# International Programs

## **LIT101 - The Literary Imagination**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

A skills-oriented introduction to the study of literary texts for majors and non-majors alike. Through the study of literature, students will develop foundational textual literacy skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to interpret primary and secondary literary sources, to evaluate textual evidence, and to analyze literary arguments and the art of rhetoric.

### **Credits**

3

### **Academic Level**

Undergraduate

## **LIT201 - World Literature I: Foundations of Culture**

### **Applicable Student Population**

Global Education Movement (GEM)

### **Description**

This course explores both early European (classical and medieval) cultures as well as the great non-European cultures of Asia, Africa and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre, such as epic or lyric poetry.

### **Credits**

3

### **Academic Level**

Undergraduate

## **LIT237 - Young Adult Literature**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course focuses on the theme of coming of age in young adult prose. Students will examine a variety of literature, which may include nonfiction as well as fiction. The course will address issues around coming of age, such as sex, addictions, abuse, friendships, relationships, and independence, as represented in specific texts.

### **Credits**

3

### **Academic Level**

Undergraduate

# International Programs

## **LIT239 - Literature and the Mind**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course explores the relationship between ideas of the mind and consciousness in literature. Long before Sigmund Freud, poets, playwrights, and novelists investigated the human experience of knowing and experiencing one's self. After Freud, new concepts of the mind have reshaped how we understand creativity in both writing and reading literature. This course will introduce you to the pleasure and insight of literature through a representative selection of literature by European and American writers, and will include selected readings in psychology. Topics may include madness, identity, melancholy, deviance, memory, or creativity.

### **Credits**

3

### **Academic Level**

Undergraduate

## **LIT241 - Crime Literature**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course will examine one of the most popular and celebrated literary genres: crime literature. Literature may include selections from British, American, and global fiction, non-fiction, short stories, plays, and/or poetry. Literary selections may include several subgenres of crime literature, such as historical crime literature, true crime, hard-boiled fiction, psychopathology, the police procedural, and legal analysis.

### **Credits**

3

### **Academic Level**

Undergraduate

## **LIT247 - Gender and Text**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course examines gender in and through literary texts, and considers the ways in which categories of sexuality, sex, race, class, ethnicity, nationality, religion, and other factors influence writers' depictions of gender. The course analyzes historical conditions relevant to gender studies, and may address social and theoretical topics such as women's suffrage, feminisms, third-world feminism, the LGBT and LGBTQ communities, and queer theory. The course analyzes these topics through the lens of literature and asks: how is gender represented in literary texts? how do literary texts not only replicate but sometimes contest or imagine new realities for gendered subjects? what does it mean to write as a gendered subject?

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - ENG120 - College Composition I (3)

## International Programs

### **LIT309 - Romance, Revolutions, and the Birth of the Novel**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course focuses on the "long 18th century" in Great Britain, covering the era of the Enlightenment as well as Romanticism. This was a tumultuous time in British history, marked by numerous political and social revolutions as well as notable literary creativity. In this course, students will study developments in English literature such as the novel, the essay, satire, journalism, popular theater, and poetry. Themes of the course will vary, but may include civil liberty, sexuality and gender, colonialism and abolition, the city and the country, industrialization, and the French Revolution. Authors studied may include Congreve, Defoe, Swift, Pope, Fielding, Wordsworth, Keats, Shelley, and Byron.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **LIT315 - Twentieth Century American Literature and Beyond**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

The course will explore literature by major American writers, from the early 20th century to the present. Students will read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. We will proceed chronologically, beginning with poetry about World War I and ending with post-modern literature about contemporary issues such as race, religion, technology, and war.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **LIT319 - Shakespeare**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

Students in LIT 319 study selected Shakespearian comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG122 - English Composition I (3)

### Management

#### **MGT200 - Leadership and Team Building** **Applicable Student Population**

India Online

#### **Description**

In this course, students evaluate theories and practices related to leading teams in varying contexts. Students create personal and professional developmental goals that support your growth as an effective individual and team contributor. You also collaborate with multiple stakeholders using principles of emotional intelligence and team dynamics.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **MGT510 - Cultivating Organizational Culture** **Applicable Student Population**

India Online

#### **Description**

Business leaders are responsible for cultivating, maintaining, and fostering an organizational culture that accurately represents the organization internally and externally, encourages and supports people, and holds organizational members accountable to the vision, mission, and goals of a business. This course provides students with the skills, theories, and practices necessary to identify a strong culture that permeates the ethics, decision-making, and behaviors of the organization. Students will work through advanced cases and apply these experiences to their own learning and organizations.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **MGT550 - Managing Through Communication** **Applicable Student Population**

India Online

#### **Description**

Learn how to manage people and organizations effectively using communication as a tool. Enhance skills and techniques in motivating, leading change, developing relationships and team building through effective communication of core visions, active listening and providing feedback. Develop strategic management and communication skills that positively affect stakeholder behavior. Gain comprehensive, hands-on-experience in constructing documents and presentations that inform, persuade and influence the intended audience to achieve strategic goals.

#### **Credits**

3

#### **Academic Level**

Graduate

## International Programs

### **MGT600 - Resource Planning and Decision Making**

#### **Applicable Student Population**

India Online

#### **Description**

This course serves as an advanced exploration into ill-structured situations requiring strategic plans and effective resource management. Students are asked to develop strategies around personnel management, budget allocation, performance metrics, and goal setting. This course prepares students for the advanced concentration courses in their area and serves as a precursor to the integrated capstone experience.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - QSO500 - Business Research (3)

### **MGT701 - Critical Issues in Management Capstone**

#### **Applicable Student Population**

India Online

#### **Description**

This capstone course is the culminating experience for the M.S. in Management program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete all of the following
  - 30 credit(s).
  - Complete:
    - MGT510 - Cultivating Organizational Culture (3)
    - MGT600 - Resource Planning and Decision Making (3)

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## Management Information Systems

## International Programs

### **MIS215 - Client Systems and Support**

#### **Applicable Student Population**

India Online

#### **Description**

Learn the basics of systems analysis of client systems through the lens of a business analyst. Explore common client systems within an organization, the basic architecture of the overall system, the flow of information within the system, and informed decision making as well as the importance of eCommerce for a client system.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MIS300 - Enterprise Information Systems/Database**

#### **Applicable Student Population**

India Online

#### **Description**

Investigate the flow and structure of data within an enterprise computer based environment. Learn to mine, compile and analyze data from client systems using appropriate tools and techniques in response to senior management inquiries.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - DAD220 - Introduction to Structured Database Environments (3)
  - MIS215 - Client Systems and Support (3)

### **MIS320 - Electronic Business**

#### **Applicable Student Population**

India Online

#### **Description**

Explore aspects of an organization's electronic interactions with its stakeholders. Key topics in this course include: e-business strategy, business models, cyber services, e-business relationships, and e-marketing and e-payment.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **MIS350 - Business Intelligence and Reporting**

#### **Applicable Student Population**

India Online

#### **Description**

Learn about business intelligence tools and techniques for creating reports, and apply these techniques in making data centered decisions. Recommend solutions to business problems that address business needs and requirements through utilizing data visualization tools.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - MIS300 - Enterprise Information Systems/Database (3)

### **MIS490 - Management Information Systems Capstone**

#### **Applicable Student Population**

India Online

#### **Description**

This capstone course is the culminating experience for the Management Information Systems and Computer Information Systems programs. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete all of the following
  - Complete:
    - MIS350 - Business Intelligence and Reporting (3)
  - 111 credit(s).

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## Marketing

# International Programs

## **MKT113 - Introduction to Marketing**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
Global Education Movement (GEM)

### **Description**

This course examines the organization's functions for creating, communicating, and delivering value to customers. These functions, designed to meet customers' needs and organizational goals, include marketing research, environmental monitoring, target market selection, product selection, promotion, distribution and pricing.

### **Credits**

3

### **Academic Level**

Undergraduate

## **MKT114 - Marketing Introduction**

### **Applicable Student Population**

Global Education Movement (GEM)

### **Description**

This course examines the organization's functions for creating, communicating, and delivering value to customers. These functions, designed to meet customers' needs and organizational goals, include marketing research, environmental monitoring, target market selection, product selection, promotion, distribution and pricing.

### **Credits**

3

### **Academic Level**

Undergraduate

## **MKT205 - Applied Marketing Strategies**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

Students will learn how the marketing mix is used to position a product or service for a specific target market by analyzing pricing, distribution, product development, and promotional strategies. By applying marketing and consumer research, students will generate informed recommendations. Students will also examine the impact of communications and distribution channels on marketing efforts.

### **Credits**

3

### **Academic Level**

Undergraduate



# International Programs

## **MKT225 - Digital Marketing** **Applicable Student Population**

India Online  
INTI International University & Colleges (INTI)

### **Description**

In this course students will be introduced to the different types of digital marketing channels and business functions using digital marketing technology and tools. Topics will focus on earned, paid, and owned media and the intersection of the three. The course will also emphasize development of a digital marketing strategy and its impact on the business.

### **Credits**

3

### **Academic Level**

Undergraduate

## **MKT229 - Principles of Integrated Marketing Communications** **Applicable Student Population**

India Online

### **Description**

This course is designed to give students an understanding of advertising, public relations, corporate communications and sales promotions and the role that the media plays in integrated marketing communications strategies. This course focuses on the planning, research and creative skills needed to reach IMC objectives. Writing intensive course.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - MKT113 - Introduction to Marketing (3)
  - MKT205 - Applied Marketing Strategies (3)

## **MKT239 - Essentials of Retail Management** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

Retail business involves making strategic decisions in order to generate profit and remain competitive. Consumer involvement in retailing entails making prudent buying decisions in order to maximize value. This course examines retail business concepts such as Store operations, human relations, information technology, shopping center management, merchandising policies and industry trend analysis as well as factors influencing consumer buying decisions such as social, environmental and multi channels .

### **Credits**

3

### **Academic Level**

Undergraduate

# International Programs

## **MKT265 - Social Media & Marketing Communications**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course is designed to give students an understanding of the concepts involved in integrated marketing communication (IMC) which includes a focus on social media and the role they play in advertising, public relations, branding, and corporate communication strategies. This course focuses on the planning, research and creative skills needed to reach promotional objectives.

### **Credits**

3

### **Academic Level**

Undergraduate

## **MKT266 - Services Marketing**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

Given the substantial shift in emphasis from a base in manufactured goods to a domestic economy based in services, as well as the interconnectedness of the global economy, comprehension of the service aspect of business is a necessity for every marketer, in every company, in every industry. Therefore, an understanding of the unique requirements of marketing services or service components has become a basic marketing skill. This course presents key concepts in the marketing of services through readings in current business publications and experiential opportunities. It addresses the global perspective of services, and both B2B and consumer service dimensions.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

INTI

- Complete:
  - MKT205 - Applied Marketing Strategies (3)

## International Programs

### **MKT270 - Professional Selling** **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

Selling is a real life skill that everyone uses every day no matter what the profession. We sell our personal brand to employers; our ideas to family members, friends and co-workers; and as sales professionals, we sell products and services to consumers and business customers. In this course, students will gain foundational knowledge of the sales process, its relationship to marketing, and develop skills necessary to succeed in professional selling. Students will explore inside and outside sales in varying organizational environments. Through authentic scenarios, students will analyze customer needs to develop value-added relationships and generate revenue for an organization.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MKT293 - Practical Marketing** **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course focuses on providing students with an understanding of the fundamental tools and concepts used by marketing professionals. Students conduct market research and analysis in order to create a marketing plan. This course also explores the practical application of social media and other digital tools for marketing purposes.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MKT300 - Advanced Professional Selling** **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

The success of professional salespeople is dependent upon their ability to successfully convert prospects into customers by implementing effective sales techniques and the sales process at a deeper level. The course builds upon coursework completed in the Professional Selling course and explores various sales methodologies based on the complexity of the sale and the buyer's deciding journey. In this course, students develop their prospecting and sales skills by obtaining certifications in sales and sales software. They further refine their inter-personal communication and selling skills through live and simulated role-plays. The skills demonstrated in these role plays are assessed through the use of video feedback skill-development software. Students are also coached by upper-level sales students to prepare them for a local sales competition.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **MKT311 - Mobile Marketing** **Applicable Student Population**

India Online

#### **Description**

Explore mobile marketing channels and gain exposure to the different mobile strategies companies are using. Analyze the different mobile channels available to companies and how companies are using mobile strategies as part of their marketing strategies.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MKT315 - SEO vs. SEM** **Applicable Student Population**

India Online

#### **Description**

Explore Search Engine Optimization (SEO) and Search Engine Marketing (SEM) strategies with a specific focus on understanding the difference between organic and paid leads and traffic. Gain familiarity with web analytics services such as Google Analytics.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MKT335 - Digital Advertising** **Applicable Student Population**

India Online

#### **Description**

Examine the digital advertising landscape with a focus on the different types of digital and online advertising, including search-advertising strategies, social media marketing, and inbound marketing.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# International Programs

## **MKT337 - Marketing Research** **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

This course compares and contrasts secondary and primary research with emphasis on the latter. Students explore different types of primary research as well as the basic research methods. It focuses primarily on the survey.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following
  - 1 of the following:
    - MKT113 - Introduction to Marketing (3)
    - MKT205 - Applied Marketing Strategies (3)
  - Complete:
    - MAT240 - Applied Statistics (3)

## **MKT345 - Consumer Behavior** **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

This course explores the behavior that consumers display in searching, purchasing, using, evaluating and disposing of products.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - MKT113 - Introduction to Marketing (3)
  - MKT205 - Applied Marketing Strategies (3)

## International Programs

### **MKT355 - Social Media Marketing Strategy**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

This course will develop the students' ability to effectively and successfully create, and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tool that will enable marketers to build high-value relationships with their constituencies. The course will focus on key elements such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those markets using relevant social media channels.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 1 of the following:
  - COM310 - Social Media (3)
  - COM311 - Social Media Strategy (3)
  - MKT225 - Digital Marketing (3)

### **MKT360 - Direct Marketing**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course explores the directing of goods and services through the consumer or business-to-business marketing channels where the desired consumer resources may be direct orders, lead generation and/or traffic generation. This course focuses on such topics as mailing list development, relationship marketing, database management, the development of an effective sales message and selection of media. The use of catalogs, direct mail letters and brochures, telemarketing and electronic marketing as ways to reach the consumer will be explored.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- INTI
- 1 of the following:
  - MKT113 - Introduction to Marketing (3)
  - MKT205 - Applied Marketing Strategies (3)

# International Programs

## **MKT378 - Brand Communications**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

A strong brand brings a competitive advantage to a company, and building and maintaining a brand is a critical task for marketers. Identifying potential brand salience, performance and image creation and brand resonance when creating a brand, and as branding activities change over the life of a brand in response to changes in the expectations of consumers, and to the competitive conditions in the marketplace, is at the core of this course. It exposes students to the process of designing a brand, targeting a brand, and delivering a brand message through a range of media and marketing communication programs throughout the life of the brand.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - MKT205 - Applied Marketing Strategies (3)

## **MKT400 - Strategic Brand Management**

### **Applicable Student Population**

India Online

### **Description**

Examine the importance of a company's brand with a focus on the approaches to building, maintaining, growing, and salvaging a brand.

### **Credits**

3

### **Academic Level**

Undergraduate

## **MKT410 - Digital Analytics**

### **Applicable Student Population**

India Online

### **Description**

Gain an overview of the different digital analytic tools being used by marketers to evaluate and measure their digital strategies. Focus on exploring online advertising metrics, social media analytics and other approaches to digital marketing measurement.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - MKT315 - SEO vs. SEM (3)

# International Programs

## **MKT432 - Strategic Marketing Planning (Capstone)**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

This is the capstone course of the undergraduate marketing curriculum. It focuses primarily on the decisions required of marketing executives as they seek to develop, implement and control integrated marketing programs. Students will be asked to apply their understanding of marketing principles covered in other marketing courses to solve specific company problems. Topics include a diversity of product, market and industry environments. Writing Intensive Course.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - MKT400 - Strategic Brand Management (3)

## **MKT433 - Multinational Marketing**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course explores the development of international marketing programs from the determination of objectives and methods of organization through the execution of research, advertising, distribution and production activities. Students examine the international similarities and differences in marketing functions as related to the cultural, economic, political, social and physical dimensions of the environment. Students also consider the changes in marketing systems and the adoption of marketing philosophies and practices to fill conditions in different countries.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete 1 of the following
  - Complete all of the following
    - 1 of the following:
      - MKT113 - Introduction to Marketing (3)
      - MKT205 - Applied Marketing Strategies (3)
    - 1 of the following:
      - INT113 - Introduction to International Business (3)
      - INT220 - Global Dimensions in Business (3)
  - Instructor Approval



## International Programs

### **MKT455 - Social Media Campaign** **Applicable Student Population**

India Online

#### **Description**

This course will develop the students' ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tools to meet the marketing objectives of the organization. The course will focus on key elements such as, a) audience, b) campaign objectives, c) strategic plan, d) tactics, e) tools, and f) metrics to measure the campaign.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - MKT355 - Social Media Marketing Strategy (3)

### **MKT490 - Marketing Internship** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

The primary goal of the internship experience is to expose students to actual practices in the world of work outside of the classroom, to relate this experience to academic course work and to synthesize the two in a practical application of knowledge in an experiential setting. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - fall, spring or summer - completing a minimum of 150 hours on the job per 3 credits. Students can complete 0-15 hours of MKT 490 credit.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- INTI
- Complete all of the following
  - 15 credit(s).
  - Please contact the Career and Professional Development Center to register

## International Programs

### **MKT500 - Marketing Strategies**

#### **Applicable Student Population**

India Online

#### **Description**

This course is a study of the activity by which organizations discover consumer and other organizations' needs and wants, and then provide satisfaction through a mutually beneficial relationship. Students will explore the topics of selecting a target market, conducting marketing research, and designing product, price, promotional, and distribution strategies through the development of a marketing plan.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MKT555 - Social Media Marketing**

#### **Applicable Student Population**

India Online

#### **Description**

Explore possibilities and limitations of contemporary social media platforms and tools. Construct and evaluate social media content, its impact, and practical use in marketing context. Analyze general strategic uses of social media for advertising, marketing, public relations, journalism, and civic and political participation. Gain hands-on experience with several forms of the most current social media technology.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MKT605 - Integrated Marketing Communications**

#### **Applicable Student Population**

India Online

#### **Description**

This course is concerned with the development, evaluation, and implementation of integrated marketing communication strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures, techniques and models in topics that include various communication functions, media alternatives and the integrated marketing communication concept.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - MKT500 - Marketing Strategies (3)

## International Programs

### **MKT610 - Promotions Management** **Applicable Student Population**

India Online

#### **Description**

This course addresses the specific activities involved in managing an advertising campaign, including research, media selection, copywriting, layouts and the role of ad agencies.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MKT618 - Marketing Analytics** **Applicable Student Population**

India Online

#### **Description**

This course will look at a number of quantitative tools and techniques and their application in a marketing context. The course will focus on understanding the relationship among marketing factors, variables, and the consumer. Students will learn how to analyze data in order to guide and support marketing related decisions.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- 1 of the following:
  - MBA501 - Mathematics and Statistics for Business (3)
  - OL501 - Business Foundations (3)

### **MKT620 - Consumer Behavior and Marketing** **Applicable Student Population**

India Online

#### **Description**

This course focuses on the market's consumer behavior by investigating its psychological, sociological, economic, and anthropological influences, both theoretical and research based. Designing effective marketing strategies will be explored using the knowledge of these influences.

#### **Credits**

3

#### **Academic Level**

Graduate

## International Programs

### **MKT625 - Strategic Digital Marketing** **Applicable Student Population**

India Online

#### **Description**

Students will explore platforms, players, and technology used in business models of digital marketing and analyze consumer behavior in online environments. By integrating theories of online campaign development and management with a hands-on approach to marketing automation and intelligence, learners will develop strategic digital marketing skills.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MKT635 - Websites and Search Engine Marketing/ Search Engine Optimization** **Applicable Student Population**

India Online

#### **Description**

Differentiate between search engine marketing (SEM) and search engine optimization (SEO). Analyze the benefits and limitations of SEM and SEO strategies and explain how marketers can use these tools for effectively reaching customers. Employ SEO tactics to develop marketing initiatives and recommend SEM strategies to optimize campaign efforts.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MKT645 - Online Marketing Channels** **Applicable Student Population**

India Online

#### **Description**

This course will expose students to online marketing channels, such as, social media platform and players, and measurement and analysis. Marketing channels such as internet display advertising, remarketing, email marketing, affiliate marketing, mobile marketing, video marketing, virtual worlds, gaming, and public relations will also be examined.

#### **Credits**

3

#### **Academic Level**

Graduate

## International Programs

### **MKT655 - Social Media Marketing Strategy**

#### **Applicable Student Population**

India Online

#### **Description**

This course will develop the students' ability to effectively and successfully create, and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tool that will enable marketers to build high-value relationships with their constituencies. The course will focus on key elements such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those markets using relevant social media channels.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - MKT555 - Social Media Marketing (3)

### **MKT665 - Digital Story Telling and Branding**

#### **Applicable Student Population**

India Online

#### **Description**

Explore marketing theories and application of digital storytelling for the purpose of engaging an organization's consumers and stakeholders. In addition, focus on digital branding through storytelling to differentiate an organization from competitors while conveying its purpose and mission. Gain hands-on experience in the strategic implementation of a brand narrative using various marketing approaches and analyses.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MKT666 - Social Media Marketing Campaigns**

#### **Applicable Student Population**

India Online

#### **Description**

This course will develop the student's ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tools to meet the marketing objectives of the organization. The course will focus on key elements such as a) audience, b) campaign objectives, c) strategic plan, d) tactics, e) tools, and f) metrics to measure the campaign.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - MKT655 - Social Media Marketing Strategy (3)

# International Programs

## **MKT675 - Ethical and Legal Issues in Marketing** **Applicable Student Population**

India Online

### **Description**

This course examines a range of ethical issues facing marketing managers as seen through the viewpoints of various comprehensive ethical theories. The goal is for students to develop their own ethical framework for making marketing decisions within the knowledge of the various ethical theories and U.S. marketing laws. Traditional topics such as ethics in marketing research, product liability, selling, advertising, and pricing are covered. Emerging ethical issues such as international marketing, competitive intelligence, socially controversial products, privacy, and corporate policies are also examined. However, topics may change to reflect current business concerns. The course is taught using a seminar format utilizing cases and readings.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete:
  - MKT500 - Marketing Strategies (3)

## **MKT678 - Brand Management** **Applicable Student Population**

India Online

### **Description**

Strong brands are increasingly recognized as one of a company's most valuable assets. Brands create expectations in consumers, and by their nature implicate the company in delivering on those expectations. Therefore, the tasks of creating, building and managing brands are critical success factors for a firm. This course seeks to develop in students an understanding of the theories, models, and strategies that enable a firm to achieve its branding goals. Through a combination of text and current research publications, students will be exposed to current and emerging brand theories and models. By analyzing cases, and reading and reviewing current business literature, students will gain understanding into how those theories and models translate into strategies and implementations.

### **Credits**

3

### **Academic Level**

Graduate

## International Programs

### **MKT700 - Marketing Capstone** **Applicable Student Population**

India Online

#### **Description**

This capstone course is the culminating experience for the M.S. in Marketing program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete all of the following
  - 30 credit(s).
  - Complete:
    - MKT675 - Ethical and Legal Issues in Marketing (3)

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## Mathematics

### **MAT107 - Mathematical Knowledge for Teaching I** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course explores the mathematics content in grades K- 8 from an advanced standpoint. Topics include: problem solving, the base-ten system, fractions, addition, subtraction, multiplication, decimals, negative numbers, division, and ratios and proportions.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete 1 of the following
  - Passing Score on Placement Exam
  - Earned a grade of C or better in each of the following: MAT051 - Prerequisite Mathematical Knowledge for Teaching (3)

## International Programs

### **MAT125 - Quantitative Reasoning & Problem Solving**

#### **Applicable Student Population**

India Online

#### **Description**

This course focuses on the development of sound quantitative reasoning and problem solving skills, as applied to everyday situations. While this course will have computational elements, the focus is to be placed on conceptual understanding and creative problem solving through relevant applications. Problem solving strategies, inductive/deductive reasoning, analysis of quantitative information and arguments, and communication are the enduring threads.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MAT130 - Applied Finite Mathematics**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course is designed to prepare students for other courses in the core curriculum and in their majors and to provide a basis for making decisions in life after graduation. Topics include mathematics of finance, probability and counting, descriptive statistics and basic linear regression. (Students who have successfully completed MAT 120 or MAT 150 may not register for MAT 130).

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MAT133 - Introduction to Statistical Analysis**

#### **Applicable Student Population**

India Online

#### **Description**

Explore the concepts of probability and statistics using technology applications. Learn about statistical design and analysis using the theories of probability and the tools of descriptive statistics. Gain statistical analysis skills through the use of computer software.

#### **Credits**

3

#### **Academic Level**

Undergraduate



# International Programs

## **MAT135 - The Heart of Mathematics**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

The Heart of Mathematics considers the history, mathematical beauty, and real world applications of a wide variety of topics. This discussion-based course encourages "out-of-the-box" thinking to explore the connections between mathematics and the world around us. Topics may include: patterns in nature, infinity, topology, geometry, networking, fractals, and chaos theory, among others.

### **Credits**

3

### **Academic Level**

Undergraduate

## **MAT136 - Introduction to Quantitative Analysis**

### **Applicable Student Population**

India Online

### **Description**

Students will learn about simplification of algebraic expressions, techniques for solving equations and functions, and graphical and numerical summaries of data, and their authentic applications. Students will develop quantitative analysis skills in systems of linear equations, properties of functions and expressions, polynomials, and their representations.

### **Credits**

3

### **Academic Level**

Undergraduate

## **MAT140 - Precalculus**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course emphasizes the algebra and concepts of functions. Students will learn the properties and graphing techniques for different types of functions including: linear, polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will also learn to solve a variety of real world problems that rely on a number of different problem solving strategies and an understanding of these different types of functions. This course is intended for those students who wish to prepare for Calculus.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete 1 of the following
  - Complete:
    - MAT136 - Introduction to Quantitative Analysis (3)
  - Passing Math Alignment Score

# International Programs

## **MAT142 - Precalculus with Limits**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

This course emphasizes the numerical, symbolic, and graphical representation of functions needed in more advanced mathematics. Students will solve problems and explore the properties of polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will also learn to solve a variety of real-world problems using different problem-solving strategies. This course includes the study of limits and continuity and is intended for those students who wish to prepare for Calculus.

### **Credits**

3

### **Academic Level**

Undergraduate

## **MAT160 - Introduction to Game Theory**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

Want to learn how to cut a cake in the most "fair" manner? Or why doping in sports has more in common with cigarette advertisement techniques than you might think? Take a jaunt into the field of game theory, where mathematical techniques help solve these and many more problems facing the realms of economics, psychology, political science, mathematics, biology, and poker. This course introduces the concepts of graphs, matrices, and probability, amongst others, and uses games as a backdrop. So, next time you want a winning strategy for Rock, Paper, Scissors, look no further!

### **Credits**

3

### **Academic Level**

Undergraduate

## **MAT210 - Applied Calculus I**

### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This is an introductory course in single-variable calculus. Topics include limits, continuity, derivatives, differentiation, integration and the Fundamental Theorem of Calculus. Students will gain experience solving real-world problems involving calculus, including problems in business, economics, natural sciences and social sciences.

### **Credits**

3

### **Academic Level**

Undergraduate

## International Programs

### **MAT225 - Calculus I: Single-Variable Calculus**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

Calculus is the mathematical study of change that has widespread applications in science, engineering, economics and business. This course provides a rigorous introduction to single-variable calculus. Topics include limits, continuity, differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions, applications of derivatives, and integration, including the Fundamental Theorem of Calculus. This course will encourage students to think beyond memorizing formulas and to work towards understanding concepts.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete 1 of the following
  - 1 of the following:
    - MAT140 - Precalculus (3)
    - MAT142 - Precalculus with Limits (3)
  - Passing Math Alignment Score or Passing Placement Exam Score

### **MAT230 - Discrete Mathematics**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

Discrete mathematics is the study of mathematical structures that are fundamentally discrete rather than continuous. That is, in contrast to the real numbers that vary continuously, the objects of study in discrete mathematics take on distinct, separated values. Topics include operations on sets, logic, truth tables, counting, relations and digraphs, functions, trees and graph theory. A significant goal of this course is to improve students' critical-thinking and problem-solving skills.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MAT239 - Mathematics for Computing**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course explores concepts in discrete mathematics with direct applications to computer programming. Topics from discrete math are relevant for flow control, memory allocation, searching and sorting, analysis of run-time, parallelization, queueing and online execution, and more. Topics may include logic, number representations, counting, functions, probability distributions, and arrays.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# International Programs

## **MAT240 - Applied Statistics** **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This is a fundamental course in the application of statistics. In this course, students will learn to apply statistical techniques to a variety of applications in business and the social sciences. Students will learn how to solve statistical problems by hand and through the use of computer software. Topics include probability distribution functions, sampling distributions, estimation, hypothesis testing and linear regression.

### **Credits**

3

### **Academic Level**

Undergraduate

## **MAT241 - Modern Statistics with Software** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This is a fundamental course in modern day data, data visualization, and the application of statistical techniques to analyze and make inferences from sample data. In a world where data is being constantly collected, it is necessary for individuals to be data literate, to have exposure to the power of data, and to understand and practice proper and ethical statistical analyses. In a world where data has become abundant, rather than scarce, statistical tools are evolving. This course looks at modern statistical techniques in the age of "Big-Data".

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

INTI

- Complete all of the following
  - Not completed nor concurrently enrolled in:
    - MAT240 - Applied Statistics (3)
  - Not complete nor concurrently enrolled in MAT 138, 238
  - Passing placement exam score

## International Programs

### **MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM)** **Applicable Student Population**

India Online

#### **Description**

Students will examine STEM applications of statistical inferential techniques. Students will learn how to solve statistical problems using a scripting language. Additionally, students will learn how to apply various statistical techniques such as probability distributions, sampling distributions, estimation, hypothesis testing, and linear regression.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 1 of the following:
  - CS200 - Computer Science's Role in Industry (3)
  - IT140 - Introduction to Scripting (3)

### **MAT275 - Calculus II: Integration and Series** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course is a continuation of MAT 225 that deepens a student's understanding of single-variable calculus. Students will learn new techniques of integration, including substitution, integration by parts, partial fractions, and integration tables. This course will also extend a student's knowledge of addition. That is, students already know how to add two, three, or  $n$  numbers together but, in this course they will learn how to add an infinitely many numbers together. This will enable students to represent differentiable functions-including exponential, trigonometric and logarithmic functions-as functions that look like polynomials with infinitely many terms. In doing so, students will enhance their abilities to evaluate and estimate integrals. Finally, students will also learn about parametric curves and polar coordinates-both useful tools for describing the motion of moving objects such as projectiles, planets, or satellites-in order to apply single-variable calculus skills in additional settings.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- INTI
- Earned a grade of C or better in each of the following:
  - MAT225 - Calculus I: Single-Variable Calculus (3)

# International Programs

## **MAT299 - Mathematical Proof and Problem Solving**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course introduces students to the language and methods used to create and write mathematical proofs and solve problems. Methods of proof will include: direct, contrapositive, contradiction, and induction. Methods of problem solving will be based on Polya's four steps for problem solving. Students will learn about and utilize the many functions of proof including: verification, explanation, communication, discovery, justification, and inquiry. The course will also explore the relationship between problem solving and the process of proving. Students will explore fundamental abstract concepts in mathematics including: functions and relations, set theory, number theory, and logic.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT230 - Discrete Mathematics (3)
  - MAT239 - Mathematics for Computing (3)

## **MAT300 - Applied Statistics II: Regression Analysis**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This is a second course in statistics that builds upon knowledge gained in an introduction to statistics course. Students will learn to build statistical models and implement regression analysis in real-world problems from engineering, sociology, psychology, science, and business. Topics include multiple regression models (including first-order, second-order and interaction models with quantitative and qualitative variables), regression pitfalls, and residual analysis. Students will gain experience not only in the mechanics of regression analysis (often by means of a statistical software package) but also in deciding on appropriate models, selecting inferential techniques to answer a particular question, interpreting results, and diagnosing problems.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT241 - Modern Statistics with Software (3)
  - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

## International Programs

### **MAT303 - Applied Statistics II for Science, Technology, Engineering, and Mathematics (STEM)** **Applicable Student Population**

India Online

#### **Description**

In this course, students will build upon the knowledge and skill gained in Applied Statistics for STEM. Students will learn to build statistical models and implement regression models with a scripting language for various authentic STEM applications. In addition, students will learn to apply quantitative and qualitative models for making estimations and predictions. Students will also gain experience conducting regression diagnostics to validate models utilized for statistical analysis.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

### **MAT434 - Statistical Learning and Classification** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

Using the foundational knowledge built in MAT 241 and MAT 300, we continue our study of statistical models. This course moves beyond regression and into classification models, mixed models, and unsupervised learning. This course also emphasizes cross-validation as an important method for approximating test error and analyzing the utility of a model. This course covers discriminant analysis, k nearest neighbors, tree-based methods (bagging, boosting, and random forests), support vector machines, and neural networks.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Earned a grade of C or better in each of the following:
  - MAT300 - Applied Statistics II: Regression Analysis (3)

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## Music

## International Programs

### **MUS101 - Music and Meaning** **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

A skills-oriented introduction to an understanding of music. Through a thoughtful analysis of the nature of music and the boundaries of art, students will develop foundational academic skills: reading, writing, critical analysis, and creative problem solving. Students will learn how to handle a wide variety of sources, to evaluate varied and seemingly contradictory evidence, and to form precise and well-supported positions.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MUS223 - Appreciation and History of Music** **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course introduces students to the scope and history of Western art music, with emphasis on music of the Baroque, Classical, Romantic and Modern periods. It provides vocabulary, concepts and aural skills that allow listeners to hear with greater discernment and appreciation. Topics include composers, styles, instrumentation, form, texture and cultural contexts.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Organizational Leadership

### **OL102 - Skills for Business** **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course explores key skills and tools required in modern business contexts. Topics include analysis, problem solving and using tools like spreadsheets. Students apply their knowledge by creating workplace-relevant documents to calculate and analyze data as well as business communications such as memos.

#### **Credits**

3

#### **Academic Level**

Undergraduate



# International Programs

## **OL110 - Introduction to Business**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course introduces basic business functions and how businesses are owned, managed and controlled. Elements of a business are integrated to reflect how each interacts with the other to provide the concept of a systems background. A broad background in business practices, principles and economic concepts is discussed and provides the basis for use in more advanced courses. This course includes an introduction to international business.

### **Credits**

3

### **Academic Level**

Undergraduate

## **OL125 - Human Relations in Administration**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Global Education Movement (GEM)

### **Description**

The human relations skills that managers need to develop interaction skills that contribute directly to effective human resource management and the development of higher productivity are studied. Skill areas include leadership, motivation, communications, group dynamics, organizational development, management by objectives, and stress and time management. Students learn techniques for becoming more effective managers, subordinates, peers and persons. Students are introduced to the international aspects of human relations.

### **Credits**

3

### **Academic Level**

Undergraduate

## **OL211 - Human Resource Management**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **Description**

This course examines the fundamentals of policies and administration. Major tasks of procedures and developing, maintaining and utilizing an effective team are studied. Students are introduced to international human resource management.

### **Credits**

3

### **Academic Level**

Undergraduate

## International Programs

### **OL215 - Principles of Management**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online  
Global Education Movement (GEM)

#### **Description**

This course is designed to examine the fundamentals and principles of management in order to develop an understanding of management in any formal organization. Special attention is paid to planning and decision-making. International management is also covered. Writing Intensive Course.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete all of the following
  - 1 of the following:
    - ENG120 - College Composition I (3)
    - ENG122 - English Composition I (3)
  - 1 of the following:
    - BUS210 - Managing and Leading in Business (3)
    - OL125 - Human Relations in Administration (3)

### **OL265 - Introduction to Managing Not-For-Profit Organizations**

#### **Applicable Student Population**

India Online

#### **Description**

This introduction course will examine the theory and practice of leadership and decision-making in the nonprofit sector. Students will be exposed to core classic and contemporary theories on leadership, management, governance and organizational effectiveness of nonprofit organizations.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **OL317 - Small Business Management**

#### **Applicable Student Population**

India Online

#### **Description**

The problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting and credit are discussed.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **OL318 - Employee and Labor Relations**

#### **Applicable Student Population**

India Online

#### **Description**

This course examines employee-management relationships in both the union and non-union environments with an emphasis on best practices. Junior standing or permission of instructor.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 60 credit(s).

### **OL320 - Entrepreneurship**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Global Education Movement (GEM)

#### **Description**

This course focuses on the factors that contribute to the personal success of entrepreneurs and affect successful entrepreneurship. Entrepreneurship is also studied. Case studies, contemporary readings and simulations are used.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **OL321 - Business Plan Preparation**

#### **Applicable Student Population**

India Online

#### **Description**

Students will prepare, either individually or in teams, a comprehensive business plan for a new venture.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - OL320 - Entrepreneurship (3)

# International Programs

## **OL322 - Managing Organizational Change**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

This course focuses on the effective management of human resources during the process of change. It emphasizes change management as a tool for survival, growth, increased productivity and conflict management in the complex and volatile business environment of today and the future. Change in an international environment also is discussed. Team intensive course.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following  
India Online
  - Complete all of the following
    - Complete:
      - OL215 - Principles of Management (3)
    - 60 credit(s).
- INTI
  - Complete all of the following
    - Complete:
      - OL215 - Principles of Management (3)
    - 60 credit(s).

## **OL324 - Managing Quality**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

Students study total quality management (TQM), which is crucial to efficient resource allocation and effective human resource management. Major factors affecting quality and strategies for effective total quality management are covered through the use of contemporary texts, reading, cases, exercises and simulations. International considerations also are studied. Team intensive course.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- India Online
  - Complete:
    - BUS210 - Managing and Leading in Business (3)
    - OL125 - Human Relations in Administration (3)

## International Programs

### **OL325 - Total Rewards**

#### **Applicable Student Population**

India Online

#### **Description**

This course covers the development and administration of compensation and benefit programs for organizations. Wage theory, principles and practices, unemployment security, worker income security, group insurance, and disability and pension plans are investigated. Emphasis is placed on objectives, policies, organization, implementation and revision of compensation and benefit systems.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete all of the following
  - Complete:
    - OL211 - Human Resource Management (3)
  - 60 credit(s).

### **OL326 - Social Environment of Business**

#### **Applicable Student Population**

India Online

#### **Description**

This course examines the interrelationships among business, government and society and how these relationships evolve over time and shape our world. Through the use of readings, cases, and class discussions, students will examine a variety of important topics impacting the global business environment, including business power, corporate social responsibility, business ethics, regulation, multinational corporations, globalization, pollution and environmental quality. A key focus is on the historical origins of the tensions amongst wealth, virtue, and business and society in developed and developing nations and economies.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# International Programs

## **OL328 - Leadership**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online  
Global Education Movement (GEM)

### **Description**

This course examines leadership as an inter-personal and intra-organizational phenomenon with an emphasis on student leadership development. It includes leadership assessment, leadership development, the leadership process, the contagious nature of leadership, leadership and productivity, motivation, and effective leadership styles and theories. An international perspective is included. Current readings, research, simulations and exercises are used. Team intensive course.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - BUS210 - Managing and Leading in Business (3)
  - OL125 - Human Relations in Administration (3)

## **OL330 - Grant Writing**

### **Applicable Student Population**

India Online

### **Description**

The ability to secure funding through grant writing is essential for nonprofit organizations. This course covers strategy for aligning the needs of the nonprofit organization to available funding sources. Additionally, the course reviews how to identify a need for funding, source grant opportunities, mutual benefits between a nonprofit and a funder's mission, and the grant writing process.

### **Credits**

3

### **Academic Level**

Undergraduate

# International Programs

## **OL342 - Organizational Behavior** **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online  
Global Education Movement (GEM)

### **Description**

This course focuses on the primary factors that influence behavior in organizations. Emphasis is placed on leadership, group dynamics, inter- group dynamics, organizational structure and design, change, culture, power and politics, environment and technology and organizational behavior in an international context. Offered every year. Writing and team intensive course. Junior standing or permission of instructor.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following
  - India Online
    - Complete all of the following
      - 1 of the following:
        - BUS210 - Managing and Leading in Business (3)
        - OL125 - Human Relations in Administration (3)
      - 60 credit(s).
  - INTI
    - Complete all of the following
      - 1 of the following:
        - BUS210 - Managing and Leading in Business (3)
        - OL125 - Human Relations in Administration (3)
      - 60 credit(s).

## **OL421 - Strategic Management and Policy (Capstone)**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

Business School Capstone Course. This interdisciplinary approach to the study of the process of strategic management includes strategic analysis planning, implementation, evaluation and control from the perspective of top management in profit-making U.S. and international corporations, and public and non-profit organizations. Text and case studies are used extensively. Writing and team intensive course. Experience with Microsoft Office or equivalent is required.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following
  - Complete:
    - ACC202 - Managerial Accounting (3)
    - MKT113 - Introduction to Marketing (3)
  - 1 of the following:
    - ENG123 - English Composition II (3)
    - ENG200 - Sophomore Seminar (3)
  - 90 credit(s).

# International Programs

## **OL442 - Human Resource Strategy and Development** **Applicable Student Population**

India Online

### **Description**

This course provides an in-depth examination of human resource strategy and development. Students will gain an understanding of the importance of sound HR practices and the integral role they play in achieving organizational success. Students will examine the environment of HR management; the challenges of staffing organizations, locally and internationally; the relationship of a learning organization to training and development; the role compensation and benefit strategies play in motivating the developing employee; and the concerns and issues related to employee and labor relations. Senior standing or permission of instructor.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following
  - 90 credit(s).
  - Complete:
    - OL211 - Human Resource Management (3)
  - 1 of the following:
    - OL318 - Employee and Labor Relations (3)
    - OL325 - Total Rewards (3)

## **OL443 - Applied Human Resource Management** **Applicable Student Population**

Global Education Movement (GEM)

### **Description**

This course explores practices of human resources and equips students with the knowledge to effectively apply them in managing an organization. Students utilize the major legal and regulatory frameworks to make human resources decisions including, effective hiring practices and staff performance evaluations.

### **Credits**

3

### **Academic Level**

Undergraduate



## International Programs

### **OL445 - Nonprofit Management Seminar**

#### **Applicable Student Population**

India Online

#### **Description**

The nonprofit management seminar provides students with an opportunity to apply knowledge toward identifying solutions and strategies for addressing challenges facing nonprofit leaders. Students will assume a leadership role of a nonprofit organization in a simulated experiential environment.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - OL265 - Introduction to Managing Not-For-Profit Organizations (3)
  - OL330 - Grant Writing (3)

### **OL490 - Business Administration Internship**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This is a semester-long, supervised, career- related work experience. A final written analysis of the work program or a specific project report and monthly on-the-job reports aid the student in relating academics to practice.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **OL500 - Human Behavior in Organizations**

#### **Applicable Student Population**

India Online

#### **Description**

This course is a study of individuals and groups and their interaction. Students examine theories of motivation, communication, leadership, power and change with practical relation to contemporary issues. They also study organizations for key design variables and reward systems aimed at improved performance and organizational efficiency through employee motivational programs, participative management and cooperative decision making.

#### **Credits**

3

#### **Academic Level**

Graduate

## International Programs

### **OL501 - Business Foundations** **Applicable Student Population**

India Online

#### **Description**

This course is a foundational survey of the principles, vocabularies, and mechanics of how business firms function. The course is designed to give students with little or no business background the exposure and acumen necessary for advanced coursework in business-related topics and to appreciate the complex interactions of markets and firms. Financial aspects of business including the accounting system, financial statements, and financial reporting are covered in addition to the major macro- and micro-economic theories and market concepts that influence business.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Placement in MS.MAR

### **OL630 - Entrepreneurship and Small Business Management** **Applicable Student Population**

India Online

#### **Description**

This course is a study of entrepreneurship and small businesses from a management standpoint and includes the analysis of research, marketing, taxes, forms of business, capital and venture capital opportunities. Students complete a real-world project or Small Business Institute consultancy.

#### **Credits**

3

#### **Academic Level**

Graduate

### **OL635 - Consulting** **Applicable Student Population**

India Online

#### **Description**

Students examine consulting, from defining what a consultant is to analyzing the problems and expenses involved in starting a consulting business. Topics include promotion, establishment of a client list, computers that support consulting and contracts.

#### **Credits**

3

#### **Academic Level**

Graduate

## International Programs

### **OL640 - Franchising**

#### **Applicable Student Population**

India Online

#### **Description**

Topics include research, analysis, evaluation, financing and legal requirements of existing and potential franchises. Also included are methodologies of the franchise agreement, the operating manual, the Uniform Franchise Offering Circular (UFOC), and research and marketing theory and practice. Students prepare a research paper based on a real or proposed franchise. The course also examines international franchising. Background preparation: 3 credit hours in marketing and business law or the equivalent.

#### **Credits**

3

#### **Academic Level**

Graduate

### **OL663 - Leading Change**

#### **Applicable Student Population**

India Online

#### **Description**

This course focuses on transforming organizations by introducing Kotter's eight processes by which leaders effect change. Because organizations, leaders, and employees differ, various techniques and strategies are examined. The course integrates Kotter's processes for leading change, organizational development and transformation theory and practice, and analysis of an organization which has effected systematic change. The use of work teams as a key change factor will have special emphasis.

#### **Credits**

3

#### **Academic Level**

Graduate

### **OL675 - Leadership and Ethics**

#### **Applicable Student Population**

India Online

#### **Description**

Leadership and Ethics is a course that focuses on the ways current and emerging leaders assess the values that influence their actions. The course draws on the rich tradition of great thinkers as well as the extensive body of leadership literature to examine the critical role ethics plays in leadership. The course, conducted in seminar format, is a process course. It is only through thoughtful reading, reflections, writing, and discussion that students are able to recognize and shape the qualities they see valuable for their own leadership roles, both personally and professionally.

#### **Credits**

3

#### **Academic Level**

Graduate

## International Programs

### **OL676 - Women in Leadership** **Applicable Student Population**

India Online

#### **Description**

This course is designed to create a supportive environment where both women and men can learn about challenges and opportunities facing women in the workplace. Historically, women have had less access to leadership positions; however, over the past fifty years they have made tremendous strides to succeed in all levels of organizations. Topics will include why women matter and reasons for inequities in the workforce, the historical context of women and leadership, do men and women lead differently, work/life/family balance issues, professional skill development (networking, mentoring, negotiation, risk-taking), entrepreneurship and executive leadership, advancing societies by advancing women and strategies and tactics for women to act as change agents.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Personal and Professional Communication

### **PCC201 - Professional Communication and Career Planning** **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University - University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course is designed to help students develop an action plan with specific goals towards a post-collegiate life. Students will utilize design thinking as they choose from two tracks – either exploration or validation. Through the use of a variety of communication skills, students will conduct industry research, attend career and industry events, and create an individualized career plan for the future. Students will be expected to attend events outside of class time.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- INTI and VNU
- Complete all of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - 30 credit(s).

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## Philosophy

# International Programs

## **PHL101 - Philosophical Reasoning**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

The ultimate aim of this course is to give you a greater understanding of the history, methodology and purpose of philosophy in order that you may incorporate its analytical methods into your own chosen area of study, and perhaps your life more generally. This is a skill-focused philosophy course, devoted to the identification, evaluation and construction of arguments, but these skills will be refined in the process of learning to do philosophy: reading classic philosophical works, understanding their content, and evaluating their argumentative success. The hope is that having completed the course, you will have a richer sense of a few episodes in human intellectual history and will be better able to appreciate arguments, which are a pervasive phenomenon in contemporary society.

### **Credits**

3

### **Academic Level**

Undergraduate

## **PHL210 - Introduction to Philosophy**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Global Education Movement (GEM)

### **Description**

This course provides a general introduction to the big questions of philosophy, including questions of existence, knowledge, freedom and meaning. The purpose of the course is to introduce students to great thinkers and theories while engaging them in the exploration of the same beginning questions applied to contemporary issues.

### **Credits**

3

### **Academic Level**

Undergraduate

## **PHL212 - Introduction to Ethics**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Global Education Movement (GEM)

### **Description**

This course introduces students to ethical theory or the study of how people make decisions about how to treat one another. It emphasizes the historical and theoretical development of answers to such questions as: What kind of a person do I want to be and How do we figure out what the right thing to do is

### **Credits**

3

### **Academic Level**

Undergraduate

# International Programs

## **PHL214 - Formal Logic**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course is a study of the fundamental principles of correct and incorrect argument, historical forms of deductive logic, and the significance of language and clear verbalization.

### **Credits**

3

### **Academic Level**

Undergraduate

## **PHL220 - Death and the Meaning of Life**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course focuses on a number of important philosophical questions about death and the meaning of life. The course has three parts: · The first part focuses on questions about the meaning of life: Is life meaningful? If so, what is the meaning of life? If not, is life absurd? Do we "create" meaning? What is the relationship, if any, between religion and the meaning of life? · The second part focuses on questions about death: Is it bad to die? Should we fear death? How should death inform the way we live our lives? Is there life after death? Is life valuable only if there is life after death? Should we want to live forever? · The third part focuses on miscellaneous questions about life and death: Is creating new people good or bad? Are suicide, euthanasia, and/or the death penalty ever morally permissible?

### **Credits**

3

### **Academic Level**

Undergraduate

## **PHL222 - Happiness and the Good Life**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course focuses on a number of important philosophical questions about happiness and the good life. The course has three parts: · The first part focuses on questions about the good life: Which things make a life go well? Which things are ultimately valuable in life? Is happiness the key to a good life? Is pleasure all that matters? Or is getting what you want sufficient for a good life? What is the connection, if any, between the good life and moral virtue? Is being religious or believing in God necessary for a good life? Are knowledge and/or accomplishments necessary for a good life? · The second part focuses on questions about happiness: What is happiness? Is happiness just a feeling? Can we define "happiness"? What is a happy life? Can you measure happiness? What is the connection between happiness and morality? · The third part focuses on one question about the art of living well: What concrete and practical advice is there in the history of philosophy (most notably in the traditions of Hedonism, Stoicism, Buddhism and Existentialism) about conducting our day-to-day lives?

### **Credits**

3

### **Academic Level**

Undergraduate

## International Programs

### **PHL230 - Religions of the World**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course reviews the emergence of various belief systems and their differences and similarities. Students explore the role of religious belief in the course of human history. Whenever possible, speakers representing various religions are invited to the class. Special emphasis is given to the five major religions: Hinduism, Buddhism, Judaism, Christianity and Islam.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PHL316 - Business Ethics**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course is a philosophical study of moral issues in business. Topics include corporate responsibility, conflicts of interest, morality in advertising, preferential hiring (e.g., minorities and women), personal morality versus employer loyalty, and cultural theoretical issues and their impact on business decisions.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Political Science

### **POL210 - American Politics**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

This course offers a broad introduction to the structure and function of the American political system at the national level, including the roles played by the president, Congress, the courts, the bureaucracy, political parties, interest groups and the mass media in the policy-making and electoral processes. This course places special emphasis on how the efforts of the framers of the Constitution to solve what they saw as the political problems of their day continue to shape American national politics in ours.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# International Programs

## **POL211 - International Relations**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course offers a broad introduction to the study and practice of international relations, including the roles played by states and nations, non-state actors, national interests, power, morality and international law. This course places special emphasis on realism and idealism as alternative approaches to the study and practice of international relations and on their implications for ongoing efforts to construct a peaceful and prosperous global political system in the aftermath of the Cold War.

### **Credits**

3

### **Academic Level**

Undergraduate

## **POL306 - The American Legal Tradition**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course offers a broad introduction to the American legal tradition, including the structure and function of the courts, the legal profession, legal education, and the politics of judicial selection. As an introduction to what it means to "think like a lawyer" in the United States, students learn how to write parts of a predictive legal memorandum of the type that first-year law students learn how to write, in which they analyze a legal issue of concern to hypothetical clients by applying the reasoning and conclusions in selected judicial opinions to the facts of the clients' case.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- INTI
  - Complete:
    - POL210 - American Politics (3)

## **POL309 - American State and Local Government**

### **Applicable Student Population**

Global Education Movement (GEM)

### **Description**

Many political issues in the United States, such as education, public safety, environmental protection, and transportation, are first handled and addressed by state and local governments. This course explores the structure, function, and distribution of power between state and local governments and the federal government of the United States. Particular emphasis is placed on the necessary collaboration of state and local governments and their roles as partners with the federal government in effecting improvements in policies and services as well as the exploration of the legal and constitutional relationships between state and local governments.

### **Credits**

3

### **Academic Level**

Undergraduate



### Psychology

#### **PSY108 - Introduction to Psychology**

##### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Global Education Movement (GEM)

##### **Description**

In this course, students will explore the complexities of the human mind by examining the science behind why we think, feel, and do. Students will experience the evolution of psychology through the early schools of thought, major branches, and core theories that guide contemporary perspectives. As students consider the broad influence of psychology on their perceptions, emotions, and everyday choices, they will acknowledge the idea that, in the human experience, “psychology is everywhere.”

##### **Credits**

3

##### **Academic Level**

Undergraduate

#### **PSY201 - Educational Psychology**

##### **Applicable Student Population**

INTI International University & Colleges (INTI)

##### **Description**

This course emphasizes the nature of human learning, with a study of the concepts of readiness, motivation, retention, individual differences, development, reasoning and measurement in relation to the learning process. Consideration of the psychological principles of testing and learning technology are also emphasized. Writing intensive course.

##### **Credits**

3

##### **Academic Level**

Undergraduate

##### **Prerequisites**

INTI

- Complete:
  - PSY108 - Introduction to Psychology (3)

## International Programs

### **PSY211 - Lifespan Development** **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

In this course, students will explore the biological, sociological, and psychological influences that shape development between conception and death. Students will analyze traditional and emerging theories of development that increase their knowledge of human development as it relates to the field of psychology.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

### **PSY215 - Abnormal Psychology** **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

In this course, students explore the major diagnoses from a biopsychosocial perspective. Students critically reflect on the basis of diagnoses, to appraise the benefits and costs of various assessment methods and understand the contributions of diverse treatment approaches. Ultimately, this course helps students understand the importance of reducing the stigma of disorders and diagnoses in a variety of contexts.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

## International Programs

### **PSY216 - Psychology of Personality**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

Personality is studied using theories, applications, and individual and group patterns of behavior formation.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

### **PSY222 - Research Methods**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students determine appropriate research methods through examining the strengths and weaknesses of various methods and their relationship to research questions. Students will analyze current research and articulate the rationale of psychological studies while learning the process of developing research plans.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

## International Programs

### **PSY223 - Research I: Statistics for Psychology**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

How do psychologists organize, summarize, and interpret information? Students in this course study applications of statistical methods in psychological research and practice. The emphasis of the course is on the conceptual understanding of statistics so that students can read and conduct psychological research; those skills will be applied to students' original projects in PSY224 - Research II: Scientific Investigations. Computation of tests will be conducted on the computer. Students will build upon statistical knowledge and develop an in-depth conceptual and practical understanding of hypothesis testing, tests of significance, standardization, correlation, and analysis of variance in a wide variety of psychological uses. Students will learn the theory of statistical decisions, practical application of statistical software, and how to analyze journal articles. This course typically should be completed during the first semester of the sophomore year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - MAT240 - Applied Statistics (3)

### **PSY224 - Research II: Scientific Investigations**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online  
Global Education Movement (GEM)

#### **Description**

Students in this course will develop an understanding of a variety of research methods, including experimental, survey, correlation and case-history techniques. They will become aware of the strengths and weaknesses of each method and understand when each method is best used. Writing intensive course.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY223 - Research I: Statistics for Psychology (3)

# International Programs

## **PSY225 - Health Psychology** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course introduces students to the field of health psychology through an exploration of ways in which the biopsychosocial (holistic) model is applied to promote health and improve coping with illness. Topics include health beliefs and behaviors, delay in seeking medical care, factors influencing individuals' responses to the health care system and practitioners, acute and chronic illness, treatment adherence, pain and pain management, stress and coping, social support and psychoneuroimmunology.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- INTI
- Complete:
  - PSY108 - Introduction to Psychology (3)

## **PSY230 - Psychology of Individual Differences and Special Needs** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course provides knowledge and understanding of exceptional children and adolescents. The approach is theoretical and practical.

### **Credits**

3

### **Academic Level**

Undergraduate

## **PSY257 - Social Psychology** **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

Social psychology is an interesting, dynamic study of how people's thoughts, feelings and actions are affected by others. Issues discussed include prejudice, conformity, interpersonal attraction and violence. The scientific methods of studying such phenomena are emphasized.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

## International Programs

### **PSY258 - Industrial Organizational Psychology**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

Industrial/Organizational Psychology is an applied field in psychology focused to improve the effectiveness of the workplace through research, assessment and interventions allowing for enhancement of the office climate, improvement of group and individual performance and overall organizational goals. I/O psychologists work in a wide variety of organizational settings including human resource agencies, professional administration, marketing, consulting, training and development, and university teaching.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

### **PSY260 - Statistical Literacy in Psychology**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will evaluate research by others and develop as consumers of information shared in the general public. Students will explore how to identify interest in isolating a topic that can be tackled with statistics and gain practical experience with statistical methods. Students summarize and analyze data using descriptive and inferential statistics with a focus on applications related to fields in psychology.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - MAT240 - Applied Statistics (3)
  - PSY108 - Introduction to Psychology (3)

# International Programs

## **PSY291 - Experiential Learning** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course is an entry-level, experience-based course that focuses on community psychology, career opportunities, and academic direction. Through a minimum of 60 volunteer hours to be completed during the term and 8-10 hours of coursework per week, students deepen their understanding of mental health and community-based human services. Application for placement must be completed before the end of the previous semester/term.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

INTI

- Complete all of the following
  - Complete:
    - PSY108 - Introduction to Psychology (3)
  - Placement in  
Not Found
  - 30 credit(s).
  - Permission of Instructor

## **PSY300 - Biopsychology** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course explores how the brain influences our behaviors, thoughts, and feelings. Topics include: evolution, genetics, anatomy and function of the nervous system, psychopharmacology, brain dysfunction, neuropsychological testing, sleep and circadian rhythms, neuroplasticity, emotions, and mental illness.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

# International Programs

## **PSY301 - Neuroscience**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course explores the fundamental molecular and cellular events underlying the processing of information and the maintenance of homeostasis. Topics include neurons and glia, the electrophysiology of cells membranes, synaptic transmission, motor and sensory systems, chemical messengers, neuroendocrine interactions, neural circuitry, and selected topics in neuropharmacology. It is strongly recommended that the student take PSY-300 and/or BIO-210 (Intro to Anatomy and Physiology) before taking PSY-301.

### **Credits**

3

### **Academic Level**

Undergraduate

## **PSY305 - Cognitive Psychology**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

Cognitive psychology focuses on mental processes; we explore research and theory relating to memory, thinking, problem-solving, and language. Applied topics will include learning skills to help improve memory, accommodating memory/language disorders, such as Alzheimer's disease and dyslexia, and understanding how brain scanning techniques can be used to understand memory.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)



# International Programs

## **PSY307 - Sensation and Perception**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course will be an exploration of how we come to know the world through our visual experiences and how those experiences are shaped by prior knowledge, context, and ideas. As such we will cover neurobiological aspects of sensation pertaining to the eye and the brain, and we will cover aspects of higher-order perceptual phenomena, such as object-perception, color, motion, illusions, and representation and art. Students should gain an appreciation for and conversance in the empirical and philosophical complexity of visual experience.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- INTI
- Complete:
  - PSY108 - Introduction to Psychology (3)

## **PSY314 - Disorders of Childhood and Adolescence**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course focuses specifically on an introduction to the classification of disorders of childhood and adolescence and the treatment approaches that currently are available. Knowledge students obtain in PSY 314 is essential for understanding the etiology and manifestation of these disorders, as well as the impact on the individual, family and society. Current field research and case studies will be used.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- INTI
- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)

## International Programs

### **PSY315 - Counseling Process and Techniques**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course examines the history and philosophy of specific helping professions in the fields of psychology, sociology and human services. Several broad theoretical perspectives will be studied and applied in role-play situations.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

INTI

- Complete:
  - PSY215 - Abnormal Psychology (3)

### **PSY319 - Social Development: Child and Adolescent**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

The purpose of this course is to expose students to theory and research concerning infants', children's, and adolescents' social and personality development. This course will focus on how individuals become members of their social world, including how we conceptualize the social world, interact with parents and caretakers, develop social relationships with peers, and interpret, analyze, and respond to cultural messages and ideologies. We will discuss these issues through analysis of the theoretical and research literature.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

INTI

- Complete:
  - PSY211 - Lifespan Development (3)

## International Programs

### **PSY321 - Child Development** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course focuses on psychological development from infancy through late childhood. Research and theoretical perspectives will be used to help students understand contemporary issues and themes central to childhood development, including: biological, cognitive, and social-emotional characteristics of development and the interplay between them.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- INTI
- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)

### **PSY322 - Adolescent Development** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

Adolescence is a fascinating time of life because of the many psychological and physical changes that occur, as well as the cultural and historical issues surrounding these changes. This course focuses on psychological development from pre-adolescence through adolescence and into emerging adulthood. Research and theoretical perspectives will be used to help students understand contemporary issues and themes central to adolescent development, including: puberty, cognition, morality, identity, relationships, sexuality, school, work, culture, and challenges faced by adolescents and emerging adults. Adolescence will be discussed both as a distinct stage of life, and as an integral component of development across the life span.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)

## International Programs

### **PSY324 - Cross-Cultural Psychology**

#### **Applicable Student Population**

India Online

#### **Description**

This course examines psychological issues in various cultural contexts and explores how ethnic and cultural backgrounds influence patterns of human thought and behavior. The course includes a focus on the psychological dynamics involved in the formation and reduction of prejudices, discrimination, and stereotyping.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 3 credit(s) from the following:
  - PSY257 - Social Psychology (3)
  - PSY355 - Theories of Social Psychology (3)

### **PSY328 - Theories of Personality**

#### **Applicable Student Population**

India Online

#### **Description**

Students will gain in-depth knowledge about personalities and examine theoretical explanations to understand personality development, personality states, and assessments. Students also explore the relevance of personality theory and assessment in a variety of contexts.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

## International Programs

### **PSY335 - Assessment and Testing**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

Students in this course will become aware of the use and abuse of psychometric techniques. Specific techniques that currently are used will be introduced and understood. While knowledge about specific tests may be somewhat limited, students will obtain knowledge and the types of tests and techniques available.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

INTI

- Complete:
  - MAT240 - Applied Statistics (3)
  - PSY108 - Introduction to Psychology (3)

### **PSY355 - Theories of Social Psychology**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

Learners will explore the fundamental principles underlying social psychology and the connection between social interaction and social influence. Learners will analyze the differences in social pattern, study the dynamics of intergroup relationships, conflict, and cooperation, and learn the limits in generalizing psychological research to cultural, gender, ethnic, or age groups.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

# International Programs

## **PSY375 - Cognition**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

### **Description**

In this course, learners explore the processes and structures of the human mind through a survey of historical and contemporary scientific studies. Learners use critical thinking skills to evaluate the strengths and limitations of theoretical models, as well as the models' contributions to fields like education, technology, innovation, and mental health care.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

## **PSY443 - Psychology Internship**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

Students participate in a supervised, career-related work experience in an area of psychology, encompassing a minimum of 150 hours during the term/semester. Students also complete coursework that gives them the opportunity to apply psychological concepts learned throughout undergraduate study and reflect on their internship experience.

### **Credits**

0 - 15

### **Academic Level**

Undergraduate

### **Prerequisites**

- INTI
- Complete 1 of the following
    - Complete:
      - PSY108 - Introduction to Psychology (3)
    - Permissions of Instructor

## International Programs

### **PSY444 - Senior Seminar in Psychology (Capstone)**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

This capstone course integrates previous classroom and practical experience with a focus on current issues in psychology. This course likely will include cross-cultural aspects of psychology, ethics, recent career trends in psychology and other topics dictated by current events in psychology. Coverage may change over time, but the basic focus on integrating the past and anticipating the future for psychology seniors will be the major concern. Writing Intensive Course.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete all of the following  
INTI
  - Complete all of the following
    - Complete:
      - PSY224 - Research II: Scientific Investigations (3)
    - 3 of the following:
      - PSY211 - Lifespan Development (3)
      - PSY215 - Abnormal Psychology (3)
      - PSY300 - Biopsychology (3)
      - PSY328 - Theories of Personality (3)
      - PSY355 - Theories of Social Psychology (3)
      - PSY375 - Cognition (3)
- India
  - Complete all of the following
    - Complete:
      - PSY224 - Research II: Scientific Investigations (3)
    - 3 of the following:
      - PSY211 - Lifespan Development (3)
      - PSY215 - Abnormal Psychology (3)
      - PSY328 - Theories of Personality (3)
      - PSY355 - Theories of Social Psychology (3)
      - PSY375 - Cognition (3)

### **PSY480 - Independent Study**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course allows the student to investigate any psychology subject not incorporated into the curriculum.

#### **Credits**

0 - 3

#### **Academic Level**

Undergraduate

## International Programs

### **PSY491 - Psychology and Social Change**

#### **Applicable Student Population**

India Online

#### **Description**

In this culminating experience for the undergraduate psychology program, students will apply their psychological knowledge base and skill set toward the discovery of their own unique roles as agents of social change. Students will examine the dynamic shifts in human attitudes, beliefs, values, and relationships which transform social and cultural institutions over time. As students internalize elements of advocacy, inclusion, and diversity, they will assess the ways in which they can inspire change — in both themselves and in the world around them.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete all of the following
  - 111 credit(s).
  - Complete:
    - PSY108 - Introduction to Psychology (3)
    - PSY211 - Lifespan Development (3)
    - PSY215 - Abnormal Psychology (3)
    - PSY260 - Statistical Literacy in Psychology (3)
    - PSY328 - Theories of Personality (3)
    - PSY355 - Theories of Social Psychology (3)
    - PSY375 - Cognition (3)
  - 1 of the following:
    - PSY222 - Research Methods (3)
    - PSY224 - Research II: Scientific Investigations (3)

### **PSY500 - Foundations of Psychology**

#### **Applicable Student Population**

India Online

#### **Description**

This course prepares students for graduate study in psychology, with a focus on honing and applying writing, analytical thinking, and critical reading skills. It provides an overview of the field of psychology as a science and a profession. Students evaluate the key concepts and theoretical perspectives that have shaped the field, as well as contemporary issues.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Contact Academic Advisor to register.



## International Programs

### **PSY510 - Research Methods in Psychology I**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will learn methods commonly used in psychological research. As part of these methods, students learn how to gather and analyze data across a variety of settings. These newly acquired skills and techniques will be reinforced by application to a contemporary issue in psychology.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - SCS501 - Foundations in Statistics (3)
  - SCS502 - Foundations in Research Methods (3)
  - PSY500 - Foundations of Psychology (3)

### **PSY520 - Research Methods in Psychology II**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will develop a deeper understanding of the research process and data analysis by applying skills learned in Research Methods in Psychology I and building on them with new skills and techniques including advanced research design and use/interpretation of higher-level statistical tests (ANOVA, regression, etc.). These newly acquired skills and techniques will be reinforced by application to a contemporary issue in psychology.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - PSY510 - Research Methods in Psychology I (3)

## International Programs

### **PSY530 - Social Psychology** **Applicable Student Population**

India Online

#### **Description**

The focus of this course is on contemporary social psychology issues and research related to people's interactions with the environment, technology, and society, as well as classic studies and theories in the field-including those related to conformity, obedience, identity, and attitudes that remain relevant. Students will evaluate the perspectives, relevancy, and usefulness of social psychology to real world issues and problems.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - PSY520 - Research Methods in Psychology II (3)

### **PSY540 - Cognitive Processes** **Applicable Student Population**

India Online

#### **Description**

Students will investigate topics in cognitive psychology, including memory, language, attention, learning, and decision-making. Students will evaluate the perspectives, relevancy, and usefulness of cognitive psychology to real world issues and problems.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - PSY520 - Research Methods in Psychology II (3)

## International Programs

### **PSY550 - Measurement and Assessment**

#### **Applicable Student Population**

India Online

#### **Description**

Learn and apply psychometric techniques commonly used in psychology. Explore measurement techniques and strategies used in the development and administration of psychological tests and assessments. Analyze and assess test and assessment results. Examine the ethical issues related to test and assessment administration and interpretation.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - PSY510 - Research Methods in Psychology I (3)
  - PSY520 - Research Methods in Psychology II (3)

### **PSY560 - Theories of Personality**

#### **Applicable Student Population**

India Online

#### **Description**

This course will emphasize contemporary theories, research, and approaches in personality psychology, connecting these to classic theorists such as Freud as well as other historical traditions and perspectives. The past and present impact of these theories within the ever-changing field of psychology will be explored, as well as the impact they have on culturally diverse clients and special populations.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - PSY520 - Research Methods in Psychology II (3)

## International Programs

### **PSY570 - Ethical Practice in Psychology**

#### **Applicable Student Population**

India Online

#### **Description**

This course provides a comprehensive overview of the principles of ethical practice within the field of psychology. Topics include experimentation, confidentiality, respect, resolving ethical dilemmas, professional standards of conduct, and the psychology of ethical behavior.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - SCS501 - Foundations in Statistics (3)
  - SCS502 - Foundations in Research Methods (3)
  - PSY500 - Foundations of Psychology (3)

### **PSY614 - Psychology of Leadership**

#### **Applicable Student Population**

India Online

#### **Description**

This course combines theory and practice to address contemporary issues and connects them to psychological theories in the field of organizational leadership. It will utilize research, case studies, and real-world situations to illustrate how psychological practices can be used in assessing and improving leadership in organizations. Students will construct a foundation for their personal leadership style with the understanding that it can and should evolve over time.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- 18 credit(s).

## International Programs

### **PSY790 - Capstone in Psychology** **Applicable Student Population**

India Online

#### **Description**

This capstone course is the culminating experience for the M.S. in Psychology program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete all of the following
  - 30 credit(s).
  - Complete:
    - PSY550 - Measurement and Assessment (3)

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## Public Administration

### **PAD330 - Public Administration** **Applicable Student Population**

India Online  
Global Education Movement (GEM)

#### **Description**

Explore the field of public administration through the analysis of key theory and career possibilities. Examine the role of government and regulation in public policy development. Analyze how ethics drives conduct within the field.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PAD331 - Public Administrative Ethics and Theory** **Applicable Student Population**

India Online  
Global Education Movement (GEM)

#### **Description**

This course will examine the underlying theories of public administration and their impact on community goal achievement. Students will examine supervisory and leadership behaviors in public administration and consider the ethical implications of public administration.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **PAD340 - Public Fiscal Management** **Applicable Student Population**

India Online

#### **Description**

Analyze the processes and techniques used to secure and manage public funds. Examine considerations public administrators utilize when making fiscal decisions. Explore the role of oversight committees, audits, and other accountability measures to ensure accuracy of financial documents and processes.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - PAD330 - Public Administration (3)

### **PAD341 - Disaster Recovery and Response** **Applicable Student Population**

India Online

#### **Description**

This course will examine government and community behaviors, responses and recovery efforts following emergencies and disasters. Specific emphasis will be place of service delivery models and strategies, coordination of assistant services, and the dynamics of the recovery process.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PAD345 - Policy Analysis and the Role of the Public** **Applicable Student Population**

India Online

#### **Description**

Explore the role of policy in public administration, how the public influences policy, and the impact of policy on decision-making. Learn the stages of the public policy process and how the public's involvement in policy making has evolved. Develop techniques for managing and interacting with the public.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - PAD330 - Public Administration (3)

## International Programs

### **PAD410 - Program Evaluation and Accountability** **Applicable Student Population**

India Online

#### **Description**

Learn the six steps of program development and evaluation, including designing program evaluation processes to measure outcomes and analyzing data to assess program success. Create purpose-driven communications to gain support for programs, disseminate program information, and report to stakeholders.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - PAD330 - Public Administration (3)

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## Public Health

### **PHE321 - Biological Concepts for Public Health** **Applicable Student Population**

Global Education Movement (GEM)

#### **Description**

This course explores the major determinants of human disease from an integrated ecological perspective that brings together population-based approaches to the study of infectious disease and genetically determined diseases. Students learn about how infectious diseases are transmitted, risk factors and biological processes for common diseases, and the impact of these and control strategies on public health.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Quantitative Studies & Operations Management

# International Programs

## **QSO250 - Business Analytics** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course will provide you with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. You will learn how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

INTI

- Complete:
  - MAT240 - Applied Statistics (3)

## **QSO260 - Descriptive Analytics** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

You will learn how to analyze historical business data to uncover relationships that can be used to guide predictions about the future and business decision making. JMP statistical and data visualization software will be used to apply tools for analyzing business data.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

INTI

- Complete:
  - MAT240 - Applied Statistics (3)



# International Programs

## **QSO300 - Operations Management**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Global Education Movement (GEM)

### **Description**

This course is an introduction to the operations function, which is responsible for the creation of goods and services of the organization. Students will learn the concepts and techniques used in managing operations in manufacturing and service organizations.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)
  - IHP340 - Statistics for Healthcare Professionals (3)

## **QSO310 - Management of Service Operations**

### **Applicable Student Population**

India Online  
Global Education Movement (GEM)

### **Description**

This course is an introduction to the concepts, principles, problems, and practices of successful service operations management. Emphasis is focused on preparing students to identify and apply appropriate management processes to ensure efficient, effective, and quality oriented service operations, while achieving operational excellence. Topics covered include: the role of services in the economy, strategic positioning and internet strategies, environmental strategies, new service development process, managing service expectations, front-office and back-office interface, service quality, yield management, waiting time management, and site selection.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - MAT240 - Applied Statistics (3)

## International Programs

### **QSO320 - Management Science through Spreadsheets**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
India Online

#### **Description**

Apply management science techniques to analyze data to inform business decisions that align to strategic organizational objectives.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete all of the following
  - India Online
    - 1 of the following:
      - MAT240 - Applied Statistics (3)
      - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)
  - INTI
    - Complete:
      - MAT240 - Applied Statistics (3)

### **QSO321 - People, Planet, and Profit**

#### **Applicable Student Population**

India Online

#### **Description**

Students will evaluate business operations for their efficiency, effectiveness, and quality. Through learning to balance operations decisions, students will be able to support the long-term sustainability and maintain ethical standards of the organization. Students will also learn to make recommendations on operations that increase value to the organization and customer.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# International Programs

## **QSO322 - Logistics Management** **Applicable Student Population**

India Online  
Global Education Movement (GEM)

### **Description**

This course provides an overview of the field of logistics including its nature, scope, and process, including logistics management functions and the interrelationships among strategic support and operational logistics. Students examine the logistics functions of business involved in the movement and storage of supplies, work-in-progress, and finished goods. Additionally, it explores the trade-offs between cost and service and the purchase and supply of raw materials.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - QSO300 - Operations Management (3)
  - QSO321 - People, Planet, and Profit (3)

## **QSO325 - Continuous Improvement Tools and Techniques** **Applicable Student Population**

India Online

### **Description**

This course examines continuous improvement tools and techniques used in problem solving supporting sustainable operations. Topics include lean techniques, quality management, TQM, JIT, and product experimental design.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - QSO320 - Management Science through Spreadsheets (3)
  - QSO321 - People, Planet, and Profit (3)

## International Programs

### **QSO328 - Sustainable Operations**

#### **Applicable Student Population**

India Online

#### **Description**

This course focuses on manufacturing and service operations control and the importance of making operations decisions that support the long-term sustainability of organizations while meeting the needs of the customers. Students explore topics such as brand management, closed loop supply chains, competition, environmental management, safety and compliance, and social responsibility.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - QSO330 - Supply Chain Management (3)

### **QSO330 - Supply Chain Management**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

#### **Description**

This course focuses on effective supply chain strategies for companies that operate globally with emphasis on how to plan and integrate supply chain components into a coordinated system. Students are exposed to concepts and models important in supply chain planning with emphasis on key tradeoffs and phenomena. The course introduces and utilizes key tactics such as risk pooling and inventory placement, integrated planning and collaboration, and information sharing.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - MAT240 - Applied Statistics (3)

# International Programs

## **QSO340 - Project Management** **Applicable Student Population**

India Online  
Global Education Movement (GEM)

### **Description**

As modern organizations have become more complex, they have also become more project-driven. This course uses a basic project management framework in which the project life-cycle is broken into organizing, planning, monitoring and controlling the project. You will learn the methodologies and tools necessary at each stage for managing the projects effectively in terms of time, cost, quality, risk and resources.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

## **QSO345 - Project Management for CAPM® Certification** **Applicable Student Population**

India Online

### **Description**

This course teaches the five process groups and nine knowledge areas described in the Project Management Body of Knowledge (PMBOK®) of the Project Management Institute (PMI®). The course is designed to help students prepare for the Certified Associate in Project Management (CAPM®) certification exam. However, it neither guarantees to help satisfy the eligibility requirements for taking the CAPM® certification exam nor ensures success on the CAPM® certification exam.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

## International Programs

### **QSO349 - Project Contracting and Procurement**

#### **Applicable Student Population**

India Online

#### **Description**

This course addresses the process of acquiring products, resources, services, or results from outside the project team. How to plan procurement management, conduct procurements, control procurements, and close procurements is covered.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 1 of the following:
  - QSO340 - Project Management (3)
  - QSO345 - Project Management for CAPM® Certification (3)

### **QSO355 - Resource Estimating and Scheduling**

#### **Applicable Student Population**

India Online

#### **Description**

Project managers are responsible for keeping projects on time, on budget, and within scope. This course reviews the critical processes of activity definition, resource estimating, and scheduling.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 1 of the following:
  - QSO340 - Project Management (3)
  - QSO345 - Project Management for CAPM® Certification (3)

## International Programs

### **QSO360 - Six Sigma Quality Management**

#### **Applicable Student Population**

India Online

#### **Description**

This course teaches the fundamental tools and techniques used to improve service and manufacturing processes through the Define-Measure-Analyze-Improve-Control (DMAIC) methodology of Six Sigma quality management. Statistical process control, design and analysis of statistical experiments, process mapping, cause-and-effect diagram, 5S methodology, and process waste identification via lean techniques, are the major topics of this course.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - MAT240 - Applied Statistics (3)

### **QSO370 - Predictive Analytics**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course introduces the techniques of predictive modeling and analytics in a data - rich business environment in order to predict future business outcomes and associated risks. It covers multivariate and other techniques to implement predictive models for a variety of practical business applications.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - MAT240 - Applied Statistics (3)

## International Programs

### **QSO415 - Trends in Operations Management**

#### **Applicable Student Population**

India Online

#### **Description**

This course focuses on contemporary topics in operations management. Examples of topics that will be explored included assessing and managing disruptive change, agile project management, automation, innovation, and technology trends.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - QSO325 - Continuous Improvement Tools and Techniques (3)
  - QSO330 - Supply Chain Management (3)

### **QSO420 - Integrated Cost and Schedule Control**

#### **Applicable Student Population**

India Online

#### **Description**

This course reviews cost and schedule control techniques that are integrated with project scope as well as overseeing a cost and schedule plan aligned to that scope. The importance of measuring a project's performance using Earned Value Management (EVM) is reviewed.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 1 of the following:
  - QSO340 - Project Management (3)
  - QSO345 - Project Management for CAPM® Certification (3)



# International Programs

## **QSO425 - Reverse Logistics** **Applicable Student Population**

India Online

### **Description**

This course provides students with an overview of today's best practices in reverse logistics. An application perspective is examined in manufacturing, retail and in the military. Students examine the nature, scope, practices, procedures, and processes of adding a reverse logistics operations center to a forward logistics supply chain.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - QSO322 - Logistics Management (3)

## **QSO435 - Adaptive Project Management** **Applicable Student Population**

India Online

### **Description**

Adaptive project management recognizes the nature of changing business processes and goals and the need for iterative techniques to ensure business results are achieved. Agile frameworks including Scrum are reviewed.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following
  - 1 of the following:
    - QSO300 - Operations Management (3)
    - QSO321 - People, Planet, and Profit (3)
  - 1 of the following:
    - QSO340 - Project Management (3)
    - QSO345 - Project Management for CAPM® Certification (3)

## International Programs

### **QSO440 - Topics in Project Management**

#### **Applicable Student Population**

India Online

#### **Description**

This course covers advanced topics in project management such as project risk, project integration, project quality, and project procurement. Advanced project selection, planning, and control methods of project management are taught with hands-on-applications of MS Project. Students will learn the knowledge and skills of an experienced project manager by creating a detailed project plan for a real-world project.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - QSO340 - Project Management (3)

### **QSO450 - Transportation Management**

#### **Applicable Student Population**

India Online

#### **Description**

This course provides an overview of the transportation industry to include providers, users, and government agencies. It examines contemporary public policy issues, along with managerial strategies in transportation. Additional focus will be given to micro and macroeconomic issues in the transportation industry. Topics include the economic aspects of rail, water, air, ground, and other transport modes, inventory, and supply.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - QSO322 - Logistics Management (3)

# International Programs

## **QSO455 - Integrated Supply Chain Management**

### **Applicable Student Population**

India Online

### **Description**

This course examines key issues associated with the design and management of supply chains. Students examine modern supply chain management practices. Emphasis is placed on the exploration of how to integrate suppliers, factories, warehouses and stores so that products are distributed to customers in the right quantity and at the right time. A key topic area is the service logistics and distribution component of the supply chain.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - QSO425 - Reverse Logistics (3)
  - QSO450 - Transportation Management (3)

## **QSO489 - Capstone in Operations Management**

### **Applicable Student Population**

India Online

### **Description**

This capstone course is the culminating experience for the B.S. in Operations Management program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete all of the following
  - Complete:
    - QSO328 - Sustainable Operations (3)
    - QSO415 - Trends in Operations Management (3)
  - 111 credit(s).

## International Programs

### **QSO500 - Business Research Applicable Student Population**

India Online

#### **Description**

This course presents an overview of the various primary and secondary research methodologies used in the business world and the application of statistical techniques to those strategies. The focus of this course is the design and execution of a practical, primary research. It is recommended that this course be one of the first three taken in degree programs in which it is required.

#### **Credits**

3

#### **Academic Level**

Graduate

### **QSO510 - Quantitative Analysis for Decision Making Applicable Student Population**

India Online

#### **Description**

This is a survey of the mathematical, probabilistic and statistical tools available for assisting in the operation and management of industrial organizations.

#### **Credits**

3

#### **Academic Level**

Graduate

### **QSO520 - Management Science through Spreadsheets Applicable Student Population**

India Online

#### **Description**

Gain a working knowledge of the most commonly used Management Science/Operations Research techniques for their use in business. Learn how to combine the power of the management science and spreadsheets to recommend solutions for a wide variety of business problems.

#### **Credits**

3

#### **Academic Level**

Graduate

## International Programs

### **QSO530 - Applied Statistics for Managers**

#### **Applicable Student Population**

India Online

#### **Description**

This course will provide the students with statistical tools and techniques that will enable them to make an immediate impact in their careers. This course will be realistically oriented and numerous business examples and cases will be analyzed.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- 1 of the following:
  - MBA501 - Mathematics and Statistics for Business (3)
  - MBA504 - Applied Business Statistics (3)

### **QSO600 - Operations Management**

#### **Applicable Student Population**

India Online

#### **Description**

This is a study of the concepts of production and operations and of a variety of methods and techniques used in their management. Background preparation: 6 credit hours in economics.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - QSO510 - Quantitative Analysis for Decision Making (3)

## International Programs

### **QSO610 - Management of Service Operations**

#### **Applicable Student Population**

India Online

#### **Description**

This course is intended to help students prepare for management opportunities in service firms that represent the fastest-growing sector of the economy. The material focuses on the role and nature of service operations, and the relationship of operations to other business functions. The students will develop skills and learn techniques for effective management of service operations.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - QSO510 - Quantitative Analysis for Decision Making (3)

### **QSO620 - Six Sigma Quality Management**

#### **Applicable Student Population**

India Online

#### **Description**

This course is designed to provide an understanding of the design and implementation of quality control and improvement systems. It is an introduction to current quality management approaches, statistical quality control and quality improvement techniques. ISO-9000 also will be discussed. Case studies and the use of computer technology will be integral to the course.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- 1 of the following:
  - QSO510 - Quantitative Analysis for Decision Making (3)
  - QSO530 - Applied Statistics for Managers (3)

## International Programs

### **QSO625 - Six Sigma for Black Belt Certification**

#### **Applicable Student Population**

India Online

#### **Description**

This course teaches advanced concepts in Six Sigma while incorporating Lean Management tools. Students learn waste elimination, value stream mapping, Six Sigma roles and responsibilities, team management, and the various elements of the Define-Measure-Analyze-Improve-Control (DMAIC) phases of a Six Sigma project. The Design for Six Sigma (SFSS) approach to design a new process is also reviewed. The course is designed to help students prepare for a Six Sigma Black Belt certification exam. However, it neither guarantees to help satisfy the eligibility requirements for taking a Six Sigma Black Belt certification exam nor ensures success on a Six Sigma Black Belt certification exam.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - QSO620 - Six Sigma Quality Management (3)

### **QSO630 - Supply Chain Management**

#### **Applicable Student Population**

India Online

#### **Description**

This course analyses the role and activities of those involved in supply chain management decision making. It emphasizes the importance of transportation planning, inventory control, warehouse management, development of customer service standards, and procurement in the design and operation of supply and distribution systems. The importance of information systems and the internet in supporting such activities is also discussed. Special attention is given to the close working relationships with managers in other functional areas including information systems, marketing, and international operations.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete:
  - QSO510 - Quantitative Analysis for Decision Making (3)

## International Programs

### **QSO635 - International Supply Chain Management**

#### **Applicable Student Population**

India Online

#### **Description**

The U.S. economy is becoming increasingly global in nature. We are marketing and distributing more products in foreign nations, locating plants and other facilities internationally, and are buying from foreign companies. This course provides a comprehensive understanding of the supply chain management function related to the international environment in terms of business/cultural customs, legal considerations, purchasing strategies, financial aspects, and international distribution.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

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

### **QSO640 - Project Management**

#### **Applicable Student Population**

India Online

#### **Description**

This course includes the study of concepts, tools, and practices of project management. The course adopts a managerial process approach to Project Management, which consists of initiating, planning, executing, controlling and closing the project. Major topics will include project scope, project time, project cost, project quality, project risk, project resources, project communications and how to be an effective project manager. Cases are utilized to integrate the learning in the course and provide decision-making experience for the student.

#### **Credits**

3

#### **Academic Level**

Graduate

### **QSO645 - Project Management for PMP® Certification**

#### **Applicable Student Population**

India Online

#### **Description**

This course is designed to help students gain insights into the process groups and knowledge areas that guide project management professionals as well as help them prepare for the Project Management Professional (PMP)® exam. Students will use process inputs and outputs, as well as tools and techniques, to effectively plan and manage projects. Exploration of the professional and social responsibilities of project management will also be addressed. In partnership with the Project Management Institute (PMI), our instructors completed the Authorized Training Partner (ATP) Train the Trainer - PMP exam prep program and are equipped to deliver PMP exam prep and training content to PMI's quality standards. For students, passing this course will result in satisfactory completion of the 35 hours of project management education required in order to take the PMP exam. However, successfully completing this course does not guarantee success on the PMP exam. (Project Management Professional (PMP) is a registered mark of the Project Management Institute, Inc.)

#### **Credits**

3

#### **Academic Level**

Graduate



# International Programs

## **QSO680 - Seminar in Project Management**

### **Applicable Student Population**

India Online

### **Description**

Project management is a core skill in today's fast-moving business environment. Project managers are required to manage complex, time- pressured projects and programs using advanced tools and techniques for maximum effect. Through this course, the students will learn advanced methods to initiate, plan and control projects. They will gain experience planning complex projects using both manual and PC-based tools.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete:
  - QSO640 - Project Management (3)

## **QSO690 - Topics in Operations Management**

### **Applicable Student Population**

India Online

### **Description**

This course is designed to prepare students to function as high-impact manufacturing and/or service managers. The course theme is Total Quality Management and focuses on manufacturing systems, quality controls and inventory management with the goal of finding constant approaches to productivity improvement through in-depth investigation of JIT and OPT and their adaptability to manufacturing and service systems.

### **Credits**

3

### **Academic Level**

Graduate

### **Prerequisites**

- Complete:
  - QSO600 - Operations Management (3)

## International Programs

### **QSO700 - Project Management and Operations Capstone**

#### **Applicable Student Population**

India Online

#### **Description**

This capstone course is the culminating experience for the MS in Project Management and Operations program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Credits**

3

#### **Academic Level**

Graduate

#### **Prerequisites**

- Complete all of the following
  - 30 credit(s).
  - Complete:
    - QSO680 - Seminar in Project Management (3)
    - QSO690 - Topics in Operations Management (3)

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## Science

### **SCI100 - Perspectives in the Natural Sciences**

#### **Applicable Student Population**

India Online

#### **Description**

This introductory course serves as an entry point into the natural sciences which concentrates on the natural world that both surrounds us and includes us. Students explore the big ideas in natural science as well as the methods that the field employs to solve problems. The course emphasizes and explores empirical modes of study as a way of looking at the world and aims to foster science literate citizens.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **SCI200 - Applied Natural Sciences**

#### **Applicable Student Population**

India Online

#### **Description**

This applied course actively involves students in the process of science and builds upon foundational natural science concepts in introductory survey courses. Students have the opportunity to engage in inquiry based learning which utilizes natural science methodologies and apply these toward problem solving skills in contemporary topics.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 3 credit(s) from subject(s): BIO CHM, ENV, GEO, GRA, IHP, IT, MAT, SCI, or PHY

### **SCI215 - Contemporary Health**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course exposes students to the three major dimensions of health -- physical, emotional and social. Health, nutrition, substance abuse, infectious diseases and stress management are among the issues that will be discussed. Students will learn to intelligently relate health knowledge to the social issues of our day. For students on program plans/catalogs prior to 2012-13; this course does not satisfy the university core science requirement.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SCI218 - Natural Resources**

#### **Applicable Student Population**

India Online

#### **Description**

This class will introduce the concept of natural resources by studying topics such as land, soil, rangeland, forest, water, atmosphere, minerals, and energy. The management, use, and environmental impacts associated with these resources will also be studied. Emphasis will be placed on the United States within the context of the global environment.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **SCI219 - Environmental Issues**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This course covers a variety of environmental topics in a manner specifically designed for the non-science major. It provides a fundamental understanding of the various processes necessary to support life on Earth and examines how human activities and attitudes (individual, traditional, cultural and others) generate environmental issues that threaten these processes. Topics include ecology, populations, agriculture, desertification and deforestation, water and ocean pollution, air pollution including ozone depletion and acid rain, global climate change, natural resource depletion, solid and hazardous wastes, energy including fossil fuels and nuclear power, economics and sustainability.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SCI220 - Energy and Society**

#### **Applicable Student Population**

India Online

#### **Description**

This course surveys the various forms of energy available to our industrial society. The environmental impact and depletion of each energy form is discussed with emphasis on the development of clean and inexhaustible alternative sources for the home and business. Topics include traditional and renewable energy sources, greenhouse effects, transpiration, nuclear power, and economies.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SCI333 - Waste: Sources, Reduction, & Remediation**

#### **Applicable Student Population**

India Online

#### **Description**

Waste is a major issue in nearly all aspects of society and understanding it is essential when considering the environment and sustainability. This class will focus on how waste is produced, how to reduce this pollution and how to clean it up once it is released. In addition to the physical science, we will examine the impact of waste on the economy, society and public health.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - SCI219 - Environmental Issues (3)

### Social Science

#### **SCS100 - Perspectives in the Social Sciences**

##### **Applicable Student Population**

India Online

##### **Description**

How do social scientists examine issues impacting human behavior This course will focus on the questions social scientists ask in their research of individuals, families, and larger society, as well as how social scientific inquiry has developed over time. This exploration of social science will focus on the ways in which researchers consider behavioral phenomenon and use research to study various concepts. Students will examine the relevance of social science to current issues, develop evidence-based questions about human behavior, and explore basic social scientific research approaches.

##### **Credits**

3

##### **Academic Level**

Undergraduate

#### **SCS200 - Applied Social Sciences**

##### **Applicable Student Population**

India Online

##### **Description**

Social scientists consider a number of factors when deciding to invest time and resources into investigating a problem. Students engage in inquiry based learning by selecting a current issue and exploring it from the perspective of social scientists (psychologist, sociologist, anthropologist, etc.). Students use a systematic approach to engage in an evidence-informed investigation pertaining to a current issue.

##### **Credits**

3

##### **Academic Level**

Undergraduate

##### **Prerequisites**

- 3 credit(s) from subject(s): ATH ECO, HSE, POL, PSY, SCS, or SOC

#### **SCS501 - Foundations in Statistics**

##### **Applicable Student Population**

India Online

##### **Description**

The focus of this course is to enable students to develop a foundation of basic statistical literacy. Students will be able to assess the role of statistics in quantitative research and mixed methodologies, as well as develop the competency to perform basic statistical calculations. An awareness of the relationship between computation and interpretation will be addressed. Students will focus on the analysis of real-world data and research situations to illustrate the process of interpreting the meaning underlying the data, and how statistics can be utilized to address important questions.

##### **Credits**

3

##### **Academic Level**

Graduate

## International Programs

### **SCS502 - Foundations in Research Methods**

#### **Applicable Student Population**

India Online

#### **Description**

In this course, students will examine applied aspects of research methods and experimental design at the graduate level, which includes qualitative, quantitative, and mixed methods that are commonly utilized in social science research. Students will investigate procedures used to gather and analyze data and acquire real-world skills required to design and conduct research in future courses.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Sociology

### **SOC112 - Introduction to Sociology**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

Is one's identity individually or socially constructed? Are all stereotypes invalid or can there be value in generalizations? Is globalization widening the gaps or homogenizing the world? In this course, students will grapple with these essential questions in examining the world through the lens of a sociologist. Sociology offers an empirically-based methodology for critically evaluating society-from issues of individual agency to the roots of global institutions. Culture, norm stratification, systems, structure, social institutions, social change, the organization of social behavior and its relationship to society and social conditions are emphasized. Students will challenge their own preconceived notions and evaluate these constructs in terms of their relevancy to contemporary issues and problems.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SOC213 - Sociology of Social Problems**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

Students in this course analyze contemporary social problems in America and other societies. Issues include economic limitations, class and poverty, race and ethnic relations, sexism, ageism, and environmental and population concerns.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

# International Programs

## **SOC317 - Sociology of the Family** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course is a sociological examination of the family institution in America and other societies. Traditional and nontraditional family patterns are studied to provide students with a structure for understanding sex, marriage, family and kinship systems.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

## **SOC318 - Sustainable Communities** **Applicable Student Population**

India Online

### **Description**

How do we build a society fit for living This course looks to the field of environmentally sustainable community development (ESCD) for answers to this question. Students explore the principles and practices of ESCD using pattern-mapping of community needs, site visits, and other experiential learning tools that turn communities into classrooms, and bring the challenge of building environmentally sustainable communities to life. In the process, students identify assumptions that lead to unsustainable social practices, and develop the skills necessary to help create livable local landscapes and sustainable local futures through individual and community action.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - SCI219 - Environmental Issues (3)

## International Programs

### **SOC320 - Sociology of Gender** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

The examination of gender in society. Students will explore the social construction of gender, gender identity development, sexuality and power, and other aspects concerning the meanings and implications of being 'male', 'female', or 'transgender'.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

### **SOC326 - Sociology of Deviant Behavior** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course is a sociological analysis of the nature, cause, and societal reactions to deviant behavior, including mental illness, suicide, drug and alcohol addiction and sexual deviation.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

### **SOC328 - Sociology of Aging** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

Students in this course examine the basic social processes and problems of aging. Social and psychological issues and issues involved with death and dying are discussed.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)



# International Programs

## Southern New Hampshire University

### **SNHU107 - Success Strategies for Online Learning** **Applicable Student Population**

India Online  
Global Education Movement (GEM)

#### **Description**

This course focuses on student success strategies for students who are new to higher education or online learning. Skill areas include critical thinking, self-advocacy and support services, and the empowerment of students to utilize their strengths in order to improve the likelihood of academic success.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Contact Academic Advisor to Register

### **SNHU405 - SNHU Experience: Gen Ed Capstone Abroad** **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **Description**

This capstone course focuses students on preparing for their post collegiate life. Topics include: goal setting, career and graduate school exploration, resume and cover letter writing, interviewing techniques, topics of personal finance, lifelong learning opportunities and reflection on their general education experiences. This process culminates with the presentation of professional and personal development e-portfolios that highlight and demonstrate their academic, personal, and professional development throughout their SNHU experience. For students enrolled at SNHU international sites.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Spanish

### **LSP111 - Beginning Spanish I** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

Designed for students with no previous knowledge of Spanish; acquisition of first-semester, first- year proficiency in speaking, understanding, reading and writing Spanish with use of appropriate cultural and social contexts.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Sport Management

### **SPT111 - Introduction to Sport Management**

#### **Applicable Student Population**

India Online

#### **Description**

This introductory course emphasizes the management principles related to the business of sports. It includes personnel, programs, marketing, media, financial management and an overview of career possibilities in this growing field.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SPT200 - Sport Business**

#### **Applicable Student Population**

India Online

#### **Description**

This course educates students on the business of the sport industry, exposing students to functional areas such as sales, financing, funding, sponsorships, and human resources. Establishing distinctions between sport products across varying sports and levels within the management of the business is taught.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SPT201 - Governance/Management of Sport Organizations**

#### **Applicable Student Population**

India Online

#### **Description**

This course is designed to provide students with a basic understanding of the role of governance structures and management in sport organizations. The primary aim is to familiarize students with a basic understanding of organizational structures used in the management and governance of sport. Topics and issues discussed will involve organizational theory, behavior, and governance structures used in amateur, professional, and international sport organizations; and to provide students with an overview of the sport industry, and the issues encountered by managers of sport organizations and how management techniques can be applied to effectively address these issues.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **SPT208 - Sport Marketing** **Applicable Student Population**

India Online

#### **Description**

Students study current sports marketing problems and apply marketing techniques to develop an effective sports marketing plan. Writing Intensive Course.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SPT307 - Sport Law** **Applicable Student Population**

India Online

#### **Description**

This course examines the legal issues prominent in the world of sport. The legal liability and responsibilities of coaches, athletic administrators, and sport managers at the professional, college and community levels will be discussed.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SPT319 - Sport Sales and Promotions** **Applicable Student Population**

India Online

#### **Description**

This course provides a cross-disciplinary approach to a variety of marketing, sales and promotions issues that confront sport managers.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **SPT320 - Media/Public Relations in Sport**

#### **Applicable Student Population**

India Online

#### **Description**

This course is designed to provide students with an understanding of the role of media and public relations in the sport industry. The primary aim is to familiarize students with media relations, public relations, and community relations in sport organizations and how these areas are integrated into the field of sport and the engagement of interdisciplinary thinking.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SPT333 - Sport, Society, and Ethics**

#### **Applicable Student Population**

India Online

#### **Description**

This course examines the major issues and controversies of sport in society. Students will develop an appreciation of the ways sport in society contributes to analyzing and understanding human behavior in sports contexts; and a basic understanding of the theories and principles related to socio-cultural issues and ethics and morality in the sport industry.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- 1 of the following:
  - ENG123 - English Composition II (3)
  - ENG200 - Sophomore Seminar (3)

### **SPT350 - Sales within Sport**

#### **Applicable Student Population**

India Online

#### **Description**

Explore the critical skill of selling within the sport industry, including sales strategies, promotions, negotiating, communication and interpersonal skills, sales process, and creating sales pitches.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## International Programs

### **SPT360 - Brand Management** **Applicable Student Population**

India Online

#### **Description**

Learn how to develop and drive a brand through social media, advertising, marketing, player recognition and the various verticals within a business, with a focus on gaining market share and increased customer loyalty through consumer insights, strategic thinking, and innovation.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - SPT208 - Sport Marketing (3)

### **SPT401 - Sport Facilities Management** **Applicable Student Population**

India Online

#### **Description**

The elements of managing sport facilities, including arenas, stadiums and athletic complexes, form the content of this course.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SPT402 - Sport Revenue** **Applicable Student Population**

India Online

#### **Description**

This course provides students with a comprehensive understanding of the many traditional and innovative revenue acquisition methods available to sport organizations. Students will be exposed to conventional income sources, including tax support, ticket sales, concessions and fund raising, and will examine more recent innovations related to licensing sport products, media sales and corporate sponsorship.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# International Programs

## **SPT404 - Sport Agency**

### **Applicable Student Population**

India Online

### **Description**

The basic goal of this course is to provide the student with an overview of the business of sport agencies. As the sport industry has become more diverse, generating hundreds of billions of dollars per year in economic activity, the need has grown for player and brand representation to navigate the complexities and nuances of specific properties and contracts. This class is designed to highlight some of the challenges in representing athletes and assist students in developing negotiating, marketing, and business strategy.

### **Credits**

3

### **Academic Level**

Undergraduate

## **SPT425 - Sport Licensing/Strategic Alliances**

### **Applicable Student Population**

India Online

### **Description**

This course will explore why and how sport licensing is used effectively in the global business of sport. Both theoretical and applied perspectives will be used. The course will examine the strategic rationale and different forms of sports licensing and how sport managers can use sport licensing to lead their companies to achieve growth and other key objectives. Course content will include examining US and international sport leagues and how they administer their licensing programs. The course will cover the process of identification of licensing opportunities, selection of business partners, process of establishing a license agreement, international licensing and the management of licensing relationships. In addition, students will be introduced to strategic alliances with an emphasis on why and how domestic and international alliances may be used to achieve sport enterprise objectives.

### **Credits**

3

### **Academic Level**

Undergraduate

### **Prerequisites**

- Complete:
  - SPT208 - Sport Marketing (3)

## International Programs

### **SPT465 - Global Sport Business**

#### **Applicable Student Population**

India Online

#### **Description**

This course develops a basic theoretical and applied understanding of international business principles as applied to the global sport industry. Several key areas of international business, as they relate to sport business, are explored including the scale, scope and organization of global sport, globalization, internationalization, cultural aspects, international marketing, financial/political/economic risk, human rights, ethical dimensions, role of media, technology/products, professional sport leagues and governance. The course will be delivered from an entrepreneurial and business development perspective encouraging students to think and act strategically when considering sport business in a global context. Class discussions and exercises will focus on assisting the student in establishing a conceptual and applied understanding of these major content areas using relevant text, multi-media. The outcomes will be to develop the skills necessary to function as a professional manager in the international sport business market place. In addition, the student will be exposed to a team working environment in order to foster authentic management interaction skills.

#### **Credits**

3

#### **Academic Level**

Undergraduate

#### **Prerequisites**

- Complete:
  - MKT205 - Applied Marketing Strategies (3)

### **SPT510 - Sport and Society**

#### **Applicable Student Population**

India Online

#### **Description**

Students investigate the interrelationships between sport, culture and society in an attempt to better understand the role and function of sport in contemporary society. Students receive a broad overview of selected socio-cultural factors that influence participation in sports. Major ethical issues of sport in society will be explored.

#### **Credits**

3

#### **Academic Level**

Graduate

### **SPT608 - Sport Marketing and Media**

#### **Applicable Student Population**

India Online

#### **Description**

This course examines the concepts and processes used in marketing and communications of a sport organization, at the college, professional or community level. Students will utilize the case study approach to analyze current marketing problems and techniques to develop an effective sport marketing and communications plan; with special emphasis placed on the unique aspect of sport products, markets, consumers, and media relations.

#### **Credits**

3

#### **Academic Level**

Graduate

## Workplace Conflict Management

### **WCM510 - Negotiation/Advocacy in the Workplace** **Applicable Student Population**

India Online

#### **Description**

This course introduces the processes and practice of negotiating and advocating effectively in settings where continuation and strengthening of the relationship matter. Course content will include the uses, strengths, and weaknesses of distributive and integrative bargaining; the sources and uses of power in negotiation; and gender and cultural influences on negotiation style and practice.

#### **Credits**

3

#### **Academic Level**

Graduate

### **WCM610 - Introduction to Organizational Conflict Management** **Applicable Student Population**

India Online

#### **Description**

This survey course introduces the analysis, interpretation, and management of conflict in contemporary organizational settings. Using interdisciplinary lenses, the course explores systemic, interpersonal, and other causes of conflict; conflict's influence on workplace communication and decision-making; and the relationship between conflict, leadership, and career advancement.

#### **Credits**

3

#### **Academic Level**

Graduate

### **WCM620 - Managing Difficult Conversations at Work** **Applicable Student Population**

India Online

#### **Description**

The art and practice of dialogue building is the act of engaging conflict effectively and transforming difficult conversations into better decisions, healthier work relationships, and stronger organizations. This course examines approaches for de-escalating conflict conversations, choosing if and when to intervene, tapping the creative potential in conflict, and creating workplace environments that foster constructive conflict engagement.

#### **Credits**

3

#### **Academic Level**

Graduate

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