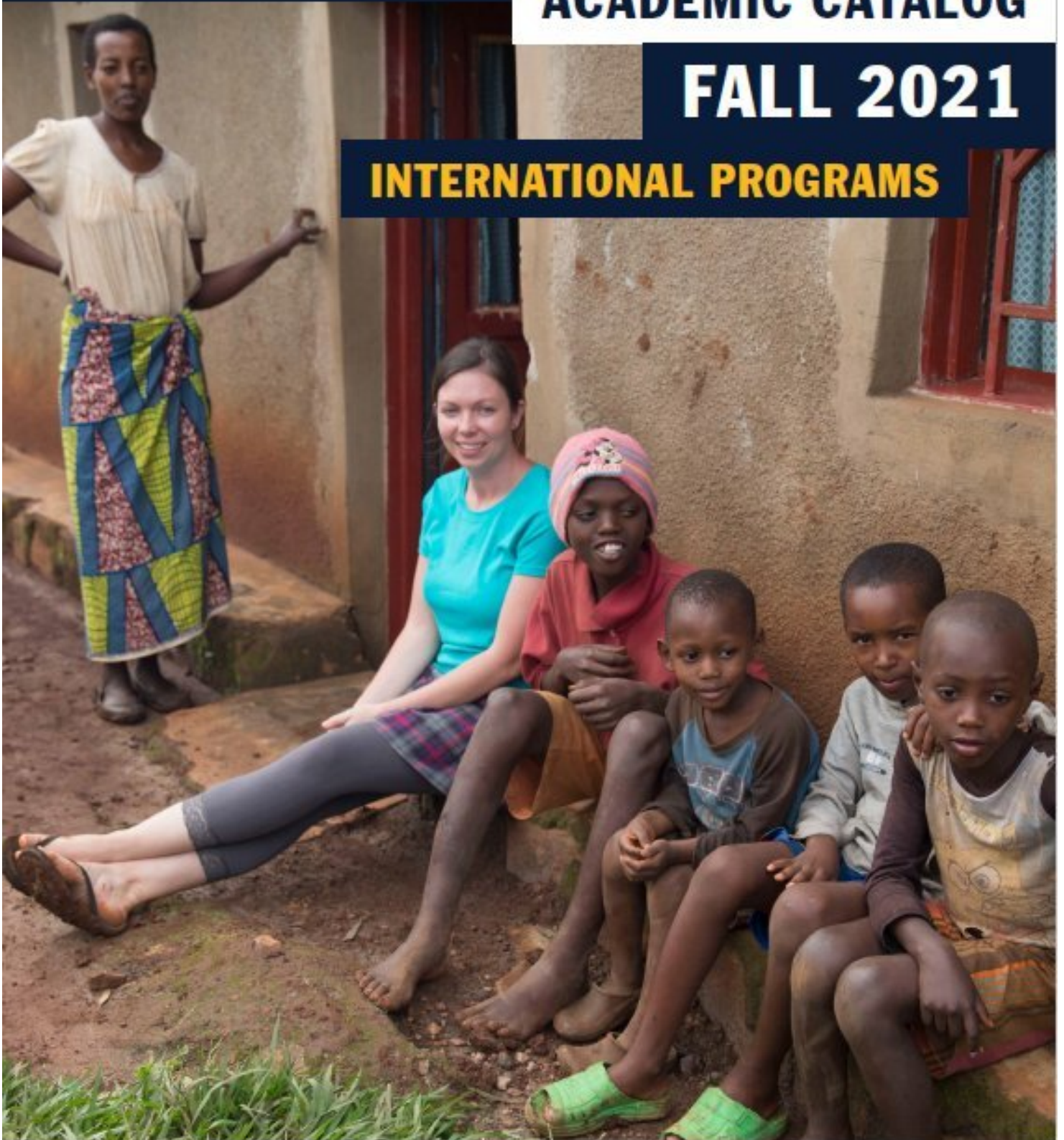


# ACADEMIC CATALOG

## FALL 2021

### INTERNATIONAL PROGRAMS



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# Welcome

## Message from the President



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

It's certainly an exciting time to be a student at SNHU. Since our 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. Recognized by *U.S. News and World Report*, *Forbes* and *Fast Company*, SNHU is committed to providing 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. You can blend traditional on campus courses with wholly online courses or take a mix in one of our hybrid courses. With a number of centers besides the main campus, you can access courses in a place most convenient to home or work and at a competitive cost.

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

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

Sincerely,  
Paul J. LeBlanc  
President

### **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.

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

The purpose of a university catalog is to be of use to present or potential students and family members, to serve as a historical document and to let others know the nature and scope of programs available, as well as university policies.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

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

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

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

### **Catalog Content Subject to Change**

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



### History of the University

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

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

The 1970s were a time of growth and change. The college moved from its downtown Manchester site to the now 300-acre campus on the Merrimack River in 1971. In 1974, the college introduced a Master of Business Administration program, and, in the spring of 1981, the university purchased the former Mount Saint Mary College in Hooksett, which served as the "north campus" for many years. Operations have since been reconsolidated on the main campus.

The college continued to expand academic offerings throughout the 1980s and 1990s. New liberal arts and education majors were added in the early 1990s. The one-of-a-kind 3Year Honors Program in Business Administration was launched in 1997 and has since inspired the Degree in Three programs which makes it possible for those entering the School of Business to graduate in just three years with no evening, weekend or summer courses.

SNHU was an early pioneer in online education, launching its first programs in 1995. The idea of having 24-hour-per-day access to course materials and the use of online bulletin boards for discussion enabled more nontraditional students to pursue education. The online programs were revamped, starting in 2003, and in 2008, SNHU set out to reach a national audience.

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

In 2012 with support from an EDUCAUSE Next Generational Learning Challenge grant, funded by the Bill & Melinda Gates Foundation, SNHU founded its College for America. CfA is a nonprofit, competency-based program built specifically to work for working adults and their employer, and designed to strengthen the American workforce. It offers self-paced, online degrees based on definable skills and measurable results. SNHU also sought and received approval from the U.S. Department of Education under the direct assessment provision of Title IV to offer federal financial aid to eligible students. The AA in General Studies was the first program in the nation to receive approval from the U.S Department of Education under the direct assessment provision of Title IV to offer federal financial aid to eligible students. The AA in General Studies was the first program in the nation to receive approval under the direct assessment provision.

Named the Most Innovative University in the North since 2014 by U.S. News and World Report, SNHU continues to expand the boundaries of higher education to serve students for whom a college degree often seems out of reach. Since 2012, SNHU has been working in Rwanda to help deliver online, competency-based, U.S.-accredited degrees to Rwandan students and refugees. In 2017, SNHU received a \$20 million grant from a group of anonymous donors to expand its work with refugees and now has a presence in four other locations including South Africa, Kenya, Malawi, and Lebanon. In addition, SNHU was named a partner in the XQ Institute "Super School" prize with RISE and Da Vinci Schools to deliver high quality education and support to homeless and foster youth in Los Angeles, and in 2018 SNHU announced an initiative to provide full scholarships to 1,000 DREAMers in the U.S.

Since 2003, SNHU has grown from 2,500 students to more than 135,000 students. SNHU serves students in all 50 states and in 137 countries around the world and has a global network of more than 100,000 alumni. SNHU is now the largest nonprofit provider of higher education in the country and was listed by Fast Company as the 12th most innovative organization in the world in 2012. SNHU continues to expand access to education by continuously investigating new pathways to make education more affordable and accessible to those who have faced persistent barriers to higher education.

To learn more about SNHU's history, visit: <https://www.snhu.edu/about-us/leadership-and-history/history>



### Overview of College for America Programs

SNHU's College for America academic programs include Certificate, Associate, and Bachelor's degree programs which use a competency-based approach that is low-cost, flexibly-paced, and designed to enhance applicability in the workplace. These programs are only offered through partnerships with employers, nonprofits, and other community partners who work with SNHU to make them available to their employees, members and communities.

In this competency-based learning model, students master competencies through project-based work, rather than completing traditional courses.

Examples competencies: Graduates can...

- Evaluate time management, goal-setting, and planning approaches for independent and collaborative work
- Use spreadsheet applications to interpret information and draw conclusions
- Address challenges in group collaboration through various approaches to leadership
- Formulate strategies to promote and protect a brand

Students demonstrate mastery of competencies by completing projects. Projects include learning and skill-building resources as well as rubrics with which students' work is assessed.

This competency-based approach focuses on learning, not seat time or credit hours. Students progress through their program at a flexible pace, which allows them to move more quickly through areas in which they have strong preparation and spend more time in areas in which they do not. No matter what educational background students bring, all graduates leave having demonstrated mastery of the same set of competencies in the most critical areas, including communication, critical and creative thinking, and collaboration and teamwork. The curricula in SNHU's College for America academic programs are grounded in well-regarded frameworks for higher education, rests on the building blocks of the Lumina Foundation's Degree Qualifications Profile (DQP), the U.S. Department of Labor competency models, SNHU's general education curriculum, and others.

Students in SNHU's College for America programs receive an official transcript from SNHU, including documentation of the competencies and credit equivalencies earned, and graduates earn a full degree from Southern New Hampshire University.

### Student Handbook

The Student Handbook is a critical document for SNHU students, as it contains many of the institution's policies, expectations, and student rights and responsibilities, as well as important federal compliance information regarding the use of substances. The handbook includes information on the discipline system, expectations, and university conduct policies.

Students may access the handbook by going to [my.snhu.edu](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 the handbook, familiarize themselves with the content, and seek clarification of information that is not clear to them.

#### India Online

The Student Handbook is a critical document for SNHU students, as it contains many of the institution's policies, expectations, and student rights and responsibilities.

Students may access the handbook by going to <https://in.snhu.edu/en/>. All members of the university community are expected to take the necessary time to review the handbook, familiarize themselves with the content, and seek clarification of information that is not clear to them.

### 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.

# 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">https://newinti.edu.my</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	<p>BS in Business Administration</p> <p>BS in Business Administration, concentration in Finance</p> <p>BS in Business Administration, concentration in International Business</p> <p>BS in Business Administration, concentration in Marketing</p> <p>BA in Communication</p> <p>BA in Psychology</p> <p>BA in Psychology, concentration in Child &amp; Adolescent Development</p> <p>BA in Psychology, concentration in Mental Health</p>
Admissions	Please refer to INTI's website

## Vietnam National University Information

Name of Institution	Vietnam National University - University of Languages & International Studies (VNU-ULIS)
Location	Hanoi, Vietnam
Contact Information	<a href="http://en.ulis.vnu.vn">http://en.ulis.vnu.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 multicultural and competitive globalizing world.</b></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</p> <p>BS in Business Administration, concentration in Entrepreneurship</p> <p>BS in Business Administration, concentration in Finance</p> <p>BS in Business Administration, concentration in International Business</p> <p>BS in Business Administration, concentration in Industrial Organizational Psychology</p> <p>BS in Business Administration, concentration in Healthcare Administration</p> <p>BS in Business Administration, concentration in Marketing</p> <p>Master of Business Administration</p> <p>Master of Business Administration, concentration in Entrepreneurship</p> <p>Master of Business Administration, concentration in Finance</p> <p>Master of Business Administration, concentration in IT Management</p> <p>Master of Business Administration, concentration in International Business</p> <p>Master of Business Administration, concentration in Project Management</p> <p>Master of Business Administration, concentration in Marketing</p>
Admissions	Please refer to the India Online site.

# Policies

## About SNHU

### Academic Program Improvement

SNHU builds programs and courses based on real-world competencies that are grounded both in the academic canon of knowledge and the expertise of practitioners in the field. Student achievement in relation to these competencies are measured through outcomes at both the program and course level. Based on the data and feedback obtained regarding student achievement of program outcomes, SNHU modifies and improves programs and courses through an ongoing iterative process.

### Accreditations, State Authorization and Program Approvals

#### Regional Accreditation:

##### New England Commission of Higher Education

Southern New Hampshire University is accredited by the New England Commission of Higher Education (NECHE). All Programs offered by SNHU are encompassed by this regional accreditation.

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)

The New England Commission of Higher Education is the regional accreditation agency for colleges and universities in the six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. 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.

#### 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.

#### Programmatic Accreditations:

In addition to the 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. [View a list of our accredited business programs.](#)

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

The B.S. in Health Information Management program is accredited 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)

## International Programs

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 (SETA) are accredited by the [Engineering Accreditation Commission of ABET](#).

### **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](#)

### **Assessment:**

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.

### **State Authorizations:**

As an institution that has students residing across the United States, Southern New Hampshire University (SNHU), is required to obtain state approval to operate (state authorization) based on the activities it conducts in a state.

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 SARA approval to operate. SARA, the State Authorization Reciprocity Agreement, is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering 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: <http://nc-sara.org/content/basic-questions-about-sara#what>.

## International Programs

State	Status
<a href="#">Alabama</a>	SARA
<a href="#">Alaska</a>	SARA
<a href="#">Arizona</a>	SARA & APPROVAL TO OPERATE
<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
<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
<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



## International Programs

<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

### Required Written Arrangements

The office of Academic Quality, Accreditation & Support at Southern New Hampshire University maintains a list of written arrangements.

Please email [accreditation@snhu.edu](mailto:accreditation@snhu.edu) with any questions.

## Academic Calendars

### Academic Calendar

*Note: Section dates may vary slightly for students taking courses with overseas partnerships* Graduate Overseas Academic Calendar - 11 Weeks

Term	Term Start	Term End
20EL1	September 21, 2020	December 16, 2020
21EL2	January 4, 2021	March 21, 2021
21EL3	March 29, 2021	June 13, 2021

Undergraduate Overseas Academic Calendar - 16 Weeks

Term	Term Start	Term End
20FADAY	September 1, 2020	December 18, 2020
21SPDAY	January 12, 2021	April 30, 2021

College for America International Term Structure

College for America enrolls students in a 6-month term structure.

Term	Term Start	Term End
20CFA05	May 1, 2020	October 31, 2020
20CFA06	June 1, 2020	November 30, 2020
20CFA07	July 1, 2020	December 31, 2020
20CFA08	August 1, 2020	January 31, 2021
20CFA09	September 1, 2020	February 28, 2021
20CFA10	October 1, 2020	March 31, 2021
20CFA11	November 1, 2020	April 30, 2021
20CFA12	December 1, 2020	May 31, 2021
21CFA01	January 1, 2021	June 30, 2021
21CFA02	February 1, 2021	July 31, 2021
21CFA03	March 1, 2021	August 31, 2021
21CFA04	April 1, 2021	September 30, 2021

India Online Term Structure Undergraduate Academic Calendar - 8 Weeks

## International Programs

Term	Term Start	Term End
21EW1	August 30, 2021	October 24, 2021
21EW2	October 25, 2021	December 19, 2021
22EW3	January 3, 2022	February 27, 2022
22EW4	February 28, 2022	April 24, 2022
22EW5	May 2, 2022	June 26, 2022
22EW6	June 27, 2022	August 21, 2022

### Graduate Academic Calendar - 10 Weeks

Term	Term Start	Term End
21TW5	July 26, 2021	October 3, 2021
21TW1	October 11, 2021	December 19, 2021
22TW3	January 3, 2022	March 13, 2022
22TW4	March 21, 2022	May 29, 2022
22TW5	June 6, 2022	August 14, 2022

## Academic Program Policies

### English as a Second Language Program

The English as a Second Language (ESL) Program, more formally known as the Intensive English Program (IEP), is a full-time program with eighteen hours of language instruction and guidance per week. Upon entry, students are tested and assigned to one of seven levels of instruction. Typically, completion of one level of instruction requires one semester of instruction that is composed of two 7.5 week terms. At the end of each semester, students are given the TOEFL exam, along with other tests, and are evaluated as to their progress and readiness for movement to a higher level of ESL instruction or for undergraduate/graduate coursework. Mandatory individual student-teacher conferences are scheduled at the end of each 7.5 week term. ESL students can earn three credits per semester (with a maximum of six credits), but for graduate students this credit is added onto the degree requirements.

The goal of the IEP is to equip international students with the linguistic, academic, and cultural skills that will enable them to successfully enter and complete academic programs at Southern New Hampshire University or other colleges and universities in the United States. Specially trained and experienced faculty employ a variety of proven instructional methods to meet individual student needs and curricular goals, which include the development of academic skills and language skills (listening, speaking, reading, writing, grammatical accuracy and cultural awareness). Small class size (limited to twelve students) and placement in appropriate levels ensure individualized learning, and computer-assisted instruction provided in a modern language lab complements classroom instruction.

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

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

#### Requirements for Completion

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

#### Admissions Procedures

Admission to the ESL Program is open to anyone 17 years of age or older who has completed secondary school and who has already acquired some English proficiency (approximately 350 on the paper-based TOEFL [PBT], 63 on the computer-based TOEFL [CBT], or 20 on the Internet-based TOEFL [IBT]). Applicants must complete an application and international applicants must also give evidence of financial support. New students apply to the ESL Program through the Office of International Admissions; returning students are registered by the ILE Office. Admission to the ESL Program does not constitute admission to a degree program at Southern New Hampshire University.

#### Transitional Bridge Program

This program consists of ENG 070, ENG 071, ENG 072, ENG 073. This series of four integrated courses prepares international students for the academic tasks required in American university undergraduate coursework.

## International Programs

- Only students who have applied and been accepted conditionally into undergraduate school may enroll in the ENG 070-73 series.
- The ENG 070-73 series, if required, must be taken during the first term of undergraduate school.

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

### Foreign Languages

Currently, four foreign languages, as well as American Sign Language are offered at Southern New Hampshire University: Arabic, French, Mandarin Chinese, and Spanish. For more information on these courses, refer to the course description section of this catalog (Arabic: LAR; French: LFR; Mandarin: LMN; Spanish: LSP).

## 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 workshoping 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”
- Any work that, when taken as a whole by a reasonable person, obscenely glorifies violence, rape, and/or the sexualization of minors and fetishized groups and lacks serious literary or artistic value
- Writing or audio/visual media that targets, in an abusive, threatening, or discriminatory manner, specific individuals in the classroom community, including but not limited to 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](#);
- Some genres in “extremist” categories, including but not limited to genres that explicitly glorify violence (e.g., splatterpunk) or non-consensual sexual situations (e.g., rape, stalking, pedophilia, necrophilia, bestiality) and other genres that are deliberately obscene or problematic.

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 timeframe, and, if egregious, the student will be referred to the Student Conduct 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 breaks from the policies above, further disciplinary action will be taken.

## Academic Standards

### Academic Honors

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

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

#### Alpha Chi Honor Society

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

## International Programs

cumulative grade-point-averages of 3.85 or above.

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

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

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

### **Chi Alpha Sigma**

The mission of the Southern New Hampshire University chapter of Chi Alpha Sigma is to recognize exceptional student athletes who excel academically and athletically. The group will provide a positive leadership experience that is consistent with the educational philosophy, values and beliefs of the university. The group will support opportunities for advancement and post graduate scholarships.

The Southern New Hampshire University chapter of Chi Alpha Sigma looks to be a well-respected group of student athletes who foster a culture of strong academia.

Membership is open to all SNHU student athletes who receive a varsity letter in their sport, achieve junior academic standing or higher after their fifth full time semester, and earn a 3.4 or higher cumulative grade point average. There will be no discrimination against race, religion, political views, nationality, disabilities, sex, etc. in accordance with SNHU policies.

Membership is an honor bestowed upon selected student-athletes. A college or university must be a four year institution and a member of the NCAA, NAIA or NCCAA.

Selection for membership is by an athletic department designee in consultation with the individual's head coach and is based on outstanding scholarship, earned athletic letter winner, and excellent character and citizenship.

### **Delta Mu Delta Honor Society**

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

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

### **Eta Sigma Delta Honor Society**

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

#### **Undergraduate Student Membership**

To be eligible for membership an undergraduate student must:

- have a cumulative GPA of at least a 3.0 in a 4.0 system

#### **Graduate Student Membership**

To be eligible for membership a graduate student must:

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

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

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

# International Programs

## Order of Omega

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

Eligibility:

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

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

## Phi Theta Kappa Honor Society

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

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

## Pi Lambda Theta

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

At SNHU, there is a direct honors program where PLT extends membership to graduating students who have been identified by School of Arts, Sciences, and Education faculty as having satisfied the eligibility requirements. Graduate students must have achieved a GPA of 3.9 or above; undergraduate students must have earned a 3.5 or above. All candidates must have demonstrated exceptional disposition through their education program.

## Pi Mu Epsilon

Pi Mu Epsilon is a non-secret honor society at Southern New Hampshire University whose purpose is the promotion and recognition of scholarly activity in the mathematical sciences among SNHU students. Pi Mu Epsilon accomplishes its goals by promoting and recognizing scholarly activity among students through an active, vibrant Chapter that:

- Elects Members on an honorary basis according to their proficiency in mathematics;
- Engages in activities designed to promote the mathematical and scholarly development of its Members; and
- Takes other measures designed to further the purposes of PME.

This Chapter of Pi Mu Epsilon derives its existence from a Charter granted in accordance with the Constitution of the Society by virtue of the powers conveyed in the Act of Incorporation.

Honorary Nature of the Society.

Membership in the Society shall be honorary and shall be conferred as a reward for scholarly achievement in mathematics. All Members of the Society shall consider themselves pledged to use their influence to see that the standards of the Society are maintained.

Minimum Qualifications for Membership.

The Chapter may elect to Membership only individuals who are full time faculty or students attending the university campus of SNHU unless an exception is explicitly granted by the President of the Society. Members are elected impartially

# International Programs

and solely on the basis of merit.

1. Students who are candidates for undergraduate degrees at SNHU and who have met the following requirements:
  - Completed at least the equivalent of two semesters of calculus and two additional courses in mathematics, at or above the calculus level, all of which lead to the fulfillment of the requirements for a major in the mathematical sciences.
  - Have maintained the equivalent of a grade point average of at least 3.0 on a 4 point scale in all courses that lead to the fulfillment of the requirements for an undergraduate degree.
1. Members of the faculty at SNHU UC in mathematics or related subjects.

## **Psi Chi Honor Society**

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

All undergraduate psychology majors/minors must:

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

## **Sigma Gamma Tau**

Sigma Gamma Tau is the honor society for Aerospace/Aeronautical Engineering. It seeks to identify and recognize achievement and excellence in the Aerospace/Aeronautical field. Sigma Gamma Tau's collegiate chapters elect annually to membership those students, alumni, and professionals who, by conscientious attention to their studies or professional duties, uphold this high standard for the betterment of their profession.

### **Purpose**

The objectives of Sigma Gamma Tau, as stated in the preamble of the Society's national constitution, are: "to recognize and honor those individuals in the field of Aeronautics and Astronautics who have, through scholarship, integrity, and outstanding achievement, been a credit to their profession. The society seeks to foster a high standard of ethics and professional practice and create a spirit of loyalty and fellowship, particularly among students of Aerospace Engineering."

### **History**

Sigma Gamma Tau was founded on the campus of Purdue University in West Lafayette, Indiana, on February 28, 1953, "to offer appropriate recognition to persons of superior scholarship, outstanding character, and professional achievement in the field of Aeronautical Engineering." The new society was formed by the merger of two existing societies, Tau Omega, founded in 1927 at the University of Oklahoma, and Gamma Alpha Rho, founded in 1945 at Rensselaer Polytechnic Institute. The name of the society was selected by combining the Greek letter Sigma, indicating sum, with Gamma and Tau from the initial letters of the parent organizations. Since its modest beginnings in 1953, the society has grown from 14 to 50 collegiate chapters and from 1,900 to 14,864 initiated members.

### **Membership**

Distinguished scholarship or eminent professional attainment in Aerospace/Aeronautical Engineering is the primary eligibility requirement for Sigma Gamma Tau. Undergraduate students enrolled in an accredited Aerospace curriculum must have completed at least five quarters or three semesters of work toward the bachelor's degree. Those in the upper one-third of the senior class, upper one-quarter of the junior class, or upper one-fifth of the sophomore class with grade averages equivalent to a B (85%) are eligible.

Graduate students must be in good academic standing and have met similar requirements. After the scholastic requisite is fulfilled, selection is then based on a high moral character and a strong interest in Aeronautics and/or Astronautics. By recognizing this group of young Aerospace engineers, Sigma Gamma Tau seeks to identify those from which the future advances in the profession are most likely to come. Membership is also extended to those individuals in the Aerospace industry who have made significant contributions to the profession.

## **Sigma Tau Delta Honor Society**

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

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

## International Programs

completed at least six (6) semester hours at SNHU and have maintained a minimum 3.3 GPA.

### **NBEA Award of Merit**

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

### **India Online**

#### **Alpha Sigma Lambda Honor Society**

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

In 1946, Dr. Rollin B. Posey, Dean of University College at Northwestern University, realized that a measure of encouragement and recognition accorded a student's scholastic achievement at an early stage of their program could provide the thrust of desire to achieve their educational objectives. Dr. Posey founded a society, Alpha Sigma Lambda, to honor those dedicated adult students who, while adroitly handling their life responsibilities, achieve and maintain high scholastic standards.

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

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

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

#### **Delta Mu Delta Honor Society**

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

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

#### **National Society of Leadership and Success**

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

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

#### **Pi Lambda Theta Honor Society**

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

#### **Undergraduate Criteria:**

- Membership is extended to graduating students who have been identified by School of Education faculty as having satisfied the eligibility requirements



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- Students must have earned a 3.5 GPA or above
- All candidates must have demonstrated exceptional disposition through their education program

### Graduate Criteria:

- Membership is extended to graduating students who have been identified by School of Education faculty as having satisfied the eligibility requirements
- Students must have achieved a GPA of 3.9 or above
- All candidates must have demonstrated exceptional disposition through their education program

### Sigma Tau Delta Honor Society

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

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

### NBEA Award of Merit

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

### Distinguished Scholar Award

The Distinguished Scholar Award recognizes outstanding online undergraduate and graduate students who have earned the highest cumulative GPA in their degree program, with a minimum cumulative GPA of 3.7. To be eligible, students must have conferral dates between April 1 of the previous year through March 1 of the current year. (See [Degree and Certificate Conferral](#).) Students will be notified in April if they receive this award. This policy only applies to students who have earned an Associates, Bachelors or Masters degree through a non-direct assessment program. Certificate students are not eligible for this award. The Distinguished Scholar Award is not recorded on the student's permanent record, transcript, or diploma.

## Academic Renewal

### Undergraduate Level

After an absence of at least one year, an undergraduate student who has been academically unsuccessful in the past may change programs and apply for academic renewal. This will remove the negative impact to their cumulative GPA for grades lower than "C". Additionally the student is required to complete a minimum of 30 credits at Southern New Hampshire University after renewal is granted.

### Graduate Level

After changing to another graduate program and successfully completing the first 9 credit hours with a grade of "B-" or above in each course, a graduate student who has been academically unsuccessful in the past 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:

- will only be granted once per academic level at the undergraduate and/or graduate level at SNHU
- cannot be reversed
- must be approved by the Scholastic Standing Committee
- will impact transcripts, cumulative GPA, and credit toward graduation:
  - 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:
      - appear on the transcript in the new format
      - be eliminated from the student's cumulative GPA
      - not earn credit toward graduation
    - undergraduate courses with a final grade of "C" or better and graduate courses with a final grade of "B-" or better will:
      - courses will continue to:
        - appear on the transcript
        - be included in the student's cumulative GPA
        - earn credit toward graduation

## International Programs

- does not apply to courses that were part of a previously conferred degree or certificate
- applies to every program affected by the renewal; the student is no longer eligible to return to the program(s) for which academic renewal was granted:
  - Change in concentration is not considered a program change for academic renewal purposes.
  - Academic renewal does not nullify policies restricting the age of coursework or time limits on program completion

NOTE: Academic Renewal **may** have a negative impact on the calculations utilized by financial aid to determine Satisfactory Academic Progress for Title IV purposes.

## Amendment of Degree Requirements

The courses required for a specific degree are outlined in the university catalog. Any change in program course requirements must be approved by the student's program coordinator/department chair and school/associate dean. A completed and approved [Petition to Amend Degree Requirements](#) form must be received by the Office of the University Registrar before the change will become effective.

## Ceremonial and Latin Honors

### Academic Honors, Associate and Baccalaureate Degrees

The university acknowledges outstanding academic performance through Ceremonial Honors and Latin 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 whereas Latin Honors are. Ceremonial and Latin Honors apply only to undergraduate degree recipients.

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. For commencement purposes, honors are assessed as of the first business day after the petitioning deadline of March 1 for the Spring ceremony and October 1 for the Fall ceremony and are based on GPA and institutional credits completed at that time. Students who are still completing course work as of the petitioning deadline are eligible for Ceremonial Honors but not Latin Honors. Latin Honors are assessed and awarded only upon completion of all course work for the degree. During commencement students are recognized for either Ceremonial or Latin Honors, not both.

This policy applies only to Associates and Bachelors degrees completed through non-direct assessment programs.

See criteria for Ceremonial and Latin Honors below.

### Criteria for Ceremonial Honors

Minimum Institutional Credits Completed	Cumulative GPA	Associate Degree	Baccalaureate Degree
Associate's = 15 Bachelor's = 30	3.500 - 3.699	Honors	Cum Laude
Associate's = 15 Bachelor's = 30	3.700 - 3.849	High Honors	Magna Cum Laude
Associate's = 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	Baccalaureate Degree
Associate's = 30 Bachelor's = 60	3.500 - 3.699	Honors	Cum Laude
Associate's = 30 Bachelor's = 60	3.700 - 3.849	High Honors	Magna Cum Laude
Associate's = 30 Bachelor's = 60	3.850 - 4.000	Highest Honors	Summa Cum Laude

## Credit Hour Definition

SNHU 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 and 600.24(f) of the Higher Education Opportunity Act as: "An amount of work represented in intended learning outcomes and verified by

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evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

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

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

Three credit hours will be awarded for fifteen weeks of two 75-minute classes per week (or the equivalent in 50-minute, or 150-minute sessions) with a normal expectation of two hours of outside study for each class session. For courses awarding some other number of credit hours, one credit will be earned for fifteen 50-minute sessions of classroom instruction in a term (or its equivalent) with a normal expectation of two hours of outside study for each class session. For non-traditional delivery, SNHU defines the following equivalencies:

### **Hybrid Courses**

Hybrid courses will meet face-to-face once a week for the equivalent of 1 class period throughout the academic term, and contain weekly asynchronous online components.

### **Fully Online Courses**

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

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

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

### **Internships**

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

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

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

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

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

### **College for America Program**

One credit equivalency is earned with the mastery of each competency, and these are mapped to course equivalencies. This includes up to 30 credits for the certificate, 60 credits for the AA degree and up to 60 additional credits leading to the BA degree.

### **Unit of Credit**

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

## **Scholastic Standing**

### **Undergraduate Scholastic Standing:**

Undergraduate students must maintain a cumulative grade point average (GPA) of 2.0 or higher to be in good academic standing. At the end of each semester and at any other time deemed appropriate, the Undergraduate Scholastic Standing Committee will review the records of all students whose cumulative or term GPA is below 2.0.

Students with a cumulative GPA that falls below the minimum cumulative GPA of 2.0 are either placed on Scholastic

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Warning or Academic Suspension at the committee's discretion.

- **Scholastic Warning:**
  - If a student on Scholastic Warning is unable to achieve the minimum 2.0 term GPA the following semester, they are placed on Academic Suspension.
  - If a student on Scholastic Warning is able to achieve the minimum 2.0 term GPA the following semester, but their cumulative GPA is still below a 2.0, they are placed on Continued Scholastic Warning to allow them the opportunity to improve their cumulative GPA.
  - If a student on Continued Scholastic Warning is unable to achieve the minimum 2.0 term GPA by the end of the next semester, they are placed on Academic Suspension.
- **Academic Suspension:**
  - If a student is placed on Academic Suspension, they may appeal the decision to the committee.
  - If a student's appeal is accepted, but they are unable to achieve the minimum 2.0 term GPA by the end of the next semester, they are dismissed from undergraduate programs at the university.
  - Students who do not meet the standards due to extenuating circumstances will be reviewed on a case-by-case basis.
- **Academic Dismissal:**
  - Students who are readmitted following an Academic Suspension but do not maintain a minimum term GPA of a 2.0 will be dismissed from undergraduate programs at the university. Academic dismissal is considered final and no appeals are accepted.
- **Good Academic Standing:** Students who meet the required cumulative GPA of 2.0 or above are returned to good scholastic standing.

The committee will review students with extenuating circumstances on a case-by-case basis. VA benefits will be terminated when a student is placed on Academic Suspension or Academic Dismissal.

### Graduate Scholastic Standing:

Graduate students must maintain a cumulative GPA of 3.0 or higher to be in good academic standing.

- **Scholastic Warning:** Students with a cumulative GPA that falls below the minimum cumulative GPA of 3.0 are placed on Scholastic Warning.
- **Continued Scholastic Warning:** Students on Scholastic Warning who do not achieve a cumulative GPA of 3.0 the following semester are placed on Continued Scholastic Warning. Students on Continued Scholastic Warning from a previous semester who achieve at least a 3.0 term GPA for the current semester but do not achieve a cumulative GPA of 3.0 remain on Continued Scholastic Warning to allow them the opportunity to improve their cumulative GPA. 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:** Students on Continued Scholastic Warning from a previous semester who do not meet a minimum term GPA of 3.0 for the current semester are placed on Academic Suspension. Students who do not meet these standards due to extenuating circumstances but who are making substantial progress towards the demonstration of the standard will be reviewed on a case-by-case basis.
- **Academic Dismissal:** Students who are readmitted following an Academic Suspension but do not maintain a minimum term GPA of 3.0 will be dismissed from graduate programs at the university. Academic dismissal is considered final and no appeals will be accepted.
- **Academic Program Dismissal:**
  - MFA 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 are dismissed from the program
- **Good Academic Standing:** Students who meet the required cumulative GPA of 3.0 or above are returned to good scholastic standing.

### Scholastic Standing Committee:

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

The Committee has the authority to:

- Readmit a student who was academically suspended if the student's academic performance and appeal provide a compelling case to the committee.
- Uphold the academic suspension or dismiss a student from graduate programs at the university.
- Grant or deny academic renewal.

### Readmission after Academic Suspension:

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- Students who have been academically suspended may appeal, in writing, to the appropriate Scholastic Standing Committee; students must wait a period of one semester before returning to the university and may appeal during that semester off. Students who have been suspended and successfully appeal are readmitted on continued scholastic warning and must meet all scholastic standing requirements. This means that students who do not maintain a 2.0 term GPA for undergraduate programs or 3.0 term GPA for graduate programs will be dismissed from undergraduate or graduate programs at the university as applicable and will not be considered for readmission. Academic Dismissal is considered final and appeals are not accepted.
- Students who are readmitted may have registration restrictions 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 (2.0 or above for undergraduate; 3.0 or above for graduate) for good standing prior to graduation.

### India Online Scholastic Standing Policy

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, Academic Suspension, and Academic Dismissal.

### Undergraduate Scholastic Standing

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

- **Scholastic Warning:** Students with a cumulative GPA that falls below the minimum cumulative GPA of 2.0 are placed on Scholastic Warning.
- **Continued Scholastic Warning 1 (Not Advantage Applicable):** Students on Scholastic Warning who do not achieve a cumulative GPA of 2.0 the following term are placed on Continued Scholastic Warning 1. This level does not apply to Advantage students, who proceed directly to Continued Scholastic Warning 2.
- **Continued Scholastic Warning 2:** Students on Continued Scholastic Warning 1 who do not achieve a cumulative GPA of 2.0 the following term are placed on Continued Scholastic Warning 2. Students on Continued Scholastic Warning 2 from a previous term who achieve at least a 2.0 term GPA for the current term but do not achieve a cumulative GPA of 2.0 remain on Continued Scholastic Warning 2 to allow them the opportunity to improve their cumulative GPA. As long as students continue 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:** Students on Continued Scholastic Warning 2 from a previous term who do not meet a minimum term GPA of 2.0 for the current term are placed on Academic Suspension. Students who do not meet these standards due to extenuating circumstances but who are making substantial progress towards the demonstration of the standard will be reviewed on a case-by-case basis.
- **Academic Dismissal:** Students are dismissed from undergraduate programs at the university in the following circumstances:
  - Students who are on any level of Scholastic Warning who cease submission of graded assignments for all registered classes prior to 60 percent of the term in two consecutive terms.
  - Students who do not successfully pass SNHU-107 Success Strategies for Online Learning after the completion of two attempts.
  - Students who do not maintain a term GPA of 2.0 each term following their return from suspension.

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.

\*Note: Nursing students must achieve a grade of B- or better in all NUR and IHP required program courses completed at SNHU. See [Academic Progression Requirements for Nursing Programs](#).

### Graduate Scholastic Standing

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

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- **Scholastic Warning:** Students with a cumulative GPA that falls below the minimum cumulative GPA of 3.0 are placed on Scholastic Warning.
- **Continued Scholastic Warning:** Students on Scholastic Warning who do not achieve a cumulative GPA of 3.0 the following term are placed on Continued Scholastic Warning. Students on Continued Scholastic Warning from a previous term who achieve at least a 3.0 term GPA for the current term but do not achieve a cumulative GPA of 3.0 remain on Continued Scholastic Warning to allow them the opportunity to improve their cumulative GPA. 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:** Students on Continued Scholastic Warning from a previous term who do not meet a minimum term GPA of 3.0 for the current term are placed on Academic Suspension. Students who do not meet these standards due to extenuating circumstances but who are making substantial progress towards the demonstration of the standard will be reviewed on a case-by-case basis.
- **Academic Dismissal:** Students are dismissed from graduate programs at the university in the following circumstances:
  - Students who are on any level of Scholastic Warning who cease submission of graded assignments for all registered classes prior to 60 percent of the term in two consecutive terms.
  - Students who do not maintain a term GPA of 3.0 each term following their return from suspension.

Academic Dismissal is considered final and appeals are not accepted.

- **Academic Program Dismissal:**
  - CMHC students who earn two Unsatisfactory (U) final course grades will be dismissed from the program.
- **Good Scholastic Standing:** Students who meet the required cumulative GPA of 3.0 or above are returned to good scholastic standing.

\*Notes:

- Nursing students must achieve a grade of B- or better in all NUR and IHP required program courses completed at SNHU. See [Academic Progression Requirements for Nursing Programs](#)
- Counseling students must maintain a grade of B- or better in SNHU counseling courses. See [MA Clinical Mental Health Counseling Program Progression](#)

### Readmission after Academic Suspension

Students who have been academically suspended must wait a period of six months before returning. Students who have been suspended are readmitted on Continued Scholastic Warning upon their return and must meet all scholastic standing requirements. This means that students who do not maintain a 2.0 term GPA for undergraduate, 2.67 for nursing undergraduate and a 3.0 term GPA for graduate will be suspended. Students who are suspended a second time are dismissed from undergraduate or graduate programs at the university as applicable and will not be considered for readmission at that level. Academic Dismissal is considered final and appeals are not accepted.

Students who are readmitted may be limited to enrolling in only one (1) course per term and will need to meet regularly with their 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: Nursing and Counseling have program-specific requirements that supersede these minimum standards. Please see [Academic Progression Requirements for Nursing Programs](#), [MA Clinical Mental Health Counseling Program Progression](#), and [Professional Standards for Nursing and Counseling Programs](#).

### COCE Scholastic Standing Committee

The COCE Scholastic Standing Committee is responsible for considering student cases for readmission after academic suspension, that are related to extenuating circumstances, and requests for academic renewal.

The Committee has the authority to:

- Uphold an academic suspension or dismissal decision for that academic level based on policy
- Grant or deny academic renewal

### SNHU-107 Required Course

SNHU 107, Online Success Strategies, is a 3 credit hour course designed to help students be successful in SNHU's online

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

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

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

Note: This policy only applies to India Online students.

## Admissions

### Academic Articulation Agreements

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. Please email [accreditation@snhu.edu](mailto:accreditation@snhu.edu) with any questions.

### 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 an equivalent degree from a comparable international post-secondary institution are eligible to apply to the university. The decision to admit an applicant to a program is based on a combination of criteria according to the requirements of the specific graduate program.

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

#### Application

ALL graduate programs require the following:

- Completed application: Students are encouraged to apply online at [www.snhu.edu](http://www.snhu.edu).
- Completed bachelor's degree (admission to a master's program) or a completed master's degree (admission to a doctoral program) from an accredited institution.
- Official transcripts for a conferred degree (bachelor's degree for master's programs; master's degree for doctoral programs). All transcripts are to be submitted from the original institutions.
- International Students must meet the Admissions Requirements for International Students.

The following program requires application materials in addition to those listed for all graduate programs (above):

#### Teaching English as a Foreign Language (MS)

1. Application Deadline: Three (3) months prior to program start (and beyond that on a case-by-case basis).
2. Minimum GPA: 2.75 for full admission, 2.0 for provisional admission
3. Completed bachelor's degree.

#### Time Limitation

All graduate and doctoral programs offered at Southern New Hampshire University must be completed within eight years. Leaves of absence or requests for program changes do not extend the time limit. Students who require additional time to complete their degrees or combined program requirements will have their programs updated to the graduate catalog in place at the time of the extension.

#### Initial Enrollment

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

### India Online Admissions Requirement, Graduate

#### General Information

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



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Applicants in the process of completing their undergraduate degree and who have at least 108 credits completed may apply for limited admission to the university during their final year of undergraduate study. Applicants must supply proof of their bachelor's degree conferral prior to completing a maximum of two introductory -level graduate courses at Southern New Hampshire University. See [Limited Graduate Admissions](#) for additional information.

Applications are reviewed on a rolling basis unless otherwise noted.

### Basic Admission Requirements

- [Admission application](#)
- Official transcripts from previous institutions for degree and post-degree coursework. A minimum of a bachelor's degree is required. All transcripts are to be submitted from the original institutions. Southern New Hampshire University will order and pay for domestic transcripts for most programs once an application has been received.
- All applicants must speak, understand, read, and write fluently in English.
- Minimum undergraduate cumulative GPA is 2.75 for full acceptance or 2.00 for provisional acceptance. Some SNHU programs may require a higher cumulative GPA, please see program specific requirements outlined below. (Completion of a post-bachelor's degree supersedes this requirement.)
- Applicants must submit an attestation form verifying information acknowledging requirements for certain programs.
- International Students must meet the [Admission Requirements for International Students](#)

Program requirements in addition to those above vary from program to program. See additional program requirements below.

### Full Acceptance and Provisional Acceptance

Applicants who meet all of the basic admission requirements as well as any additional program requirements are fully accepted. Applicants whose cumulative GPA falls below 2.75 but who have at least 2.0 are provisionally accepted. Some SNHU programs may require a higher cumulative GPA, please see program specific requirements outlined below. See [Provisional Acceptance policy](#) for more information.

### Additional Program Requirements

#### MA.CMHC, MA 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**
- MA Counseling State Licensure **Acknowledgement Form** \*
- Availability for two, in-person, week-long **residencies**

*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 actively 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.*

#### MFA.CWR, MFA Creative Writing

- 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 a 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 feels is essential to properly evaluate the submission.

#### CERT.OTW and CERT.PWR, 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.
- Students who are enrolled in MFA.CWR must select one of the two certificates with their program.

#### MS.PSY, MS Psychology

- **PSY Non-Licensure Acknowledgment Form**

#### CERT.FAC, Forensic Accounting and Fraud Examination Certificate

- Resume showing two year's accounting experience, specifically in auditing and financial reporting analysis.

#### MED.CIN, M.ED Curriculum and Instruction

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

### **MA.COM, MA 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.ECW, MA 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.ENG, MA 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.HIS, MA 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.

### **MSN, MS Nursing**

- Conferred BSN from an ACEN, CCNE or CNEA accredited program.
  - Acceptance- 3.0 or higher cumulative GPA
  - Provisional Acceptance- cumulative GPA Range 2.67 to 2.99 (provisional acceptance is not offered for the FNP 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

### **CERT.HQS.PM, Healthcare Quality and Safety Post Master's Certificate**

(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.BAN.COY, MS Business Analytics (Cohort-Based Program)**

- 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](#)).
- Conferred bachelor's degree (official transcript)

### **MS.CSE, MS Cyber Security**

- Resume

### **MS.DAN, MS Data Analytics**

- Resume

### **MS.IT, MS Information Technology**

- Resume

### **Transfer Credit**

See [Transfer Credit policy](#).

### **Initial Enrollment**

Students must enroll within one year of the date of acceptance. Students who do not enroll within one year will be required

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to resubmit application materials and be readmitted under the catalog in effect at the time of readmission.

### Admission Requirements, International Students

#### Application for an International Student

An on campus international student is defined as any applicant requiring a visa to study in the United States. Permanent residents and DACA students are processed by Domestic Admission. International applicants should contact the [Office of International Programs](#) for a current list of available programs (intladm@snhu.edu). Some programs may have specific additional requirements. Please see the UC Admission Status Policy for classifications used for international acceptances. A complete application file for an international student requires the following:

- **An International Student Application**, submitted online at [www.snhu.edu](http://www.snhu.edu). Or, undergraduate applicants may submit the [Common Application](#).
- Payment of international student nonrefundable **application fee**, which can be waived at the discretion of the International Admissions Office.
- **Documentation Submission Format**. Official academic records from an accredited institution (degrees, diplomas, transcripts, certificates and diploma supplements) must be submitted. English translations must accompany records not issued in English. Translations can be obtained from your school or a certified translation service.
- Original documents should not be sent as we are unable to return these to the student. Students should obtain attested official copies of their single issue original academic documents.
- Official documents should be issued by the institution and sealed in an envelope that is signed or stamped across the back flap. The official copy must include appropriate authentication or verification based on the institution's country and SNHU's requirements. Student may also request a professional evaluation based on official transcripts sent directly by organizations recognized and accredited by AICE (Association of International Credential Evaluators) or NACES (National Association of Credential Evaluation Services) or SNHU overseas representative. Official transcripts must include proper validation from governing educational authorities.
- Additional academic documents or verifications may be required at the discretion of the international programs office.
- An admissions decision is considered official upon receipt of an acceptance letter on SNHU letterhead. The Director can rescind an admission decision if any of the information submitted in the application process is found to be inaccurate or fraudulent, or if the students qualifications change significantly (for example if a student's academic, disciplinary or criminal background changes).
- Equivalence of foreign documents is determined by the International Admissions Office. The International Admissions Office reserves the right to request that students obtain document evaluation and/or translation from an independent credentialing agency accredited by AICE (Association of International Credential Evaluators) or NACES (National Association of Credential Evaluation Services).

#### Undergraduate Admission Requirements:

- Official diploma or document showing proof of graduation from high school (secondary school) or a college transcript showing at least 12 transferrable university level credits from an accredited institution along with a high school graduation attestation form. Transfer students may be required to submit an official high school transcript with proof of graduation upon request.
- High school completion attestation and unofficial documents may be required.
- Official Transcripts or mark sheets for all course work taken (must include at least 1st quarter, semester or trimester grades of final year of secondary school with proof of graduation.) The official copy must include appropriate authentication or verification based on the institution's country and SNHU's requirements. Student must submit their final official transcripts after graduating. The final official transcript must be processed by SNHU no later than the end of the first term of enrollment to continue in the program.
- Students who have some university level academic work may be eligible for transfer credits or exemptions. See Transfer Credit policy for documentation that is required to receive transfer credit consideration.
- English Proficiency - Proof of qualifying English proficiency score as outlined below or agreement to enter our full-time, intensive English as a Second Language (ESL) program. Southern New Hampshire University provides conditional admission for students needing ESL prior to entering a degree program.
- SAT and ACT scores are not required.
- SNHU uses a number of factors and criteria when evaluating an applicant. At a minimum, transcripts must indicate student is prepared for the rigors of college coursework. Some programs have additional minimum criteria. The decision to offer admission is at the general discretion of the international admissions office after a careful and holistic review of all materials required for submission.

#### Graduate Admission Requirements:

- Official diploma or document showing proof of graduation and completed bachelor's degree (equivalent of a US bachelor degree as determined by SNHU policy.)
- Official transcripts or mark sheets for all course work taken including most recent degree earned. Undergraduate transcripts are required for graduate program course waiver consideration. The official copy must include appropriate authentication or verification based on the institution's country and SNHU's requirements.

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- Bachelor degree completion attestation and unofficial documents may be required.
- Students may be considered for admission during their final term of their undergraduate degree program. Degree must be awarded prior to enrollment in the master's program. Proof of degree and official final transcript must be processed by SNHU no later than the end of the first term of enrollment to continue in the program.
- SNHU recognizes 3-year 180 ECTS credit Bologna Process bachelor's degrees (conferred after 2003), or year of Bologna Process adherence from institutions in member countries. SNHU must receive official transcripts and the Diploma Supplement, both in English.
- English Proficiency - Proof of qualifying English proficiency score as outlined below or agreement to enter our full-time, intensive English as a Second Language (ESL) program. Southern New Hampshire University provides conditional admission for students needing ESL prior to entering a degree program.
- GRE and GMAT scores are not required.
- SNHU uses a number of factors and criteria when evaluating an applicant. At a minimum, transcripts must indicate student is prepared for the rigors of graduate-level college coursework. Some programs have additional minimum criteria. The decision to offer admission is at the general discretion of the International Admissions Office after a careful and holistic review of all materials required for submission.

### Doctorate Admission Requirements:

- 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 approved evaluator.
- For requirements or additional information on doctoral admission, please see the PhD Admission section. Admission decisions for the PhD program are at the discretion of the Doctoral Admission Committee.

### English as a Second Language Admission Requirements for non-degree seeking applicants:

- No academic documents are required for ESL-only admission.
- SNHU uses a number of factors and criteria when evaluating an applicant for admissions to the ESL 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 required for submission.

### Academic Program English Proficiency Requirements:

**Accepted Tests:** The following tests are currently accepted: TOEFL (The SNHU TOEFL code number is 3649), IELTS, PTE, Cambridge, Duolingo. Other language tests may be considered based on equivalent scores to those mentioned below. Students from partner institutions may be considered for exemption from language tests based upon written agreement of language proficiency with partner language school officials. The TOIEC examination is not accepted.

Students who have completed a degree in the US or have a degree fully taught in English may have the English proficiency score requirement waived. Countries where SNHU campus admissions will waive the proficiency score requirements for Undergraduate and Graduate Admission include: American Samoa, Anguilla, Antigua and Barbuda, Austria, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, Cameroon, Canada (except Quebec), Cayman Islands, Denmark, Dominica, Fiji, Finland, Gambia, Ghana, Gibraltar, Grenada, Guam, Guyana, Ireland, Isle of Man, Israel, Jamaica, Kenya, Lesotho, Liberia, Malawi, Malta, Marshall Islands, Mauritius, Montserrat, Namibia, Nauru, Netherlands, New Zealand, Nigeria, Northern Mariana Islands, Norway, Palau, Papua New Guinea, Puerto Rico, Scotland, Seychelles, Sierra Leone, Singapore, Solomon Islands, South Africa, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, Swaziland, Sweden, Tanzania, Tonga, Trinidad and Tobago, Turks and Caicos Islands, Uganda, United Kingdom, Vanuatu, Virgin Islands, Wales, Zambia, Zimbabwe. Applicants may be considered for an English proficiency test waiver on a case by case basis at the discretion of SNHU International Admissions.

- **Undergraduate Applicants.** Undergraduate degree applicants must demonstrate proficiency as evidenced by:

#### Direct to program placement into ENG 120 (unless ENG 120 is satisfied)

- TOEFL score of 79 and greater
- IELTS score of 6.5 and greater
- PTE score of 58 or greater
- Duolingo score of 105 or higher

#### Direct to program, placement into ENG 099i followed by ENG 120

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

### English Bridge (Undergraduate Language Studies)

Students with the following scores will be assigned to the undergraduate bridge program (ULS) with some English and some academic course work:

## International Programs

- o TOEFL 61-70
- o IELTS 6 (sub-scores  $\leq 5.0$ )
- o PTE 49-53
- o Duolingo 95
- o Successful completion of SNHU's ESL program

### English as a Second Language

Students with the scores that do not meet SNHU's current English requirements may apply for consideration for admittance into the [English as a Second Language \(ESL\) program](#)

- **Graduate Applicants.** Graduate applicants must demonstrate proficiency as evidenced by:
  - o TOEFL score of 71 or greater
  - o IELTS score of 6.0 or greater
  - o PTE score of 54 or greater
  - o Duolingo of 100 or greater
  - o Successful completion of SNHU's ESL program

### English as a Second Language

Students with the scores that do not meet SNHU's current English requirements may apply for consideration for admittance into the [English as a Second Language \(ESL\) program](#)

- **Immigration Documentation**

Once it has been determined that an applicant is academically qualified and accepted, an i20 can be issued after the necessary documentation is received. SNHU only issues i20 forms for eligible students studying on SNHU's Manchester NH Campus.

Required immigration documents:

- 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.
- Affidavit of support - required if funds are not in applicant's name.
- A copy of applicant's passport ID page.
- A transfer i20 form (for applicants transferring from other institutions within the US.)

### Initial Enrollment

Accepted students should complete an enrollment intent form and deposit to secure a spot in their program. Deposits may not be required for some students and are refundable for students who have their visa denied or on a case by case hardship basis. The deposit is non-refundable in other circumstances. An accepted student must enroll within one year of 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.

## India Online Admission Requirements, International Students

### Definition of an International Student

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

### Student Visa for Graduate Programs

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

### Admission Requirements

International students must meet all SNHU admission requirements for [Undergraduate Admission](#) or [Graduate Admission](#). A non-US citizen living outside of the United States may not be eligible for Admission depending on programmatic requirements and existing regulations based on the country in which they reside. Please speak with your Admission Councilor for more information. Students should check [www.snhu.edu](http://www.snhu.edu) for any specific requirements for their program of interest. International students are responsible for having official documents sent to an approved international evaluation agency for institutions based outside of the United States in order to fulfill SNHU admission requirements.

International students must meet the following requirements:

# International Programs

## Undergraduate Admissions Requirements

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

- TOEFL: 79 iBT with a minimum of 15 on each section
  - \* 81 for BBA program
- IELTS: 6.5 with a minimum of 5.5 on each section
- PTE: 58
- ELS: 112
- EF: C2-1
- Michigan: 90
- Duolingo: 105

2. Proof of high school graduation with certified evaluation of high school transcripts or at least 24 transferrable post-secondary credits by a NACES or AICE recognized international evaluation agency or U.S. institution.

## Graduate Admissions Requirements

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

- TOEFL: 79 iBT with a minimum of 15 on each section
- IELTS: 6.5 with a minimum of 5.5 on each section
- PTE: 58
- ELS: 112
- EF: C2-1
- Michigan: 90
- Duolingo: 105

2. 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.

## Exemptions to English Language Requirement

The following exemptions exist for the English language proficiency requirement:

1. Proof of U.S. Citizenship as demonstrated by an approved government-issued document
2. Proof of a full academic year of high school in the U.S. with passing grade in one year of standard English (not including ESL or developmental coursework)
3. Proof of a full year of post-secondary education in the U.S. with a minimum of 24 transferrable semester hours or equivalent at the baccalaureate level taught in English (not including ESL or developmental coursework)
4. Proof of 24 transferrable semester hours of English (not including ESL or developmental coursework) completed at an international institution evaluated as the U.S. equivalent at the baccalaureate level
5. Proof of completed academic credential from an institution based in following countries *American Samoa, Anguilla, Antigua and Barbuda, Austria, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, Cameroon, Canada (except Quebec), Cayman Islands, Denmark, Dominica, Fiji, Finland, Gambia, Ghana, Gibraltar, Grenada, Guam, Guyana, Ireland, Isle of Man, Israel, Jamaica, Kenya, Lesotho, Liberia, Malawi, Malta, Marshall Islands, Mauritius, Montserrat, Namibia, Nauru, Netherlands, New Zealand, Nigeria, Northern Mariana Islands, Norway, Palau, Papua New Guinea, Puerto Rico, Scotland, Seychelles, Sierra Leone, Singapore, Solomon Islands, South Africa, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, Swaziland, Sweden, Tanzania, Tonga, Trinidad and Tobago, Turks and Caicos Islands, Uganda, United Kingdom, Vanuatu, Virgin Islands, Wales, Zambia, Zimbabwe*
6. Proof that instruction for conferred academic degree or credential was completed entirely in English

*Southern New Hampshire University recognizes 3-year 180 ECTS credit bachelor's degrees (conferred after 2003, or year of [Bologna Process](#) adherence) from institutions in member countries that adhere to the Bologna Process as the equivalent of a 4-year 120 semester credit bachelor's degree from the United States. In order to validate equivalency, SNHU must receive official transcripts of the conferred degree along with a European Commission recognized [Diploma Supplement](#), both in English. These international transcripts are excluded from the requirement of being evaluated by a recognized NACES or AICE international transcript evaluation agency*

## Admission Requirements, Undergraduate

Applications are accepted throughout the year. To be considered for admission to Southern New Hampshire University, students are asked to submit the following documents:

## International Programs

- Online 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 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)
  - A state authorized high school equivalent certificate such as the High School Equivalency Test (HiSET) or the Test Assessing Secondary Completion (TASC).
  - Homeschooled documentation (check Homeschool Admission Policy)
  - A conferred Associates or Bachelor's Degree from an accredited institution.

### **Additional College for America (CfA) Program Admission Information:**

College for America program students must meet the above requirements, and must be employees of a partner organization or participants in a specialized partner program. CfA programs are offered on a 6-month term schedule. Students with a conferred associate of arts (AA) or associate of science (AS) degree or the equivalent of 60 credit hours from an accredited institution are eligible to enter the CfA Bachelor of Arts programs. Students with the equivalent of 30 credit hours from an accredited institution are eligible to enter the CfA Associate of Arts programs, and be evaluated for a transfer block. For more details on transferring credits into CfA programs, please review the [Transfer Credit](#) policy.

### **Additional Campus Program Admission Information:**

Campus students must meet the above requirements, with the exception of an attestation form, as official transcripts are required. In addition, the application must be accompanied by an essay.

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

### **India Online Admission Requirements, Undergraduate**

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

- Online undergraduate application.
- Transcript Request Release Form to allow us to request 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 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)
  - A state authorized high school equivalent certificate such as the High School Equivalency Test (HiSET) or the Test Assessing Secondary Completion (TASC).
  - Homeschooled documentation (check Homeschool Admission Policy)
  - A conferred Associates or Bachelor's Degree from an accredited institution.

### **Additional College for America (CfA) Program Admission Information:**

College for America program students must meet the above requirements, and must be employees of a partner organization or participants in a specialized partner program. CfA programs are offered on a trimester schedule. Students with a conferred associate of arts (AA) or associate of science (AS) degree or the equivalent of 60 credit hours from an accredited institution are eligible to enter the CfA Bachelor of Arts programs. Students with the equivalent of 30 credit hours from an accredited institution are eligible to enter the CfA Associate of Arts programs, and be evaluated for a transfer block. For more details on transferring credits into CfA programs, please review the [Transfer Credit](#) policy.

College for America programs may be available to immediate family members of enrolled students. Please check your



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company specific landing page (the site shared with you by your company). An immediate family member is defined as the following:

- Spouse, domestic partner\* and parents thereof
- Dependent children, and spouses thereof
- Parents, and spouses thereof
- Siblings, and spouses thereof
- Grandparents and grandchildren, and spouses thereof

\*Domestic Partner for purposes of this policy is defined as an adult in a committed relationship with another adult.

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

### Admission Statuses

#### Admission

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

#### Full Acceptance

A student who is accepted and has been fully admitted to enroll at the university with no additional conditions other than standard academic expectations of all students.

#### International Provisional Acceptance

Graduate international applicants who do not meet requirements for full acceptance into a graduate program may be eligible for provisional acceptance. Provisional acceptance may be extended to students with a conferred bachelor's degree with a GPA below 2.75 but 2.0 or above. An undergraduate international applicant may be considered for provisional acceptance to University College with a GPA between 2.0 and 2.5. UG provisionally admitted students are required to participate in Academic Success Coaching. Not all programs permit provisional acceptance.

#### Denial

A denial decision for admission is applicable to the term for which a student applies, and a student who is denied may reapply for a future term, provided that circumstances for the student have changed.

### India Online Admission Statuses

#### 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

#### Full Acceptance

A student who is accepted to COCE has been fully admitted to enroll at the university with no additional conditions other than standard academic expectations of all COCE students.

#### Acceptance, Evaluation Pending (UG)

An undergraduate student whose status is accepted with evaluation pending (AEP) may submit transfer credits for review and approval through the end of the second term at SNHU. At the end of the second term, the student is automatically transitioned from AEP status to ACCEPTED status with all transfer credit that has been approved at that time.

#### Acceptance, Evaluation Pending (GR)

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 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



## International Programs

have official transcripts showing a conferred bachelor's degree the student will not be eligible to enroll in a third term.

### Provisional Acceptance, Graduate

A student whose undergraduate GPA is below the GPA required for full acceptance and who does not hold a post-graduate degree may be provisionally accepted in certain programs.

Refer to the [Provisional Acceptance](#) policy for details.

### Denial

A denial decision for admission is applicable to the term for which a student applies, and a student who is denied may reapply for a future term, provided that circumstances for the student have changed.

### Matriculated

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

### Non-Degree Seeking Students

Students who do not wish to pursue a degree or certificate may enroll in courses as non-degree seeking students. Refer to the [Non-Degree Seeking Students](#) policy. Students seeking to enroll in nursing courses as non-degree seeking students should refer to the [Enrolling in Nursing Courses as Non-degree Seeking Students](#) policy.

## Homeschool Admission Policy

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

Note: This policy only applies to India Online students.

## Limited Graduate Admissions

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

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

Note: This policy only applies to India Online students.

## 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.

Students must fulfill course prerequisite requirements. Enrollment is on a space-available basis.

## International Programs

Non-degree seeking students are not eligible for federal financial aid at SNHU. All non-degree seeking students follow the College of Online and Continuing Education (COCE) Refund Policy ([campus/online](#)).

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. 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 [Enrolling in Nursing Courses as Non-degree Seeking Students](#) policy.

Non-Degree Seeking Students are not eligible to enroll in cohort-based courses or in Clinical Mental Health Counseling courses with the prefix MHC or COU.

## Provisional Acceptance

### Provisional Acceptance to Graduate Programs

Students who do not meet requirements for full acceptance into a graduate program may be eligible for provisional acceptance. Provisional acceptance may be extended to students with a conferred bachelor's degree with a GPA below 2.75 but 2.0 or above. Not all programs permit provisional acceptance.

- Provisionally accepted UC graduate students who earn a 3.0 cumulative GPA at the end of their second semester will be removed from provisional status.
- Provisionally accepted UC graduate students with a cumulative GPA less than 3.0 at the end of their second semester with a term GPA of 3.0 or above, may remain enrolled for additional term(s) until their cumulative GPA reaches a minimum of 3.0, at which point they will be removed from provisional status.
- Provisionally accepted UC graduate students who do not earn a 3.0 cumulative OR term GPA at the end of their second semester will be denied full acceptance in their program, withdrawn from the university, and will not be allowed to request enrollment in another graduate program.

### India Online Provisional Acceptance

### Provisional Acceptance to Graduate Programs

Students who do not meet requirements for full acceptance into a graduate program may be eligible for provisional acceptance. Provisional acceptance may be extended to students with a conferred bachelor's degree with a GPA below 2.75 but 2.0 or above; or to students with a conferred bachelor's degree with a GPA below 3.0 but 2.67 or above for the MS in Nursing program (provisional acceptance is not offered for the MSN Family Nurse Practitioner track).<sup>\*</sup> Not all programs permit provisional acceptance.

To be eligible for full acceptance, provisionally accepted students 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. In most cases, one course per term is recommended, although in certain programs or for personal reasons students may choose to take up to two courses each term. Regardless of the number of courses taken each term, the same rule applies: students must achieve a cumulative GPA of 3.0 in each of their first two terms. Students who meet this requirement will be fully accepted, and students who do not meet this requirement in either their first or second term will be denied full acceptance and withdrawn from the program. Exceptions will be made for students who complete their first term and have achieved at least a 2.0 term GPA and submitted all assignments.

### Provisional Student Enrollment in another Graduate Program

Provisionally accepted students 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 must sit out at least one term prior to enrolling in a second program and satisfy the admissions requirements 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

Provisional students who have been denied full acceptance because they did not meet the academic requirements in certain programs may work with their advisor to appeal, in writing, to the Scholastic Standing Committee. Students must wait a period of six months from the date of denial before appealing. Students who have been denied full acceptance and successfully appeal to be readmitted are readmitted as provisional students with a provisional status indicating they are remaining in their original program. 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.

## International Programs

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.

Notes:

Nursing students must achieve a grade of B- or better in all NUR and IHP required program courses completed at SNHU. See [Academic Progression Requirements for Nursing Programs policy](#)

Students in the Clinical Mental Health Counseling program must earn a minimum of a B- in all SNHU Counseling courses. See [MA Clinical Mental Health Counseling Program Progression policy](#).

## Readmission

Students pursuing a course-based program of study must maintain an active status by registering for at least one course per year. 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.

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

### College for America (CfA) Readmission Information:

Students pursuing competency-based programs must maintain an active status by meeting the minimum competency requirements listed in the CfA Academic Progress Policy.

### India Online Readmission

Students pursuing a course based program of study must maintain an active status by registering for at least one course per year. 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.

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

### Additional College for America (CfA) Readmission Information:

Students pursuing competency based programs must maintain an active status by registering for at least one trimester per year.

If a student withdraws, outside of the trial period, the student is required to wait until the end of their sixteen week trimester to return.

If a balance exists, students are required to make payment arrangements with Student Financial Services before being readmitted to the program.

Please refer to the [Readmission for Military Students](#) policy for additional information.

## College for America (CfA) Program

### CfA 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 six (6) competencies per month in the CFA program.

## International Programs

- For GEM students enrolled in the Bachelor's Degree program steady progress is defined as the student mastering five (5) competencies per month in the CFA 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. Included in the four-year time allotment is an internship period of three (3) months and a flexibility period of one (1) month.

The four-year time period (48 month) is allotted as follows:

#### Associate's Degree Period:

- Twenty (20) month period during which the student masters 6 competencies a month in CFA for a total of 120 competencies.

#### Internship Period:

- Three (3) month period during which the student completes an internship and masters no competencies in CFA. GEM reserves the right to waive the internship requirement for a student in extreme circumstances.

#### Bachelor's Degree Period:

- Twenty-four (24) month period during which the GEM student masters 5 competencies a month in CFA for a total of 120 competencies.

#### Flexibility Period:

- A one (1) month time period built into the program to give students flexibility for sickness, family emergencies, and the like.

As the tuition costs of further access to the SNHU College for America (CFA) beyond the four-year time period will not be covered by scholarship, it is imperative that students make steady progress through the CFA program to graduate within four (4) years.

### Withdrawal during any semester in the CFA program:

GEM students who do not make steady progress for two (2) consecutive months may be withdrawn by SNHU. Students who are withdrawn in this fashion by SNHU are required to wait until their semester is completed before they can enroll again.

## CfA Evaluation of Student Work

Each Project that a student submits is evaluated by a trained professional Reviewer who has been selected for his or her subject matter expertise as well as experience in online education. The Reviewer uses analytic, binary rubrics rather than traditional grades to provide feedback on student work and also provides text comments. For each rubric category, a student either has fulfilled the criterion or has not yet fulfilled the criterion. To complete a Project, the student must fulfill every criterion of the rubric. A student may revise and resubmit work until all rubric criteria have been satisfied.

Projects may be submitted up to 11:59pm ET on the final day of the term.

- If the project submitted results in mastered competencies, those competencies are associated with the original of submission. These competencies will appear on the end of term statement.
  - Example: A student submits a project on the final day of their term, July 31st. The Reviewer provides feedback and indicates the competencies are mastered on August 1st. The mastered competencies are associated with the original term of submission that ended on July 31st.
- If the project submitted results in a "Not Yet", the project must be resubmitted. These competencies will not appear on the end of term statement.
  - Example: A student submits a project on the final day of their term, July 31st. The Reviewer provides feedback and indicates the competencies as "Not Yet" on August 1st. The project must be resubmitted in the student's new term, which will result in these mastered competencies associated with the new term.

If you are concerned that you may not meet competency minimums during your term, we recommend that you plan to submit your project with time remaining in the term should you need to resubmit. It is your responsibility to submit your projects in a timely manner so that you can reach any competency minimums needed.

## CfA Student Evaluation Appeal Policy

### Purpose of Policy:

The purpose of the Student Evaluation Appeal policy is to provide students with a process to seek help or resolution when they feel that an evaluation and/or feedback for a Project are erroneous.

### Process:

A student should first correspond with the Reviewer directly to clarify the evaluation and/or feedback. If no resolution is found through communication with the Reviewer, the student may request a second opinion of the accuracy of the rubric assessment and accompanying feedback. To do so, students complete the "[Dispute Resolution](#)" form. The Reviewer's Manager who oversees the competency module will evaluate the project for themselves independently of the Reviewer's input and either concur with the standing evaluation or override it in favor of the student. Under these conditions, the student will be held harmless for any part of the rubric criteria that the Manager believes ought to have remained Not Yet but was awarded Yes by the Reviewer.

## CfA Transcript and Competency Statement Policy

At any time, a student may request an official copy of their SNHU Course Equivalency Transcript, or SNHU Competency Transcript; electronic transcripts are available for a 5.00 fee, and paper transcripts are available for a \$7.00 fee.

College for America is a competency-based program; mastery grades are issued once students master individual competencies and equivalencies. There are no quality points associated with mastery grades, therefore there is no GPA (Grade Point Average) for students in College for America programs; the Transcript Legend indicates that "MA" is equivalent to an "A" grade on a traditional grade scale.

The official SNHU Course Equivalency Transcript displays each course equivalency the student has earned with a grade of "MA" for mastery. The completion of each competency by demonstration of mastery has a one credit equivalency. A Course Equivalency Transcript is recommended for purposes of a transfer to another institution. The official SNHU Competency Transcript provides a detailed list of every mastered competency, which may also be provided to other institutions.

Employers requiring ongoing proof of degree progress may request an Employer Term Statement that shows mastered competencies or completed course equivalencies for a specific enrollment period. An Employer Term Statement is available free of charge. In the instance where an employer requires documentation of a student's progress to facilitate partner billing, Workforce Partnerships or Student Financial Services will release such documentation if the student has a signed [Authorization for Disclosure of Non-Directory Information](#) listing their employer, on file.

In accordance with the Federal Family Education Rights and Privacy Act (FERPA), the Office of the University Registrar or Student Financial Services will not furnish a transcript or statement to anyone other than the student, without the written permission of the student.

## CfA Transfer out of Competencies Mastered or Credit Equivalencies to Other Educational Institutions

The University shall award one credit equivalency for each CfA competency that is mastered, up to 60 credits for the AA degree and up to 60 additional credits for the competencies leading to the BA degree, for a total of 120 credits. However, CfA cannot guarantee credits earned will be accepted at another institution. The transferability of credits to another institution is solely at the discretion of that institution. If a student is planning to transfer to another institution, he or she should check with that institution on the transferability of the credits.

One credit equivalency is earned with the mastery of each competency, and these are mapped to course equivalencies. View the [Program Requirements](#) for each program to determine which CfA competencies when completed are equivalent to which Southern New Hampshire University courses.

## CfA Trial Period of Enrollment

CfA students are offered a trial period of enrollment which allows participation in the program before deciding to make a financial commitment to enroll and becoming a regular student.

Students are provided a 14-day drop period at the beginning of each term during which they may also elect to withdraw without financial penalty. Students who withdraw during the 14-day period at the beginning of a term are considered regular students.

Any competencies earned during the trial period of enrollment are not considered mastered unless the student fully enrolls in the term.

# International Programs

## CfA Tuition and Billing

Tuition is billed \$1,665 per term.\* This is a flat rate and is not assessed based on the number of competencies that the student does or does not complete. Students may be eligible for discounted tuition based on the relationship between Southern New Hampshire University and the student's employer/partner. SNHU's Global Education Movement may provide scholarship funding to offset tuition.

Students are not required to purchase textbooks or other course materials. Students must, however, have access to a computer and an Internet connection.

\*Additional fees may apply, please refer to the [Tuition and Fees](#) policy for additional information.

## Course and Program Enrollment

### Academic Year

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

### Attendance, Graduate

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

Note: This policy does not apply to India Online students

### Attendance, Intensive English Program

As an academic unit within the School of Arts, Sciences, and Education, University College, the Intensive English Program subscribes to the [Undergraduate Attendance](#) policy.

As the UC attendance policy defines "excessive absence" as not attending at least 10% scheduled classes of a particular course, **for students enrolled in the Intensive English Program, this means missing 9 or more classes during the period of one 7.5 week term will be considered excessive.** As enrollment in the Intensive English Program consists of 3 courses per day, this equals a total of 3 full days of absence during one term. Upon accruing 9 absences (3 full days of class), the student shall receive a warning letter from the department. This letter shall inform the student of the consequences of further absenteeism. If a student accumulates 12 absences, he or she will be required to meet with the Chair of the Intensive English Program. After 12 absences, if a student continues to not attend class, International Student Services will be notified of the student's absenteeism, and the student will be required to stand before the ILE Scholastic Standing Committee.

Students are expected to attend all classes, arrive on time, remain for the entire class period, and to report to class fully prepared with textbooks, assignments, and other required materials. Arriving late for class is not tolerated. Being late for class 3 times will equal 1 absence. When absent, a student is responsible for the work covered in class that day and assignments for the next class. At the discretion of the course instructor, being absent on the day of a scheduled test or presentation will result in a score of zero (0). Absence due to religious observance shall be handled under the University's [Religious Observance](#) policy.

Again, it is reiterated that religious observance does not necessarily excuse a student from the assigned work for that day.

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If an individual student's absences negatively impacts his or her language development to the point where he or she receives failing grades in all of his or her courses, that student will not advance to the next level of the program at the end of the semester. Furthermore, if a student accumulates more than 18 absences within one semester, the Intensive English Program Coordinator may elect to have the student administratively withdrawn from the program. Additionally, if a student accumulates more than 18 absences in one semester, he or she will be ineligible to receive the department's recommendation to leave the Intensive English program. Finally, if within the period of 2 semesters, a student has failed their classes and remained in the same level of the program due to excessive absences, they will be asked to leave the University.

If a student is experiencing extenuating circumstances that prevent regular class attendance, defined by the University as "the death of an immediate family member, military deployment, serious documented medical issues, and other such extraordinary situations," he or she is encouraged to contact International Student Services, as soon as possible, to request an administrative leave of absence.

Note: This policy does not apply to India Online students.

## Attendance, Undergraduate

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

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

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

Note: This policy does not apply to India Online students.

## Change of Program or Major and Second Major

### Change of Program between COCE, UC, and CfA

Students may not concurrently enroll in courses that overlap term dates between University College (UC) and College of Online and Continuing Education (COCE), unless the class (term) start and end dates fall entirely within the UC semester start and end date. Students enrolled in College for America (CfA) programs are not permitted to be concurrently enrolled in either UC or COCE courses and vice versa. For more information, please consult with your academic advisor.

### Change of Degree- Associate to Bachelor

When students change from an Associate degree program to a Bachelor degree program, the courses completed as part of the Associate degree will be counted toward the Bachelor degree program.

### Change of Program (GR) or Major (UG)

Students who wish to change their major or program must submit a [Program Modification Form](#) (online) or [Program Change Request Form](#) (campus) to their academic advisor. The advisor will work with students to explain the impact of changing majors. All changes will take effect at the end of the current term.

### Adding a Second Major

An undergraduate student may elect to earn a second major by completing the degree requirements of both majors. No more than 2 courses in the secondary major may overlap with the primary major. The student's diploma will show the primary major as the conferred degree; the transcript will reflect both majors.

### Financial Aid Enrollment Status Criteria

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

## Concurrent Program Enrollments

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## Enrollment in Multiple Programs Simultaneously

An undergraduate or graduate student, with the exception of those enrolled in a CfA 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 programs may increase the number of courses they are required to take to complete their programs, above and beyond the minimums within the programs themselves.

## Special Academic Options

### Second Degrees

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

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

## Course Add and Drop

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

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 signatures of their advisor and the Director of First-Year Seminar.

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

### Financial Aid Enrollment Status Criteria

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

Note: This policy does not apply to India Online students.

## Course Add and Late Enrollment

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

Late enrollment differs based on whether a student is a new student (first term enrolled) or a current, continuing enrollment student. For new students, the last day for new student enrollment is the Saturday prior to term start date. For current, continuing enrollment students, the last day for current students to reenroll is the Sunday prior to term start date.

Approved Exceptions:

Exceptions to enrollment after a term start are granted only when current, continuing enrollment students (1) have enrolled in a course which they failed and must repeat or (2) have reenrolled in a course which they thought they needed to repeat but did not have a failing grade. The late enrollment exceptions to either of these cases must be made no later than day 4 of the term start date.

Note: This policy only applies to India Online students.

## Course Drop and Withdrawal

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

Any withdrawal after week one and before the last week of the term will result in a grade of "W" appearing on the student's academic transcript. Any withdrawal after the fourth week of a term for undergraduate students or the sixth week of term for graduate students may be allowed only with the approval by the academic advisor. Students are charged 50% tuition for withdrawals that take place during week two and 100% tuition after week two of the term.

Withdrawals are not permitted, under any circumstance, in the last week of any term. This policy also applies to an undergraduate student taking a 16 week course.



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Withdrawn courses will appear as credits attempted but no credits earned in a student's academic records. This could have implications in terms of Satisfactory Academic Progress or Scholastic Standing with SNHU. Students who do not maintain Satisfactory Academic Progress will experience an impact on financial aid eligibility. Withdrawal from a course will likely impact eligibility for financial aid for the current term as well as future terms. 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 based on 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.

### Drop and Withdrawal Process

Students who wish to drop courses prior to the start of the term through week one of the term may do so by contacting their academic advisor who can assist them with the process.

After week one of the term, students are required to follow the steps below to withdraw from a course or courses. Students are encouraged to speak to their Student Advisor for assistance. Students should consider factors, such as Satisfactory Academic Progress and Scholastic Standing before dropping or withdrawing from a course or courses.

Complete the Withdrawal Form. Contact your Student Advisor for access to the Withdrawal Form and instructions on how to submit the form.

### Military Withdrawal

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

### Medical Withdrawal

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

### Emergency Withdrawal

The goal of the Emergency Withdrawal policy is to support SNHU students who may be experiencing serious extenuating personal circumstances during a term by allowing a course withdrawal after Week 1 of the term for SNHU students. 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 refund 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 his or her online 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, avoidable, or do not significantly and

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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 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 11:59pm 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. Requests that come in after the deadline should be submitted via the Dispute Resolution form and will be reviewed through the dispute resolution process.

Students should contact their Student Advisor for access to Emergency Withdrawal form and the Dispute Resolution form and for information on how to submit the form.

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

**Approval of an Emergency Withdrawal request is not guaranteed. Financial consideration outside this Course Drop and Withdrawal policy is not guaranteed.**

### University-Initiated Drop

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

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

### Withdrawal Disputes

Withdrawal disputes must be submitted online within thirty (30) days after the end of the term during which the student withdrew to their Student Advisor.

Note: This policy only applies to India Online students.

## Course Load and Restrictions, International Students

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

## Course Participation Requirement and Unearned F

### Course Participation and Administrative Withdrawal

Online students are required to submit a graded assignment or discussion during the first week of class. Regional center students are required to attend the first class session. Online students who do not submit a graded assignment or discussion during the first week of class or regional center students who do not attend the first class session are automatically dropped from the course for non-participation on day eight of the term. Automatic administrative drops for non-participation only take place during the first week. Students who do not participate during the first week may forfeit their rights to be reinstated into the course.

Students who stop participating after week one remain enrolled in the course. Students are responsible for completing the proper withdrawal procedures if they wish to withdraw from the course. Students who stop attending a course or courses

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after the first week and who do not officially withdraw will receive the grade calculated based on all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. For more information regarding course withdrawal, see the Course Drop and Withdrawal policy.

Note: This policy only applies to India Online students.

### Credit Load

Credit Load, Enrollment Status, and Loan Deferment:

If a student is attending at a less than half-time credit load status, student loans will not go into deferment and eligibility for other benefits may be affected.

Credit load is defined as follows:

#### Undergraduates

Full Time	12 credits
Three-Quarter Time	9 – 11.99 credits
Half-Time	6 – 8.99 credits
Less than Half-Time	Under 6 credits

Students in 8 week (EW) terms:

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

Students in all other undergraduate terms:

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

#### Graduates

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 his or her academic advisor and have a cumulative GPA of 3.0 or higher.
- A student that is registered for a continuation course for a Counseling Practicum and/or Internship course is considered "Half-time," due to the academic and experiential requirements of the Counseling continuation courses.

Refer to the [Financial Aid Enrollment Status Criteria](#) policy for additional information.

Note: This policy only applies to India Online students.

### Credit Overload

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

A student will be required to pay for each credit hour he or she takes in excess of 19 credit hours in one term (fall or spring). Undergraduate Day Credit Overload costs per credit will vary. Please contact Student Financial Services for any questions related to cost of overload.

Summer enrollment is limited to **7 credits** at any point in time (excluding students enrolled in the BS Aviation Operations and Management program and graduate students). Note: If a student opts to take EW and DY/SU courses simultaneously, this 7 credit limit still applies. A student who wants to take more than 7 credits at a time in the summer term must receive

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permission to take these extra credit hours from the appropriate school dean.

Note: This policy does not apply to India Online students.

### Freshman Course Requirements

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

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

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

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

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

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

### Leave of Absence

Students may request an administrative leave of absence for the following semester in writing by obtaining the appropriate form via mySNHU or from the Academic Advising Office. If a student is below the age of 18, written parental consent must be received.

Normally, an administrative leave of absence is granted for no more than one semester. Students who do not return as scheduled to the university following their one-semester leave of absence will be considered withdrawn from the university. If a student uses federal financial aid to fund college coursework at another institution while on a leave of absence from SNHU, it can have implications that should be discussed with Student Financial Services. Under extenuating circumstances only, an undergraduate day student may apply for an administrative leave of absence from the university during the *current* semester; if granted, the student would be withdrawn from all current courses. The student must be in good academic/disciplinary standing. "Extenuating circumstances" include the death of an immediate family member, military deployment, serious documented medical issues, and other such extraordinary situations. Depending on the reason for the leave of absence, supporting documentation may be required.

Merely ceasing to attend classes does not constitute an official leave of absence, academically or financially. Failure to obtain an approved leave of absence will result in the automatic recording of "F" grades for all courses being taken by the student. Students who take a leave of absence from the university after the eighth week of the semester will receive either a "WP" or "WF" from each of their instructors. A request to take a leave of absence will not be granted after the 13th week of the semester has begun. Appeals for exemption from the policy should begin in the Academic Advising Office.

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

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

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

#### India Online Leave of Absence

SNHU does not grant leaves of absence to COCE students, as students are not required to be enrolled in classes every term.

Refer to the [Course Drop and Withdrawal](#) and [Readmission](#) policies for more information.

### Registration

Students register for their initial courses through an Enrollment Advisor or a Student Advisor, representative or Student

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Advisor . After completion of their first term, students may register online through the student portal. Students are strongly advised to contact an Student Advisor to plan their academic programs before registering. Advisors are available throughout the term to answer questions and assist with course selection.

Note: This policy only applies to Indian Online students.

## Religious Observance

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

### India Online Religious Observance

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

Students in programs with required synchronous activities should make alternate arrangements with their instructors regarding activities falling on a religious holy day. Such non-participation, when preceded by proper notification of teachers, will not carry any penalty or sanction. Teachers are expected to be inclusive of diverse religious practices by being willing to work out alternatives to scheduled activities and cultivate an academic culture of belonging. In all instances, however, excused non-participation does not mean excused from meeting course standards and expectations. Should a dispute occur the standard appeal process will be followed (see the [Student Academic Complaint policy](#)).

## Undergraduate Internships

SNHU coordinates an extensive internship program that helps students experience a practical work environment related to their academic career interests, while developing highly marketable career skills. Internships are a valuable part of career exploration through which students can receive invaluable training, gain professional experience, and have a better understanding of what is needed to prepare for and succeed in a particular profession.

SNHU encourages students to intern locally or nationally. Experiential learning activities, such as internships, are the vehicle in which students complement their rigorous academics. SNHU awards credit hours for learning acquired outside the institution if it is an integral part of a program of study. SNHU for-credit internships are supervised by disciplinary faculty. When work experience receives academic credit, it must both be suitably supervised and of sufficient length to be meaningful.

Internships in University College can be scheduled in the following terms: fall, spring and summer. Registrations from internships are to follow the traditional SNHU enrollment policies. Students cannot enroll in for-credit internships after the drop/add period. International students are encouraged to contact the International Student Services department to determine eligibility. Exceptions to the policy are: Culinary Program, MS TEFL and MFA.

Students can achieve completion of an internship ranging from zero (0) to fifteen (15) credits. Traditionally 50 hours of work is tied to one (1) credit; for example, internship hours are awarded as follows: 150 hours for 3 credits, 300 hours for 6 credits, etc. With regard to zero (0) credit internships, students need to be made aware that this would not bring them to full-time status should the student be seeking financial aid.

Student internships will be built by sections with faculty oversight. Internship sections are to be held to a maximum of 20 students per section. Should the section exceed 20 students another section will be built.

Note: This policy does not apply to India Online students.

## 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 only enroll in a 500 or 600-level graduate course provided following eligibility requirements have been met:

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- 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
  - Note: Campus students must maintain a full-time undergraduate course load (12 credits) and will be charged the prevailing graduate level tuition rates when exceeding semester credit limitations.
- 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 only be awarded 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.

Online undergraduate Nursing students seeking to enroll in a graduate level course as an undergraduate student must follow the Accelerated Pathway for MSN. Please refer to [RN to BSN Nursing Admission and Academic Requirements](#) policy.

\*Campus students enrolled in Degree in Three programs may apply after having completed a minimum of 60 program credits.

Note: This policy only applies to India Online students.

## Withdrawal from Class

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

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

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

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

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

## India Online Withdrawal from Class

### Withdrawals initiated by the university

Students who take online courses will be dropped for not participating during the first week of the academic term. Participation is determined within Brightspace by posting in a discussion forum that counts toward grading in a module within the first week of the course. Students who do not participate during the first week will lose their rights to be reinstated in the course. Both the faculty member and the online administration will make a good faith effort to contact students prior to withdrawing them by sending an email from their SNHU email address to the student's SNHU email address.

The university reserves the right to withdraw students who do not meet their financial or academic obligations or who, due to misconduct, disrupt the academic process.

### Withdrawals initiated by the student

Students can withdraw from a course during the first week of an academic term and the withdrawal will not appear on the

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student's transcript. Students may withdraw from courses at any time during the second to fourth week of the undergraduate academic term or the second to sixth week of the graduate academic term with the course grade of "W". Any withdrawal after the fourth week (undergraduate student) or the sixth week (graduate student) will only be allowed with the approval of the student advisor. Withdrawals are not allowed, under any circumstances, in the last week of any academic term. This policy also applies to an undergraduate student taking a 16-week course.

All withdrawals must be submitted online through the SNHU withdrawal form (Contact your student advisor to access the Course Withdrawal Form). Paper unsubscribe forms or emails will not be accepted. In all cases, the effective date of withdrawal is based on receipt of the completed official form. For termination purposes, the term weeks begin on Mondays and end on Sundays.

The simple fact of stopping attending classes does not constitute an official withdrawal for academic or financial reasons. Any student who has not been officially dropped from a course will be assigned automatically a grade of "F" for that course, and you will be responsible for the full tuition and any additional course fees.

When a student withdraws from a course, a grade of "W" will be issued. The transcript will show that 3 credits were attempted in a course but were unsuccessful. This could have implications for your satisfactory academic progress or your academic status at SNHU. The student should discuss these matters with their student advisor.

## Withdrawal from SNHU

### University Wide Withdrawal Policy:

Students should communicate and work with their academic advisor when completing this process. A course withdrawal form for each class is not required. For students under the age of 18 years, a written parental consent is required.

If the form is inaccessible, due to extenuating circumstances, the academic advisor must be notified in order to begin the withdrawal process. The University reserves the right to withdraw students who fail to meet academic requirements or who, because of misconduct, disrupt the academic process.

If a student fails to submit an official withdrawal form the student will automatically receive a grade of "F" for all courses in which the student is currently enrolled. Students who fail to file an official withdrawal form are responsible for paying the full tuition amount and any associated fees.

### **For campus students:**

- Students seeking to withdraw from the institution can do so by completing the [Withdrawal from SNHU](#) form.
- International students wishing to withdraw from the University should begin the process with [International Student Services](#).
- The completed withdrawal form will be processed using the last date of class attendance (as verified by an instructor) as the official withdrawal date, 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. Withdrawals initiated on or after the 13th week of the undergraduate day school semester will be processed using a last date of attendance as the last day of the current term (unless approved by the Dean of Student Success/VPAA's Office). The determined withdrawal date is used to process a refund per the University [refund policy](#).
- The withdrawal date may impact financial aid and/or billing charges. Undergraduate students who withdraw after the eighth week, but before the thirteenth week of the semester will receive either a "WP" or "WF" from each of their instructors.
- **No adjustments to account balances or withdrawal disputes can be considered after 30 days from the end of the semester during which the student has withdrawn.**

### **For online students:**

- Students seeking to withdraw from the institution can do so by completing the [Withdrawal from SNHU](#) form.
- 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.
- The withdrawal date may also impact any financial aid and/or billing charges. Students may request to be withdrawn immediately at any point prior to the final week of the current term.
- Withdrawals are not permitted in the final week of the term; any request submitted at this point will be delayed until final grades have been entered.

## Grades and Credits

### **Awarding of Credit by Examination**

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



## Capstone

All COCE capstone courses will:

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

Note: This policy only applies to India Online students.

## 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 Associates 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 his/her 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.*

## Grade Appeal

### Purpose of Policy

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

### Grounds for Appeal

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

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

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

### Pre-Appeal Actions

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

### Student Grade Appeal Process

The steps for the grade appeal process are:

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

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



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**Step 2.** No later than ten (10) business days after the COCE Student Concern/Dispute form has been submitted, the Dispute Resolutions Specialist must review the Appeal, working with student and instructor and/or the appropriate dean to attempt a resolution of the Grade Appeal.

1. The instructor and/or, the appropriate dean may choose to uphold the grade or change the grade based on the Appeal.
2. The Dispute Resolutions Specialist will inform the student of the decision within fifteen (15) business days from receipt of the COCE Student Concern/Dispute form.

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

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

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

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

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

Note: This policy applies only to India Online students.

## Grade Change

### Purpose of Policy

Final grades may only be changed by the instructor of record, or in extenuating circumstances a Dean, Executive Director, or their academic designee, within thirty (30) days after the term grade due date under the following circumstances:

- The instructor has made an error in calculating the final grade;
- The instructor is replacing an Incomplete grade with a letter grade (see [Incomplete Grade Policy](#));
- The instructor inadvertently did not post (or mis-posted) a grade in the Grade Center; or
- A successful grade appeal (see [Grade Appeal Policy](#)).

Outside of the 30-day grade change period, final grades may only be changed as the result of a successful grade appeal and must be approved and changed by the SVP or their academic designee. Otherwise, any grade changes made after the thirty (30) day deadline will be denied by the Office of the University Registrar.

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

### Instructor Grade Change Process

To make a grade change, the instructor must complete the Grade Change Request through the [Global Campus Faculty and Staff Inquiry Form](#), which can be accessed on the Service Portal on the [COLT website](#). The request will be automatically routed to the Office of the University Registrar.

Note: This policy only applies to India Online students.

## Grade Change

An instructor may make a grade change within fourteen (14) business days after the semester grade due date under the following circumstances:

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

Once final grades are posted, the instructor may not make grade changes in cases of students handing in late work, unless a request for an Incomplete grade was filed before the grade due date, in accordance with the Incomplete Grade Policy. No grade changes will be accepted after the student's degree has been conferred.

## Grade Dispute

### Purpose of Policy

The purpose of this policy is to provide students protection against receiving an unfair final grade, while at the same time respecting the academic responsibility of instructors. Instructors are responsible for all grade changes. Concerns about incompletes, make-ups and grades should be directed to them. A grade dispute shall be confined to charges of unfair action toward an individual student and may not involve challenging an instructor's judgement in assessing the quality of a student's work.

### Grounds for Dispute

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

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

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

A University College student has 7 business days after grades are due to contact an instructor regarding a disputed grade. The expectation is that the student and instructor resolve the grade disagreement informally in a collegial manner, but the instructors are under no obligation to change grades they consider accurate. Instructors have 7 business days after being contacted by a student to submit a grade-change request if warranted.

If the grade dispute cannot be resolved informally with the instructor, then the student may choose to submit a Grade Dispute Form to the appropriate Dean's Office. This form must identify the grounds for the dispute. The Dean's Office must notify the Registrar's Office immediately that a grade is being disputed. This notice would place any potential graduate into pending status and potentially delay degree conferral.

Any grade change requests made after 14 business days following the posting of grades will not be accepted by the Office of the University Registrar. In the case of extenuating circumstances, instructors may request a late grade change by contacting the CAO/VPAA.

Note: This policy does not apply to India Online students.

## Grade Scale and GPA

### Grading System - Undergraduate

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

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

### Grading System - Graduate

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

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

- Academic Renewal - Grades prefaced by "R" denote academic renewal
- Audit - AU
- Course Waived - WV
- Credit - CR
- Incomplete - I
- Incomplete/Fail - IF
- In Progress Passing - IP
- In Progress Transfer - IPT
- Mastery - MA\*
- Non-course work - NC
- Non-graded - NG
- Passing - P (equivalent to C or better at the undergraduate level, B or better at the graduate level)
- Satisfactory - S (equivalent to C or better at the undergraduate level, B or better at the graduate level)
- Transfer Credit - T
- Unearned F - UF
- Unsatisfactory - U
- Withdrawal - W
- Withdrawal Pass - WP
- Withdrawal Fail - WF

\*Note: "MA" grades are issued for College for America 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 quality points associated with MA grades, therefore there is no GPA for students in College for America programs.

### Grade Point Average

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

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

30 QP divided by 15 CR = 2.00 GPA

### Incomplete Grades

#### Purpose of Policy

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

#### Guidelines

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

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

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

## Incomplete Grades

### Purpose of Policy

In the case of extenuating circumstances the instructor may agree to give a student a final grade of *Incomplete*. Allowing a student an *Incomplete* grade is left to the instructor's discretion, and students should not assume that they will be allowed to complete work after the term has ended.

### Guidelines

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

- The instructor determines if the student may reasonably complete the work required within the 30 day incomplete grade completion time limit.
- The circumstances that have compelled the student to request the *Incomplete* are extenuating circumstances that are serious and unforeseen, such as, but not limited to, unexpected extended hospitalization, death of an immediate family member, or natural disaster.
- The student requesting the *Incomplete* has successfully completed the majority (70% of graded course assignments including discussion boards) and has a reasonable expectation that with the completion of the additional work, the student will be able to pass the course.
- Students may be allowed to complete missed discussion board assignments within an Incomplete period.
- The student must submit the outstanding course work to the instructor within 30 days of the end of the term.

### Incomplete Grade Process

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

1. Prior to the grade due date, the instructor must complete the Incomplete Grade Request which is forwarded to the registrar's office for processing.
2. On the Incomplete Grade Request the instructor indicates an expiration date for the student to submit outstanding course work that is no more than 30 days from the last day of the term. The instructor will have an additional seven calendar days after the student expiration date to grade and submit the Grade Change Request.
3. Provided that the instructor receives the student's completed course work on or before the expiration date, the instructor submits the Grade Change Request through the Service Portal that automatically routes to registrar's office authorizing the student's grade to be changed from "I" to the alpha grade earned.
4. Extensions beyond 30 days must receive Executive Director approval.

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

Note: This policy only applies to India Online students.

## IP Grade

For courses that span more than one academic term, IP/F grades will be used to indicate each student's academic progress at the end of each associated term. IP grades indicate In-Progress Passing.

For internship/practicum courses, students will be enrolled in a credit-bearing section in their first term. At the end of that term, the Office of the University Registrar (OUR) will email each instructor to confirm a final grade of "IP" if the student is passing, or "F" if the student is failing, along with the associated expiration date that will be set for 2 weeks from the end of the internship contract date, which will allow for submission of the final project as well as instructor grading. The student will then be enrolled in a 0-credit section for each subsequent term until the internship is completed. In each succeeding term, including the final term, the "IP"/"F" grading process will continue. After the last term ends, and prior to the expiration date, the instructor will submit a grade change form to the OUR with the final alpha grade. The OUR will then change all IP grades for all sections of the internship to that final alpha grade. IP grades for internships may never extend beyond 1 year.

For all other courses the OUR will email a course roster to each instructor to ask him/her to identify any students who are

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failing, and then enter the appropriate “IP” or “F” along with the expiration date. At the end of the final term, the OUR will email a course roster to each instructor to request final grades, and then the OUR will then change all IP grades for all sections of the course to that final alpha grade.

### Late Assignments

- Students must submit discussion board postings during the time frame indicated in the assignment rubric. Discussion board submissions will not be accepted for credit after the deadline.
- Students needing extra time may submit assignments, excluding discussion board postings, up to one week after the assignment due date. Students who submit work up to one week late will receive a penalty of 10 percent applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted. *Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.*
- Instructors will accept assignments, excluding discussion board postings, more than one week late if students have made prior arrangements with the instructor and the instructor agrees to an extension. Students who submit work late receive a penalty of 10 percent applied to the grade achieved on the late assignment. Students must meet the deadline agreed upon in advance with the instructor. *Students who do not meet the agreed- upon deadline will receive a grade of zero on the assignment.*
- Instructors may accept late work, including discussion board posts, with or without prior arrangement in the case of extenuating circumstances that are serious and unforeseen, such as, but not limited to, unexpected extended hospitalization, death of an immediate family member, or natural disaster. Exceptions to the late policy on these grounds are left to the instructor’s discretion, and students should not assume that they will be allowed to submit assignments after the due dates. A student who has experienced an extenuating circumstance that prevented him/her from submitting work on time must notify the instructor as soon as possible to arrange new deadlines. In instances where the instructor agrees to make an exception the late penalty will be waived. *Students who do not meet the deadline arranged with the instructor will receive a grade of zero on the assignment.*
  - If an instructor finds that he/she is unable to determine if an exception to the late policy would be appropriate without documentation, the collection and review of student documentation should be handled through the Dispute Resolution team in order to protect student privacy; in these cases, students should file a [Student Concern Dispute form](#) to have the circumstances reviewed.
- If a student is experiencing, or knows that he/she will be experiencing, a circumstance that is protected under the Americans with Disabilities Act or Title IX, including pregnancy, he/she is encouraged to contact the [Online Accessibility Center](#) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all alternative assignment deadlines established through the Online Accessibility Center.
- Students must submit the final assignment no later than the last day of the term. No assignments are accepted after the last day of the term.

Note: This policy only applies to India Online students.

### Repeating Courses

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

### Transfer Classification-Credit Hours

Transfer students with 15 or more transfer credit hours will be placed on the UT (University Transfer) catalog year.

Note: This policy does not apply to India Online students.

### Transfer Credit

#### Purpose of Policy

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

#### General Information

Only official transcripts are considered for transfer credit. Official transcripts must be sent directly from the issuing institution. SNHU accepts secure electronic transcripts from issuing institutions or scanned documents sent directly from our international articulation partners. Credit considered for transfer must be from the issuing institution; transfer credit

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posted on another institution's transcript will not be accepted. 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 program 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.

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

### Cohort-Based Programs

Transfer credit is generally not accepted and requires an exception from the respective Academic Dean.

### Collegiate Transfer Credit Sources

Courses accepted for transfer credit must be at college level from a regionally or nationally accredited institution listed by the Council for Higher Education Accreditation (CHEA) or the Department of Education (DOE/DAPIP).

### Other Transfer Credit Sources

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

1. Credit by Examination. Students may be awarded credit by passing examinations offered by College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES) Examination Program, the College Board Advanced Placement Examination (AP), the International Baccalaureate Diploma Programme (IBDP), ServSafe Certification exam, Series 7 – General Securities Representative Examination, NLN Nutrition Exam, New Hampshire Certified Management Program (CPMP), or Cambridge International Advanced-Level Examinations (A Level). For a complete list of the CLEP, AP, and DANTES exams that SNHU accepts, visit <https://www.snhu.edu/admission/transferring-credits/work-life-experience/testing-out>.
2. Prior Learning. Prior Learning Assessment (PLA) 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 program at SNHU.
3. Evaluation of Non-Traditional Learning Experiences. For evaluating non-traditional learning experience, SNHU recognizes the services of American Council on Education (ACE) and National College Credit Recommendation Service (NCCRS).
4. Industry-Recognized Certification. SNHU may also award credit for industry-recognized certification(s) that are not currently assessed for college credit by ACE/NCCRS and/or listed above upon departmental approval.
5. Credit for Courses in Other Postsecondary Settings. SNHU awards credit for some formal course work taken in non-accredited, postsecondary educational settings. These settings include postsecondary vocational and technical training, in-service training courses in the workplace, military service training programs and career-related workshops and seminars. In many cases, this type of training has been evaluated by ACE and criteria for awarding university credit is available in the various ACE guides in the Office of the University Registrar. Where there is no ACE criterion, SNHU may have to conduct an independent review of the training for the purpose of granting transfer credit. Students wishing to have their non-accredited, postsecondary course work evaluated should submit a letter requesting this evaluation, along with official transcripts or some original form of verification of successful completion of these courses, to the Office of the University Registrar. Students will be notified by the Office of the University Registrar if the experience warrants credit and, if so, the number of credits awarded and the requirements they satisfy.

### 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

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information, please contact your Academic Advisor.

### International Transfer Credit

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

**NOTE:** SNHU recognizes 3-year 180 ECTS credit bachelor's degrees (conferred after 2003, or year of [Bologna Process](#) adherence) from institutions in member countries that adhere to the Bologna Process as the equivalent of a 4-year 120 semester credit bachelor's degree from the United States. In order to validate equivalency, SNHU must receive official transcripts of the conferred degree along with a European Commission recognized [Diploma Supplement](#), both in English. *These international transcripts are excluded from the requirement of being evaluated by a recognized NACES or AICE international transcript evaluation agency.*

**NOTE:** Evaluations for on-campus international students are often conducted in-house by the International Admission Office staff.

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

### Undergraduate Transfer Credit Requirements

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

### College for America (CfA)-Transfer Credit Requirements

- **AA Programs**

Students who completed a minimum of 30 credit hours through one of SNHU pre-approved Partner Programs are allowed to transfer in these credits as a block. The transfer block must demonstrate student command of General Education content areas.

The remaining 30 credit hours must be completed at CfA following the direct assessment approach as outlined in the AA program requirements.

- **BA Programs**

Students enrolled in a CfA BA program with a completed Associate Degree (or the equivalent of 60 credit hours) are awarded a transfer block to fulfill the associate's degree portion of the BA program. The transfer block must demonstrate student command of General Education content areas. This allows the student to enroll directly into the BA program of their choice to complete the additional 60 credit hours that are needed.

**NOTE:** The transfer block portion of CfA programs may be accepted in any combination of courses and/or prior learning assessment (PLA) credit, in alignment with this policy. PLA credit is not permitted in CfA direct assessment portion of programs.

### Graduate Transfer Credit Requirements

Graduate courses accepted for transfer credit require a grade of "B" or higher and must have been completed within the last five (5) years. Some courses in certain subject areas, such as Accounting, may have a shorter expiration date to ensure that transfer credits meet present-day academic standards. Students should consult with their Admissions 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 or specialization: three (3) graduate-level credits;
- Low-Residency MFA students may transfer up to one (1) full semester of credit from another low-residency or full-residency MFA program in creative writing. A successfully completed semester at another low-residency or full-residency MFA program may be counted as one fifteen (15) credit semester in the Low-Residency MFA, which



## International Programs

includes both residency and semester coursework.

\*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.

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

### Doctoral Transfer Credit Requirements

No transfer credit will be applied to Doctoral programs.

### Transfer Evaluation Process

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

### Request to Take Courses at Another Institution

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

- Name of the institution
- Name and number of the course
- Anticipated completion date
- Course description
- Student's reason for taking the course elsewhere

Upon approval and once the course is completed, the student must arrange to have an official transcript sent to the Office of the University Registrar so that credit for the course may be applied toward degree completion.

**NOTE:** Nursing students may not transfer credit for nursing courses once they have enrolled at SNHU.

### Quarter Hour to Semester Hour Conversion

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

## Graduation and Commencement

### 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, admissions and/or a 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 rests with the President. The President at this moment delegates 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 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.
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, admissions and a 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.



## International Programs

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, admissions and/or a 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 admissions and/or a 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, admissions and/or a 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, admissions and/or a conferred degree, it shall be referred to the Vice President/University Registrar or Assistant Vice President of Academic Operations & Strategy.
2. Upon receipt of such information, the Vice President/University Registrar or Assistant Vice President of Academic Operations & Strategy 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, admissions and/or a conferred degree.
3. The Vice President/University Registrar or Assistant Vice President of Academic Operations & Strategy will contact the University Academic Record and Degree Revocation Committee to complete a further investigation, which will be completed within five calendar days. After such investigation, a report of the findings and recommendation will be sent to the University Chief Academic Officer.
4. The University Chief Academic Officer will determine if there is sufficient information to determine to revoke an academic record, admissions and/or a conferred degree and if so, he/she will issue a Notice of Intent to Revoke to the Student. If the University Chief Academic Officer determines that there is insufficient evidence to justify a revocation, no further action shall be taken.
5. The University Chief Academic Officer may direct the Vice President/University Registrar or Assistant Vice President of Academic Operations & Strategy 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 clear and convincing evidence that justifies the revocation of the Student's an academic record, admissions and a conferred degree under this policy. The Notice shall describe the evidence based on 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 thirty calendar days of confirmed receipt of the Notice, make a written request to the University Chief Academic Officer for a hearing. 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, admissions and/or a conferred degree should be revoked as well as 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. 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 thirty calendar days of confirmed receipt of the Notice, the University may revoke the academic record, admissions and/or a conferred degree without further proceedings.
4. If the Student requests a hearing, the University Chief Academic Officer shall use reasonable efforts to schedule such hearing no sooner than thirty and no later than sixty 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 fourteen 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.

## International Programs

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.
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 its 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, admissions and/or a conferred degree. The University shall schedule a hearing within sixty 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, admissions and/or a 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, admissions and/or a conferred degree. If the University Chief Academic Officer finds that the evidence establishes that the academic record, admissions and/or a conferred degree should be revoked, s/he shall also consider whether the Student should be permitted to complete the requirements for his or her 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 ten 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 establish that he/she received notice after the 60-day timeframe 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, admissions and/or a 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. 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.
4. 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.
5. The student is not relieved of any financial obligation unless it is determined that fees shall be reversed after a comprehensive review completed by Student Financial Services.

## Commencement Participation

### 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 Petition for Degree Conferral (commonly referred to as the Petition to Graduate). This link can be found under the Self Service section on the homepage of mySNHU. For full details on Degree and Certificate Conferral, click [here](#).

#### Participation in Commencement

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

#### Commencement Ceremonies

Southern New Hampshire University holds commencement ceremonies in the Spring and Fall. Guidelines for participation are as follows:

## International Programs

### Eligibility to Participate in a Spring Commencement Ceremony:

Candidates who have an anticipated conferral degree date between January 1 and May 31 can participate in a Spring Commencement ceremony.

To be eligible to participate in the Spring Commencement ceremony, UC students must complete the Petition for Degree Conferral by **December 1** and COCE students (including College for America students) must complete the Petition for Degree Conferral by **March 1**. All students must meet the following criteria:

- UC students must anticipate completing all program requirements by end of the Spring UC term.
- COCE students (including College for America students) must anticipate completing all program requirements 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).
- Doctoral Candidates have special guidelines. See **Doctoral Candidates**, below.

Students who anticipate a conferral date after May 31 are not eligible to participate in the Spring commencement ceremony, unless an appeal has been granted, based on the criteria described below (see Appeals to Participate in Spring Commencement, below).

### Appeals to Participate in Spring Commencement

In rare circumstances, a student who has submitted a Petition for Conferral by the required deadline, but has an anticipated conferral degree date after May 31 may be allowed to participate in the Spring Commencement ceremony. To be considered, the student must have an anticipated conferral degree date no later than July 1. They also must have a strong GPA.

### Late Petitions for Degree Conferral for Students Wishing to Participate in Spring Commencement

Students who submit a Petition for Degree Conferral after the UC December 1 and COCE (including College for America students) March 1 deadline and have an anticipated conferral degree date between January 1 and May 31 who hope to participate in the Spring Commencement ceremony **may** be approved by the Registrar 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.

### Spring Appeals Process

Students who believe they meet the anticipated conferral degree date criteria for participation or who have filed a late Petition for Degree Conferral and who wish to appeal should work with their academic advisors and forward the appeals to the Office of the University Registrar, who will make the final determination.

### Doctoral Candidates

Doctoral hooding will only be included in the Spring Commencement ceremony.

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

### Eligibility to Participate in a Fall Commencement Ceremony:

Candidates who have an anticipated conferral degree date between June 1 and December 31\* can participate in a Fall (midyear) Commencement ceremony.

To be eligible to participate in a Fall Commencement ceremony, UC and COCE students (including College for America students) must complete the Petition for Degree Conferral by **October 1**. All students must meet the following criteria:

- Students must anticipate completing all program requirements 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).

## International Programs

- Doctoral Candidates have special guidelines. See **Doctoral Candidates**, below and in the Spring guidelines.

Students who anticipate a conferral date after December 31 are not eligible to participate in the Fall commencement ceremony, unless an appeal has been granted, based on the criteria described below (see Appeals to Participate in Fall Commencement, below).

\* UC students that complete degree requirements in Fall Semester will have the option to participate in the Spring Commencement ceremony.

### Appeals to Participate in Fall Commencement

In rare circumstances, a student who has submitted a Petition for Conferral by the required deadline, but has an anticipated conferral degree date after December 31 may be allowed to participate in the Fall Commencement ceremony. To be considered, the student must have an anticipated conferral degree date no later than February 1. They also must have a strong GPA.

### Late Petitions for Degree Conferral for Students Wishing to Participate in Fall Commencement

Students who submit a Petition for Degree Conferral after the **October 1** deadline and have an anticipated conferral degree date between June 1 and December 31 who hope to participate in the Fall Commencement ceremony **may** be approved by the Registrar 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.

### Fall Appeals Process

Students who believe they meet the anticipated conferral degree date criteria for participation or who have filed a late Petition for Degree Conferral and who wish to appeal should work with their academic advisors and forward the appeals to the Office of the University Registrar, who will make the final determination.

### Doctoral Candidates

Doctoral hooding will only be included 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 Petition for Degree Conferral (commonly referred to as the Petition to Graduate). This link can be found under the Self Service section on the homepage of mySNHU.

### Participation in Commencement

Students are permitted to participate in only one commencement ceremony per degree. Conferral of your degree and participation in the commencement ceremony are two distinct events. Participation in the ceremony does not indicate degree completion. Degree conferral is only confirmed when recorded on the official transcript. Those earning certificates are not eligible to participate in any commencement ceremony. For full details on participation in commencement, click [here](#).

### Petition for Degree Conferral Deadlines: Undergraduate Day School Students:

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

## International Programs

<b>For a conferral date of:</b>	January 1, 2021	May 2021 Commencement Ceremony
<b>Petitions to Graduate are due no later than:</b>	October 1, 2020	December 1, 2020
<b>Program requirements must be complete and grades must be received and verified by the University Registrar by:</b>	December 30, 2020	May 5, 2021
<b>Conferral Posted Date:</b>	January 15, 2020	10 business days after May 2021 Commencement Ceremony

### **University College Graduate Students and College of Online and Continuing Education Graduate and Undergraduate Students:**

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

#### **College for America Students:**

In order to have a degree conferred, College for America (CfA) students must complete the Petition to Graduate process no later than the 15th of the current month to qualify for conferral on the 1st of the next calendar month. They may do so by either utilizing the link provided to them within their congratulatory graduation email sent by Student Affairs upon completion of their program, or through the Petition to Graduate link under the Self Service section on the mySNHU/CfA homepage. College for America students will need to petition both eligible programs:

- UG - Student's Undergraduate Degree Program (ex. AA.GST)
- CFA - Student's Competency Program (ex. AA.GST.CFA)

Failure to petition for both programs may result in a delay to the graduation process. Students may contact Student Affairs with questions related to the Petition to Graduate link.

#### **Graduation Fee:**

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

#### **Conferral Dates:**

Degrees are conferred 15 times per year: the first of every month, the dates of the May and 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 ten business days following the conferral date is required to post the conferral information to the record.

#### **Diplomas and Certificates**

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

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

All credentials will be issued within 20 business days of the degree conferral date provided the student has met all financial obligations. If the student has an outstanding financial obligation, he or she will need to contact the Office of Credit and Collections to settle the balance. The Office of Credit and Collections will then notify the Office of the University Registrar. The student needs to verify their mailing address prior to the diploma being sent out.

If the student does not receive their diploma 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. We will send the student another diploma. However, if the diploma mailing address was not updated, the student will need to provide the updated address and pay the cost of a replacement diploma (\$30).

## **Degree and Certificate Requirements**

### **Undergraduate Students**

# International Programs

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

## Undergraduate Certificate

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours of institutional work taken at SNHU.
3. An overall undergraduate level GPA of 2.0 or higher.

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

## Graduate Students

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

### Ph.D. in International Business

1. Complete a minimum of 39 credit hours of required doctoral level courses, and possibly up to 15 credit hours of master's level international business courses as prerequisites for the doctoral level courses.
2. Complete and satisfactorily pass all written/oral comprehensive examinations.
3. Submit and receive approval of dissertation topic.
4. Finalize and receive approval of dissertation research.
5. Complete with a GPA of 3.0 or higher.
6. Complete the program within 8 years of their first day of their first term. Doctoral students who are enrolled in the PhD International Business program for more than eight (8) years (calculated by using the first term of enrollment) are dismissed from the program.

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

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

## Master's Degree

1. All prescribed courses and program requirements.
2. A minimum of 24 credit hours of institutional credits taken at SNHU, with no more than four transfer courses, a maximum of 12 transfer credit hours.  
*Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty servicemembers and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty servicemembers and their family members. Academic residency can be completed at any time while active-duty servicemembers and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.*
3. An overall graduate level GPA of 3.0 or higher.
4. No more than two grades of "C" or "C+" within the program's prescribed courses.
5. Completion within 8 years of the first day of the first term.

## Graduate Certificate

## International Programs

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

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

### College for America Students

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

#### Certificate:

- Mastery of 30 Competencies through the CFA program

#### Associates:

- Mastery of 60 Core Competencies through the CFA program

#### Bachelors:

- Satisfactory completion of all requirements for the CFA AA in General Studies degree OR approval to begin the BA program with the 60 Advanced Competencies
- Mastery of the 60 Advanced Competencies required by each degree through the CFA program

***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

Associate degree-seeking students must complete a minimum of 15 institutional credit hours with SNHU. Bachelor's degree-seeking students must complete 30 institutional credit hours from SNHU. Graduate degree-seeking students must complete a minimum of 24 institutional credit hours from SNHU. Institutional credit requirements cannot be fulfilled by developmental courses. Bachelor's degree candidates must complete a minimum of 12 institutional credit hours within the major beyond required school core courses. Associate degree candidates must complete a minimum of 9 institutional credit hours within the major. For a minor, an optional bachelor's degree component, students must complete a minimum of 9 credit hours of institutional credit, and for a certificate, students must complete a minimum of 12 credits. Approved international study and consortium courses are considered to be institutional credit.

Students may use the same institutional credit to fulfill requirements for their first certificate and degree of the same level. For additional certificates, students must complete a minimum of 9 additional institutional credits. For additional associate degrees, students must complete a minimum of 15 additional institutional credits. For additional bachelor degrees, students must complete a minimum of 30 additional institutional credits. For additional graduate degrees, students must complete a minimum of 21 additional institutional credits.

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

## Non-Conferred Completer (NCC)

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

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

## International Programs

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

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

## Posthumous Degree

An academic degree or certificate may be awarded posthumously or to a student who is permanently incapacitated if at least 75 percent of the program institutional credit 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 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.

## Miscellaneous

### Class Cancellations

As online courses are accessible 24/7, there are no course cancellations.

#### Cancellation and Refund Policy

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

1. Applicants may cancel the Enrollment Agreement at any time prior to the start of classes. All payments made to the school will be refunded in full within 30 days.
2. If an Applicant enrolls and then withdraws or is dismissed before completion of the term for any reason, the tuition charged for the completed portion of the term will be calculated according to the Refund Schedule below:

#### Refund Schedule

Tuition Refund	Cancel Date	Charge	Refund
Prior to the start of the term	Prior to the start of the term	0%	100%

Withdrawal Date	Charge	Refund
Calendar Day 1 through Day 7	0%	100%
Calendar Day 8 through Day 14	50%	50%
Calendar Day 15 and above	100%	0%

This Refund Policy is used to calculate the refund of institutional charges. The last date of attendance is used for the calculations. Any refund of institutional charges is credited to the student's account within 30 days of determining the student is no longer enrolled.

Note: This policy applies only to India Online students.

## 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 (associates, 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 are comprised of discipline-specific (or interdisciplinary) coursework. At least 12 credit hours must be institutional credits completed at SNHU.
- **Associates Degree.** A degree granted for the successful completion of a pre-baccalaureate program of study equivalent to two years of full-time study. An associates degree includes the equivalent of a minimum of 60 credit hours drawn from general education courses, electives, and courses required for a specific major. At least 15 credit hours must be institutional credits completed at SNHU. Associates 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. At least 30 credit hours must be institutional credits completed at SNHU.



## International Programs

- **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. At least 12 credit hours must be institutional credits completed at SNHU. Successful completion of a competency-based program of study fulfills graduation requirements.
- **Master's Degree.** A degree awarded for successful completion of a post-baccalaureate program of study. A master's degree includes the equivalent of a minimum of 30 credit hours, with most requiring 36 or more credit hours. All coursework must be at the post-baccalaureate level. At least 24 credit hours must be institutional credits completed at SNHU.
- **Doctorate Degree.** A degree awarded for successful completion of a program of advanced study and scholarly work equivalent to at least 3-years of full-time study beyond the master's degree level. A doctoral degree includes at least 39 credit hours (but may require substantially more) and commonly requires a dissertation, comprehensive exam(s), or a comparable exit option. Required credit hours vary according to discipline and the speed at which the student candidate can complete the work.

### Academic Renewal

The purpose of Academic Renewal is to provide students who have been academically unsuccessful in the past with an academic fresh start in terms of cumulative GPA. Academic Renewal is only granted once at the undergraduate and/or graduate level, and students are not able to return to the program(s) for which it was granted. See academic catalog for policy requirements.

### 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.

### 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 fifty percent 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.

### Capstone

A capstone is a culminating experience in which students apply the knowledge, skills, and abilities of their degree program to a project or similar demonstration of competency. A capstone generally does not introduce new content for students to learn, but rather asks them to demonstrate that they can integrate their learning into a cohesive body of work.

### Commencement

The formal celebration for those who have completed or are near completing all requirements for their chosen program. Students may have already had their degrees conferred or may be completing final requirements and anticipate conferral at a later date. Participation in the Commencement ceremony does not mean that your degree is conferred (see below). There is only one annual Commencement ceremony weekend for SNHU, held in May, following the end of spring semester. Students may participate in one commencement ceremony for each degree conferred.

### 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 nine 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 residency requirements.

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

### Conferral

The actual posting of a degree to your academic record (transcript). This is the SNHU's official seal of approval, indicating that all degree requirements are complete. Conferral can take place before or after the Commencement ceremony and conferrals take place once a month.

# International Programs

## Conferral Date

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 MFA commencement ceremonies.

## Course Numbering

001-099	Developmental coursework; does not count toward total hours needed for degree completion.
100-299	Lower division coursework; introductory level.
300-499	Upper division course work.
500-799	Graduate level course work.
800-999	Doctorate level 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. Federal regulations define a credit hour under Section 600.2 and 600.24(f) of the Higher Education Opportunity Act as: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

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

## Credit Load

Students attending at a less than half-time credit load status: 1) student loans will not go into deferment, 2) eligibility for other benefits may be affected. Credit load is defined by academic level as well as degree program in some instances. See the academic catalog for credit load requirements.

## Double Major

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

## Dual Degrees

A student seeking to earn an additional degree of the same level must complete additional institutional credits and complete all other requirements of the new degree. Dual degrees may be pursued concurrently. Students seeking another associates degree must complete at least 15 additional institutional credit hours. Students seeking another bachelor's degree must complete at least 30 additional institutional credits; no more than two courses in the new major may overlap with the major(s) of the previous degree(s). Students seeking another master's degree must complete at least 21 additional institutional credits. Students will receive individual diplomas for each degree that they earn. For details on credit requirements for each additional degree, reference the Institutional Credits Requirements Policy.

## Elective Courses

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

## Foundation Courses, Graduate

Certain master's degree programs may require foundational coursework as a prerequisite to core program requirements. Graduate program foundation courses serve to identify essential knowledge requirements for the respective program.

## General Education Requirements

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

## International Programs

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

Students pursuing a bachelor's degree must complete the equivalent of a minimum of 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 current catalog. To meet program of study completion requirements, students must meet certain GPA requirements:\*

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

\* There are no quality points associated with competency based MA grades, therefore there is no GPA for students in competency based programs.

### Graduation

A term 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.

### 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.

### Major

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

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

### Minor

A minor is an optional secondary area of emphasis for 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 fifty percent 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.

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

### 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.

# International Programs

## 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 academic catalog for policy requirements.

## School Core

The School of Business and the School of Arts, Sciences, and Education have core requirements as part of their programs. The School of Business Core is comprised of 10 courses designed to meet program accreditation standards. The School of Arts, Sciences, and Education Required Courses are three courses from arts and sciences disciplines that complement each major.

## Seminar

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

## Specialization

Used interchangeably with concentration or track. This term is being phased out in favor of the term concentration.

## College for America Programs Key Terms

- A **Competency** is a "can do" statement, such as "can define and use marketing terminology and concepts" or "can generate a variety of approaches to addressing a problem." At CfA you master Competencies by completing Projects.
- **Course Equivalency**: One credit equivalency is earned with the mastery of each competency, and these are mapped to course equivalencies.
- **Projects** are workplace relevant activities that enable you to demonstrate mastery of Competencies.
- **Mastery** lies at the heart of the College for America program. At CfA, you work on Projects that enable you to demonstrate what you know and can do. You either complete a Project by mastering a given set of Competencies, or you receive a 'Not Yet.'
- **Not Yet**: If you receive a 'Not Yet' from a Reviewer . . . Congratulations! A 'Not Yet' indicates that you are on your way to mastering the Competencies inside the Project. When you receive a 'Not Yet,' you also receive detailed and targeted feedback from the Reviewer, so you know what you need to do to master the Competencies in that Project. The Reviewer may recommend resources for you to review or offer encouraging and specific suggestions to help you move toward mastery. You can continue to submit the Project until you achieve mastery of all the Competencies. Feel free to ask the Reviewer for clarification on the feedback, the Rubric criteria, or talk to your Advisor/Coach if you have questions.
- **Kudos**: Each week you should complete academic activities and earn Kudos. Kudos are participation points that help keep you on track to reaching your goals. You earn Kudos for completing academic activities. See the student handbook for more details.

## Institutional Review Board and Institutional Research Review Board Summary

### COCE and India Online

The COCE IRB shall protect the rights and welfare of human subjects recruited to participate in research activities conducted on or by COCE stakeholders. The COCE IRB shall have 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. The COCE IRB follows SNHU's [Institutional Research Review Board Policies and Procedures Manual](#)

The members are charged to:

- Review all proposals involving human subject research conducted at SNHU COCE and/or in collaboration with other institutions. This includes all human subject research conducted under the direction of any employee or agent in connection with his or her institutional responsibilities or use of SNHU's name or academic or nonacademic titles.
- Approve, require modifications to, or disapprove the aspects of research activities that involve human subjects.
- Notify applicants of decisions made by the board concerning their proposed research.
- Conduct periodic reviews of ongoing research projects that involve human subjects and maintain records of review proceedings, decisions, and activities, in accordance with federal and SNHU guidelines, for at least three (3) years following completion of the projects.
- Develop policies, procedures, and instruments needed to align SNHU policies with the scope and purpose of the COCE IRB and disseminate those policies, procedures, and instruments to the COCE community.

Membership:

Federal regulations dictate that IRB membership will include:

## International Programs

- at least five members that come from varied demographic backgrounds and professions,
- at least one member whose primary concerns are in nonscientific areas,
- at least one member whose primary concerns are in a scientific area, and
- at least one member who is not otherwise affiliated with the institution.

### Voting Members:

- Chaired by an academic staff member with considerable experience with IRBs and/or research compliance, appointed by COCE CAO or designee,
- vice chaired by an academic dean or staff member with considerable experience with IRBs and/or research compliance, appointed by COCE CAO or designee,
- one graduate full-time faculty representative appointed by the Chair,
- one undergraduate full-time faculty representative appointed by the Chair,
- one adjunct faculty representative appointed by the Chair,
- one student representative appointed by the Chair, and
- one outside community member that is a person who is not otherwise affiliated with SNHU and appointed by the Chair.

### Non-Voting Members:

- legal/regulatory/compliance representative, and
- an IRB Administrator selected by the Chair.

### Officer Duties:

The Officers of the COCE IRB shall be a Chair, a Vice Chair, and an IRB Administrator. In addition to the standard duties, the Chair shall invite researchers to meetings as appropriate, ensure that each element of review is covered in meetings, and serve as a liaison between researchers and the IRB.

### Term of Office:

The COCE IRB Chair and Vice Chair serve for a three (3) year term. Other members serve for a two (2) year term.

### Meetings:

The COCE IRB shall meet bimonthly at minimum, including throughout the summer.

## **University Campus, Global Education Movement (GEM), Vietnam National University - University of Languages & International Studies (VNU-ULIS), English as a Second Language (ESL), and INTI International University & Colleges (INTI)**

The UC IRB shall protect the rights and welfare of human subjects recruited to participate in research activities conducted on or by UC stakeholders. The UC IRB shall have 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. The UC IRB follows SNHU's Institutional Review Board (IRB) Handbook.

### The members are charged to:

- Review all proposals involving human subject research conducted at SNHU and/or in collaboration with other institutions. This includes all human subject research conducted under the direction of any employee or agent in connection with his or her institutional responsibilities or use of SNHU's name or academic or nonacademic titles.
- Approve, require modifications to, or disapprove the aspects of research activities that involve human subjects.
- Notify applicants of decisions made by the board concerning their proposed research.
- Conduct periodic reviews of ongoing research projects that involve human subjects and maintain records of review proceedings, decisions, and activities, in accordance with federal and SNHU guidelines, for at least three (3) years following completion of the projects.
- Develop policies, procedures, and instruments needed to align SNHU policies with the scope and purpose of the UC IRB and disseminate those policies, procedures, and instruments to the UC community.

### Membership:

Federal regulations dictate that IRB membership will include:

- at least five members that come from varied demographic backgrounds and professions,
- at least one member whose primary concerns are in nonscientific areas,
- at least one member whose primary concerns are in a scientific area, and
- at least one member who is not otherwise affiliated with the institution.

### Voting Members:

## International Programs

- Chaired by an academic staff member with considerable experience with IRBs and/or research compliance, appointed by UC CAO or designee,
- vice chaired by an academic staff member with considerable experience with IRBs and/or research compliance, appointed by UC CAO or designee,
- one outside community member that is a person who is not otherwise affiliated with SNHU and appointed by the CAO or designee.

### Non-Voting Members:

- CAO or designee, and
- a Secretary (Project Analyst/IRB Administrator) selected by the Chair.

### Officer Duties:

The Officers of the UC IRB shall be a Chair, a Vice Chair, and Secretary (Project Analyst/IRB Administrator). In addition to the standard duties, the Chair shall invite researchers to meetings as appropriate, ensure that each element of review is covered in meetings, and serve as a liaison between researchers and the IRB.

### Term of Office:

The UC IRB Chair and Vice Chair serve for a three (3) year term. Other members serve for a one (1) year term.

### Meetings:

The UC IRB does not have scheduled meetings and will meet as required.

## IRB Forms

[https://my.snhu.edu/Offices/AcademicAffairs/Pages/InstitutionalReviewBoard\(IRB\).aspx](https://my.snhu.edu/Offices/AcademicAffairs/Pages/InstitutionalReviewBoard(IRB).aspx)

## 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 Schedules

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.

# International Programs

## **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, and 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.

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, electronic or machine readable records should undergo multiple overwrites, physical destruction, or degaussing. E-mails 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	

#### Student Academic Records

##### Retention Period: 5 years from receipt



## International Programs

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	
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

## International Programs

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, eg. by class, by course, totals, headcount, 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

## International Programs

Transcripts - other colleges	Including college courses in progress documents and request for final transcript letters
Thesis/Dissertation	

### 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 U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

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

Family Policy Compliance Office  
U.S. Department of Education

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400 Maryland Avenue, SW  
Washington, DC 20202-5901.

## SNHU Directory Information

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

SNHU has designated the following information as directory information:

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

If you do not want SNHU to disclose directory information from your education records without your prior written consent, you must notify the University in writing. 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 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 list. 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

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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 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.

### Students Forwarding SNHU Email to Personal 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 who choose to forward email from their official university email address to a non-university email system are solely responsible for all consequences arising from such forwarding arrangements. These may include, but are not limited to, any failure by the non-university system to deliver or retain official University communications, lost or misdirected communications, including those that result in violation of FERPA privacy regulations. Students communicating from a non-university email address may be asked to resend from their SNHU email in order to receive a response or action.

### 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 assure that no protocol of the issuing institution is circumvented, a student must contact the originating school for a copy of that transcript.

## Rights and Responsibilities

### Disability Access Statement

#### Campus

Individuals with disabilities requiring accommodations may contact the Campus Accessibility Center at 603.644.3118 or [cac@snhu.edu](mailto:cac@snhu.edu).

#### Online

Individuals with disabilities requiring accommodations may contact the Online Accessibility Center at 1-866-305-9430 or [oac@snhu.edu](mailto:oac@snhu.edu).

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

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

Consistent with all applicable federal and state laws, rules, regulations and ordinances (e.g. Title III, Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act as amended), and 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 because of race, color, creed, ethnicity, sex, religion, national origin, citizenship, marital or parental status, disability (including intellectual disability), age, gender, gender identity or expression, sexual orientation, pregnancy, veteran/military status, genetic information, or on any other legally prohibited basis.

#### Discrimination Complaint Process

The University will respond swiftly to concerns raised about behavior that is considered discriminatory, harassing or

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hateful. Complainants can expect a thorough investigative process which is outlined in the [Discrimination Complaint Protocol](#).

- **University College - Campus Students** may file a report in one of two ways. First by filing a report in person with the Office of Public Safety or by filing an online [Incident Form](#). A staff member from the Office of Community Standards or Title IX Coordinator and Equity Officer will be in touch once a report is filed.

### **Campus Students - Contact Information:**

Public Safety

2500 North River Road, Manchester, NH 03106

603.645.9700

- **Global Campus - Online Students and College for America Students** may file an online [Student Dispute Form](#) through the Office of Dispute Resolution and Student Conduct.

### **Online and College for America Students - Contact Information:**

Dispute Resolution

2500 North River Road, Manchester, NH 03106

855-414-6142

- **Contact Information for Employees:**

Human Resources

2500 North River Road, Manchester, NH 03106

603.644.3146

Contact your Human Resources Business Partner or submit a [Complaint Notification Form](#).

- **Title IX - sexual misconduct, sex discrimination or sexual harassment inquiries should be addressed to:**

Title IX Coordinator/Equity Officer

The Green Center

2500 North River Road

Manchester, NH 03106

[titleix@snhu.edu](mailto:titleix@snhu.edu)

603.644.3188

## **Sexual Misconduct**

### **1. Introduction**

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- 1.1** 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.
- 1.2** 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 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 whether the alleged conduct did or did not violate policy.



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### 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

**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.

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### 2.18

**Remedies** are actions taken by 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:

<b>I.</b>	Prostituting another person;
<b>II.</b>	Recording images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness without that person's Consent;
<b>III.</b>	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,
<b>IV.</b>	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.
<b>V.</b>	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.

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- 2.26 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.

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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:

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	<b>A. Sex Offenses, Forcible:</b> 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>B. Rape:</b> 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).	
	<b>C. Forcible Sodomy:</b> Oral or anal sexual intercourse with another person, forcibly, and/or against that person's 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.	
	<b>D. Sexual Assault with an Object:</b> 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.	
	<b>E. Forcible Fondling:</b> 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.	
	<b>F. Sex Offenses, Non-forcible:</b>	
	<b>i. Incest:</b> Non-forcible sexual intercourse, between persons who are related to each other, within the degrees wherein marriage is prohibited by law.	
	<b>ii. Statutory Rape:</b> Non-forcible sexual intercourse, with a person who is under the statutory age of Consent.	
	<b>G. Dating Violence,</b> defined as: violence committed by a person—	
	<b>i.</b> who is or has been in a social relationship of a romantic or intimate nature with the victim; and	
	<b>ii.</b> where the existence of such a relationship shall be determined based on a consideration of the following factors:	
	<b>1.</b> The length of the relationship;	
	<b>2.</b> The type of relationship;	
	<b>3.</b> The frequency of interaction between the persons involved in the relationship.	
	<b>H. Domestic Violence,</b> 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.	
	<b>I. Stalking,</b> defined as: engaging in a course of conduct, on the basis of sex, directed at a specific person, that	
	<b>i.</b> would cause a reasonable person to fear for the person's safety, or	
	<b>ii.</b> the safety of others, or	
	<b>iii.</b> 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.

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### 3.5 Force, Coercion, Consent, and Incapacitation

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

<b>I. Force:</b>	
	<p>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.</p> <p>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.</p>
<b>II. Coercion:</b>	
	<p>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.</p> <p>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 sober, reasonable person.</p> <p>Under New Hampshire state Law, a person under thirteen years of age cannot Consent to any form of sexual contact. Individuals between the age of thirteen and sixteen cannot Consent to penetrative sexual activity. Individuals between the age of thirteen and sixteen cannot Consent to non-penetrative sexual activity with individuals who are more than five years older than they are. Individuals older than sixteen years of age can legally Consent to sexual activity.</p>

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### **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, constitutes 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**

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## 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:

<b>I.</b>	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;
<b>II.</b>	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;
<b>III.</b>	annual training for Investigators on issues of relevance to create an investigative report that fairly summarizes relevant evidence;
<b>IV.</b>	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;
<b>V.</b>	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 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 webpage, 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 member 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

<b>I. Students:</b>	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.
<b>II. Employees:</b>	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, preventative 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 in the area of the Manchester/Hooksett campus include the following:

<b>Elliot Hospital</b> <b>4 Elliot Way, Manchester, NH 03013</b> <b>(603) 669-5300</b>
<b>Catholic Medical Center (CMC)</b> <b>100 McGregor St, Manchester, NH 03102</b> <b>(603) 668-3545</b>
Sexual Assault and Domestic Violence resources in New Hampshire and the Manchester area include:
<b>New Hampshire Sexual Assault Hotline</b> <b>1-800-277-5570</b>
<b>New Hampshire Domestic Violence Hotline</b> <b>1-866-644-3574</b>

### 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 is comprised of thirteen 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, socio-economic status, race, national origin, immigration status or religious or political affiliation.

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

<b>Crisis Center of Central New Hampshire (CCCNH)</b> <b>PO Box 1344, Concord, NH 03302-1344</b> <b>Crisis Line: 1-866-841-6229</b> <b>Office: 603-225-7376</b>
<b>YWCA Crisis Service</b> <b>72 Concord Street, Manchester, NH 03101</b> <b>Crisis Line: 603-668-2299</b> <b>Manchester Office: 603-625-5785</b> <a href="http://www.ywcanh.org">www.ywcanh.org</a>

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.

## International Programs

### 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 <a href="http://www.healthynh.com">www.healthynh.com</a>	
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### 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 twenty-four 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 [webpage](#). 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 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.

# International Programs

## 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 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

## International Programs

### 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 life 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:

	<b>Hooksett Police Department</b> 15 Legends Dr. Hooksett, NH 03106 (603) 624-1560	
	<b>Manchester Police Department</b> 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.

## International Programs

### 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 U.S. Department of Education Office for Civil Rights.

U.S. Department of Education 8th Floor 5 Post Office Square Boston, MA 02109-3921 Telephone: (617) 289-0111 Facsimile: (617) 289-0150 <a href="mailto:OCR.Boston@ed.gov">Email: OCR.Boston@ed.gov</a>
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The Regional Office serving New Hampshire can be contacted at:

U.S. Department of Education 8th Floor 5 Post Office Square Boston, MA 02109-3921 Telephone: (617) 289-0111 Facsimile: (617) 289-0150 <a href="mailto:OCR.Boston@ed.gov">Email: OCR.Boston@ed.gov</a>
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### 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 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

<b>I.</b>	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 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.
<b>II.</b>	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 <a href="mailto:d.brezinski@snhu.edu">d.brezinski@snhu.edu</a> . 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

# International Programs

## 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.

### **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.

## International Programs

### 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

## International Programs

## 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 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 HelpU [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 be 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 be used for professional purposes, such as the date of the report, date of the incident, and general location of the incident. The University's system of mandatory reporting or other obligations

## 14. Confidential Resource Advisors

**Confidential Resource Advisors** – For example, New Hampshire has a mandated reporter law for when a person reasons to suspect that a child has been abused or neglected” (R.S.A. §169-C:29), which requires “As required by the New Hampshire state of health and human services designated confidential eighteen Responder Advisors reporting shall apply the Required Report and a newly shall the (RSA 169-C:29) as New students has confidentializing a student and the procedure appropriate persons who is presentation of a case has knowledge of a child being in a reporting process, reported the hazing to law enforcement or educational tion authorities. (RSA 631:7).

For purposes of this Policy, all University-appointed and trained Advisors within the Grievance Department that designate as Confidential Restorative Advisors, advise selected disputing parties from outside the Grievance Process. Confidential Restorative Advisors are designated as Confidential Restorative Advisors as they are not attorneys or trained or vetted by the University.

University and its parents, Garippari Safety should be aware that legal proceedings are underway to the courts. Equipped by Federal law, A minor's undernervous Harp's potential applies of information that for the Court is not 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 Measures and Emergency Removal 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

## 8. Supportive Measures and Emergency Removal



## International Programs

### 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.

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:

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

## International Programs

<b>I.</b>	<b>Emergency Removals</b>
	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>II.</b>	<b>Administrative Leaves</b>
	<p>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.</p>

## International Programs

### 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.

<b>I.</b>	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).
<b>II.</b>	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 Timeframe for Response & Grievance Process

The University will conduct a timely review of complaints processed under either grievance process. Absent extenuating circumstances, review and Resolution is 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 5 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:

<b>I.</b>	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.
<b>II.</b>	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.
<b>III.</b>	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.
<b>IV.</b>	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).
<b>V.</b>	The Title IX Coordinator works with the Complainant to ensure they are aware of the right to have an Advisor.

## International Programs

<b>VI.</b>	<p>The Title IX Coordinator works with the Complainant to determine whether the Complainant seeks supportive measures only, an Informal Resolution option (only after filing a Formal Complaint), or a formal investigation and grievance process.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><b>A.</b></td><td>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.</td></tr> <tr> <td style="text-align: center;"><b>B.</b></td><td>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. 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† 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".

## International Programs

### 9.2 Dismissal (Mandatory and Discretionary)

	<b>I.</b> The University must dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:	
	<b>A.</b>	The conduct alleged in the Formal Complaint would not constitute Sexual Harassment as defined in the Policy hereinabove, even if proved; and/or
	<b>B.</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
	<b>C.</b>	The conduct did not occur against a person in the United States.
	<b>II.</b> The University may dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing:	
	<b>A.</b>	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>B.</b>	The Respondent is no longer enrolled in or employed by the University; or
	<b>C.</b>	Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.
<p>Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the Parties.</p> <p>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.</p>		

### 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).

## International Programs

I.	<p><b>Who Can Serve as an Advisor</b></p> <p>The Advisor may be a friend, mentor, family member, attorney, or any other individual a Party chooses to advise, support, and/or consult with them throughout the Resolution process. The Parties may choose Advisors from inside or outside of the University community.</p> <p>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.</p> <p>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.</p> <p>Parties also have the right to choose not to have an Advisor in the initial stages of the Resolution process, prior to a hearing.</p>
II.	<p><b>Advisors in Hearings/The University-Appointed Advisor</b></p> <p>Under U.S. 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.</p> <p>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.</p>
III.	<p><b>Advisor's Role</b></p> <p>The Parties may be accompanied by their Advisor in all meetings and interviews at which the 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.</p> <p>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.</p>

## International Programs

<b>IV.</b>	<p><b>Advisor Violations of University Policy</b></p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>V.</b>	<p><b>Sharing Information with the Advisor</b></p> <p>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.</p> <p>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.</p>
<b>VI.</b>	<p><b>Privacy of Records Shared with Advisor</b></p> <p>Advisors are expected to maintain the privacy of the records shared with them, except where their advisees provide express permission to share private information.</p>

## International Programs

<b>VII.</b>	<p><b>Expectations of an Advisor</b></p> <p>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.</p> <p>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.</p>
<b>VIII.</b>	<p><b>Expectations of the Parties with Respect to Advisors</b></p> <p>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).</p> <p>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.</p>

§ "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.



## International Programs

### I. Informal Resolution Options

Informal Resolution can include three different approaches:

<b>A.</b>	When the Parties agree to resolve the matter through an offered alternate resolution mechanism including mediation, restorative practices, etc.;
<b>B.</b>	When the Respondent accepts responsibility for violating policy, and desires to accept a Sanction and end the resolution process; or
<b>C.</b>	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:

<b>A.</b>	The Parties' amenability to Alternate Resolution;
<b>B.</b>	Likelihood of potential Resolution, taking into account any power dynamics between the Parties;
<b>C.</b>	The Parties' motivation to participate;
<b>D.</b>	Civility of the Parties;
<b>E.</b>	Whether an emergency removal is needed;
<b>F.</b>	Skill of the Alternate Resolution facilitator with this type of complaint;
<b>G.</b>	Complaint complexity;
<b>H.</b>	Emotional investment of the Parties;
<b>I.</b>	Rationality of the Parties;
<b>J.</b>	Goals of the Parties;
<b>K.</b>	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.

# International Programs

The Formal Grievance Process relies on the Grievance Process Pool ("the Pool") to carry out the process.

<b>I. Pool Member Roles</b>																							
<b>A. Roles</b>	<p>Members of the Pool are trained, and can serve in in the following roles, at the direction of the Title IX Coordinator:</p> <table> <tr> <td><b>1)</b></td><td>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)</td></tr> <tr> <td><b>2)</b></td><td>To serve in a facilitation role in Informal Resolution under the direction of the Title IX Coordinator</td></tr> <tr> <td><b>3)</b></td><td>To investigate complaints</td></tr> <tr> <td><b>4)</b></td><td>To serve as a hearing facilitator (process administrator, no decision-making role)</td></tr> <tr> <td><b>5)</b></td><td>To serve as a Decision-Maker, either individually or as part of a panel, regarding the complaint</td></tr> <tr> <td><b>6)</b></td><td>To serve as an Appeal Decision-maker</td></tr> </table>	<b>1)</b>	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)	<b>2)</b>	To serve in a facilitation role in Informal Resolution under the direction of the Title IX Coordinator	<b>3)</b>	To investigate complaints	<b>4)</b>	To serve as a hearing facilitator (process administrator, no decision-making role)	<b>5)</b>	To serve as a Decision-Maker, either individually or as part of a panel, regarding the complaint	<b>6)</b>	To serve as an Appeal Decision-maker										
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<b>II. Pool Member Appointment</b>																							
<p>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.</p> <p>The University reserves the right to supplement the pool on an as-needed basis with individuals from external service providers, consultants, or other firms.</p>																							
<b>III. Pool Member Training</b>																							
<p>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:</p> <table> <tr> <td><b>A.</b></td><td>The scope of this Policy and associated procedures</td></tr> <tr> <td><b>B.</b></td><td>The scope of the University's programs and activities</td></tr> <tr> <td><b>C.</b></td><td>The definition of Sexual Harassment</td></tr> <tr> <td><b>D.</b></td><td>How to conduct an investigation and grievance process including hearings, appeals, and Informal Resolution processes, as applicable</td></tr> <tr> <td><b>E.</b></td><td>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</td></tr> <tr> <td><b>F.</b></td><td>Any technology to be used at a live hearing</td></tr> <tr> <td><b>G.</b></td><td>Issues of relevance of questions and evidence</td></tr> <tr> <td><b>H.</b></td><td>For those filling the Investigator role, Issues of relevance to create an investigation report that fairly summarizes relevant evidence</td></tr> <tr> <td><b>I.</b></td><td>Reporting, confidentiality, and privacy requirements</td></tr> <tr> <td><b>J.</b></td><td>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</td></tr> <tr> <td><b>K.</b></td><td>For Decision-Makers, how to determine appropriate Sanctions in reference Sexual Harassment findings.</td></tr> </table> <p>All Pool members are required to attend these trainings. The materials used to train all members of the Pool are publicly posted here: <a href="https://www.snhu.edu/consumer-information/title-ix-sexual-misconduct">https://www.snhu.edu/consumer-information/title-ix-sexual-misconduct</a></p>		<b>A.</b>	The scope of this Policy and associated procedures	<b>B.</b>	The scope of the University's programs and activities	<b>C.</b>	The definition of Sexual Harassment	<b>D.</b>	How to conduct an investigation and grievance process including hearings, appeals, and Informal Resolution processes, as applicable	<b>E.</b>	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	<b>F.</b>	Any technology to be used at a live hearing	<b>G.</b>	Issues of relevance of questions and evidence	<b>H.</b>	For those filling the Investigator role, Issues of relevance to create an investigation report that fairly summarizes relevant evidence	<b>I.</b>	Reporting, confidentiality, and privacy requirements	<b>J.</b>	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	<b>K.</b>	For Decision-Makers, how to determine appropriate Sanctions in reference Sexual Harassment findings.
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## International Programs

### 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:

<b>I.</b>	A meaningful summary of all of allegations,
<b>II.</b>	The identity of the involved Parties (if known),
<b>III.</b>	The specific conduct alleged to constitute Sexual Harassment,
<b>IV.</b>	The date and location of the alleged incident(s) (if known),
<b>V.</b>	A copy of the specific policies implicated (including this Policy),
<b>VI.</b>	The URL of the University’s public webpage with Title IX materials
<b>VII.</b>	A description of the applicable procedures,
<b>VIII.</b>	A statement of the potential Sanctions/responsive actions that could result,
<b>IX.</b>	A statement that the University presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
<b>X.</b>	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,
<b>XI.</b>	A statement about the University’s policy on Retaliation,
<b>XII.</b>	Information about the privacy of the process,
<b>XIII.</b>	Information on the right of Parties to have an Advisor of their choice, who may be, but is not required to be, an attorney,
<b>IX.</b>	A statement informing the Parties that the University’s Policy prohibits knowingly making false statements, including knowingly submitting false information during the Resolution process,
<b>XV.</b>	Detail on how the Party may request disability accommodations during the interview process,
<b>XVI.</b>	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
<b>XVII.</b>	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 neither have 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 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.

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.

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### **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.

The 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):

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<b>I.</b>	Determine the identity and contact information of the Complainant
<b>II.</b>	In coordination with campus partners (e.g., the Title IX Coordinator), initiate or assist with any necessary supportive measures
<b>III.</b>	Identify all policies implicated by the alleged misconduct and notify the Complainant and Respondent of all of the specific policies implicated
<b>IV.</b>	Assist the Title IX Coordinator with conducting a prompt initial assessment to determine if the allegations indicate a potential policy violation
<b>V.</b>	Commence a thorough, reliable, and impartial investigation by identifying issues and developing a strategic investigation plan, including a witness list, evidence list, intended investigation timeframe, and order of interviews for all witnesses and the Parties
<b>VI.</b>	Meet with the Complainant to finalize their interview/statement, if necessary
<b>VII.</b>	Prepare the initial Notice of Investigation and Allegation (NOIA). The NOIA may be amended with any additional or dismissed allegations
<b>VIII.</b>	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
<b>IX.</b>	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
<b>X.</b>	Make good faith efforts to notify the Parties of any meeting or interview involving the other Party, in advance when possible
<b>XI.</b>	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
<b>XII.</b>	Interview all available, relevant witnesses and conduct follow-up interviews as necessary
<b>XIII.</b>	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.
<b>IX.</b>	Complete the investigation promptly and without unreasonable deviation from the intended timeline
<b>XV.</b>	Provide regular status updates to the Parties throughout the investigation.
<b>XVI.</b>	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
<b>XVII.</b>	Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence. Appendices including relevant physical or documentary evidence will be included
<b>XVIII.</b>	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 ten (10) business Day review and comment period so that each Party may meaningfully respond to the evidence. The Parties may elect to waive the full ten 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, Advisor, Title IX Coordinator, Title IX Coordinator's Advisor).
<b>XIX.</b>	The Investigator(s) may elect to respond in writing in the investigation report to the Parties' responses (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
<b>XX.</b>	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
<b>XXI.</b>	While in-person interviews for Parties and all potential witnesses are ideal, circumstances (e.g., study abroad) may require an opportunity to receive confidential legal advice regarding any aspect of the investigation or the report from the University's designated legal counsel
<b>XXII.</b>	Take steps to reasonably ensure the security of each Party's and the University's information
<b>XXIII.</b>	The investigation 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 audio or video recordings of any interviews
<b>XXIV.</b>	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.

### 9.13 Role and Participation of Witnesses in the Investigation

### 9.14 Recording of Interviews

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### 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 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 only considered 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.

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### 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:

<b>I.</b>	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.
<b>II.</b>	The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities.
<b>III.</b>	Any technology that will be used to facilitate the hearing.
<b>IV.</b>	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.
<b>V.</b>	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.
<b>VI.</b>	Information on how the hearing will be recorded or transcribed and on access to the recording for the Parties after the hearing.
<b>VII.</b>	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.
<b>VIII.</b>	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.
<b>IX.</b>	A copy of all the materials provided to the Decision-maker(s) about the matter, unless they have been provided already.**
<b>X.</b>	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 60-90 business Day goal 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 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.



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### 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 re-opened 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 in 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.

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### 9.24 Joint Hearings

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 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, and/or 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.

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### 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 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 it deems 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.

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### 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:

<b>I.</b>	Identification of the allegations potentially constituting Sexual Harassment as defined in this Policy
<b>II.</b>	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;
<b>III.</b>	Findings of fact supporting the Final Determination;
<b>IV.</b>	Conclusions regarding the application of the University's Policy to the facts;
<b>V.</b>	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
<b>VI.</b>	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

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### I. Factors:

Factors that may be considered when determining a Sanction/responsive action may include, but are not limited to:

<b>A.</b>	The nature, severity of, and circumstances surrounding the violation(s)
<b>B.</b>	The Respondent's disciplinary history
<b>C.</b>	Previous allegations or allegations involving similar conduct
<b>D.</b>	The need for Sanctions/responsive actions to bring an end to the Sexual Misconduct, Sexual Harassment, and/or Retaliation
<b>E.</b>	The need for Sanctions/responsive actions to prevent the future recurrence of
<b>F.</b>	discrimination, harassment, and/or Retaliation
<b>G.</b>	The need to remedy the effects of the discrimination, harassment, and/or
<b>H.</b>	Retaliation on the Complainant and the community
<b>I.</b>	The impact on the Parties
<b>J.</b>	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:

<b>A.</b>	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>B.</b>	Reprimand At this increased standing, students understand a formal reprimand is in place.
<b>C.</b>	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.
<b>D.</b>	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 only be allowed 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 only be on campus during that time, and parking is restricted to Lots 1 or 12.
<b>E.</b>	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.
<b>F.</b>	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.
<b>G.</b>	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.

## International Programs

### III. Employee Sanctions

Responsive actions available for an employee who has engaged in Sexual Harassment, Sexual Misconduct, and/or Retaliation include:

<b>A.</b>	Warning - Verbal or Written
<b>B.</b>	Performance Improvement/Management Process
<b>C.</b>	Required Training or Education
<b>D.</b>	Probation
<b>E.</b>	Loss of Annual Pay Increase
<b>F.</b>	Loss of Oversight or Supervisory Responsibility
<b>G.</b>	Demotion
<b>H.</b>	Suspension with pay
<b>I.</b>	Suspension without pay
<b>J.</b>	Termination
<b>K.</b>	Other Actions: In addition to or in place of the above Sanctions, the University may assign any other Sanctions as deemed appropriate.

## International Programs

### 9.33 Withdrawal or Resignation While Charges Pending

<b>I.</b>	<p><b>Students:</b></p> <p>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.</p> <p>Should a student decide to not 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.</p> <p>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.</p> <p>If the student Respondent only withdraws or takes a leave for 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.</p>
<b>II.</b>	<p><b>Employees:</b></p> <p>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.</p> <p>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.</p> <p>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.</p>

### 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 7 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.

## International Programs

### **I. Grounds for Appeal**

Appeals are limited to the following grounds:

<b>A.</b>	Procedural irregularity that affected the outcome of the matter;
<b>B.</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
<b>C.</b>	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 7 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 7 business days, barring exigent circumstances.

A Notice of Appeal Outcome will be sent to all Parties simultaneously including the decision on each approved 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' the 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 same 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.



## International Programs

<b>III. Appeal Considerations</b>	
<b>A.</b>	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>B.</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.
<b>C.</b>	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).
<b>D.</b>	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.
<b>E.</b>	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.
<b>F.</b>	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).
<b>G.</b>	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).
<b>H.</b>	The results of a new hearing can be appealed, once, on any of the three available appeal grounds.
<b>I.</b>	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 timeframe 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 only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

## International Programs

### 9.36 Recordkeeping

The University will maintain for a period of at least seven years records of:

<b>I.</b>	Each Sexual Harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;						
<b>II.</b>	Any disciplinary Sanctions imposed on the Respondent;						
<b>III.</b>	Any Remedies provided to the Complainant designed to restore or preserve equal access to the University's education program or activity;						
<b>IV.</b>	Any appeal and the result therefrom;						
<b>V.</b>	Any Informal Resolution and the result therefrom;						
<b>VI.</b>	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						
<b>VII.</b>	Any actions, including any supportive measures, taken in response to a report or Formal Complaint of Sexual Harassment, including: <table><tr><td><b>A.</b></td><td>The basis for all conclusions that the response was not deliberately indifferent;</td></tr><tr><td><b>B.</b></td><td>Any measures designed to restore or preserve equal access to the University's education program or activity; and</td></tr><tr><td><b>C.</b></td><td>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.</td></tr></table>	<b>A.</b>	The basis for all conclusions that the response was not deliberately indifferent;	<b>B.</b>	Any measures designed to restore or preserve equal access to the University's education program or activity; and	<b>C.</b>	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.
<b>A.</b>	The basis for all conclusions that the response was not deliberately indifferent;						
<b>B.</b>	Any measures designed to restore or preserve equal access to the University's education program or activity; and						
<b>C.</b>	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

## International Programs

### 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:

<b>I. Advisors:</b>	Advisors may attend Investigatory meetings and hearings, but may only provide input and advice 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.
<b>II. Cross Examination:</b>	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.
<b>III. Admissibility of Statements:</b>	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.
<b>IV. Dismissal Requirements:</b>	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 complain 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

## International Programs

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.

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## Student Academic Complaint

### Campus (INTI, VNU, ESL)

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

### India Online

#### Purpose of Policy

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

#### Process

Students are encouraged to address their concerns first with their instructors/reviewers or their advisors. If the issue cannot be resolved at that level, students who wish to file academic complaints must complete the [Student Concern Dispute Form](#). The form asks for a description of the student's complaint and the resolution sought. 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 dean/goal lead. Every effort will be made to resolve the issue in a timely manner, and students will be contacted during the process so that they know their complaints are under consideration. While complaints are being reviewed, students should continue to participate in their courses/program unless instructed otherwise by the Dispute Resolution team member.

## Student Account and Fees

### Course Withdrawal Refund

Undergraduate students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Undergraduate students may withdraw from courses at any time during the second through fourth week of the undergraduate term with the course grade of "W". Any withdrawals after the fourth week may only be allowed with approval by the academic advisor and will be processed at no refund. Withdrawals are not permitted in the last week of class. This policy also applies to an undergraduate student taking a 16-week course.

## International Programs

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

### 1. Submission of Withdrawals

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

### 2. Tuition Fee & Refunds

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

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

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

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

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

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

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

### QUESTIONS?

Students should contact an academic advisor for further clarification.

Note: This policy only applies to India Online students.

## Course Withdrawal Refund, Graduate

Withdrawal and Proration of Fees Policy (Graduate)

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

### Submission of Withdrawals

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

Note: This policy does not apply to India Online students.

## Payment Information

### Student Payment and Deposit Policies

Students are responsible for all tuition costs and any additional costs for materials and books as required by a given course.

Payment for courses will be due in full at the point of enrollment. Acceptable forms of payment are available on the website. Students should discuss payment options with their Enrollment Advisor.

Note: This policy applies only to India Online students.

## Refund Policy

### University College

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

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

Tuition, on-campus room and meal plans are canceled/reduced based on the following schedule for standard day school students and is the same schedule for institutional merit and need awards:

## International Programs

- 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.

Fees: No refund after the first day of class.

Meal plan refunds are based on the remaining balance the student has at the time of the withdrawal date.

Example: If a withdrawal occurs on day 5 of a semester, then tuition, on-campus room and meal plan (if applicable) would be refunded by 90%. Each SNHU merit and need award would be reduced by 90% as well. A revised award letter is provided for notification of award reductions.

### College of Online and Continuing Education (COCE)

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

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

#### Undergraduate Students:

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

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

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

#### Graduate Students:

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

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

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

### College for America Program

#### Cancellation and Refund Policy

Students have 14 days from the start of the trimester to cancel enrollment and receive a full refund of any tuition paid for that trimester. If the student withdraws after the 14-day period, the student will be responsible for the full tuition amount. If the student withdraws or is dismissed from CFA, the University and/or the student may be required to return a portion of any Federal Title IV financial aid received. A Return of Title IV calculation will be performed for any student who has received Federal Title IV financial aid to determine the amount of federal aid that must be returned to the federal government by the University and the student.

## Tuition and Fees

### 2021-2022 International Programs Tuition and Fees

For overseas programs, please refer to the partner institutions' website for Tuition and Fees information.

### English as a Second Language (ESL)

## International Programs

Tuition		Per 8-week Term	Per Year
ESL Tuition		\$3,195	
UG Transitional Bridge Program Tuition		\$3,195	
<b>Room &amp; Board (All ESL students must live in university housing for at least two terms.)</b>		<b>Per 8 Week Term</b>	<b>Per Semester</b>
Room & Board: Fall and Spring		\$2,721	\$5,442
Room & Board: Summer		\$2,133	\$4,265
Fees	Per Occurrence	Per 8-week Term	Per Semester
New ESL Student Orientation	\$50		
ESL Program and Activity Fee		\$100	
Health Insurance- \$124/month, charged per 8-week term		\$248	
Wellness Fee - ESL		\$10	
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		\$30	

### Withdrawal and Proration of Fees

Undergraduate students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Undergraduate students may withdraw from courses at any time during the second through fourth week of the undergraduate term with the course grade of "W". Any withdrawals after the fourth week may only be allowed with approval by the academic advisor and will be processed at no refund. Withdrawals are not permitted in the last week of class. This policy also applies to an undergraduate student taking a 16-week course.

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

#### Submission of Withdrawals

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

#### Tuition Fee & Refunds

##### Undergraduate Students:

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

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

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

##### Graduate Students:

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

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

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

#### Financial Aid Disbursements

All tuition charges and withdrawal requests are subject to review, and students who withdraw may be responsible for

## International Programs

paying back part or all of their financial aid disbursement for that term. In addition, withdrawals may have an impact on a student's eligibility for future financial aid. Please contact the Student Financial Services office at 1-877-455-7648 or via email at [studentfinance@snhu.edu](mailto:studentfinance@snhu.edu) for details.

### Participation Policy Unofficial Withdrawal

Ongoing participation in courses and completion of assignments are two critical components to student success. The institution does not monitor attendance and withdraw students who stop participating, but students who use financial aid and fail all courses within a term will be reviewed for participation. Students who cease participation in graded activities before 60 percent of the term are classified as an "unofficial withdrawal" and may result in an adjustment of their Financial Aid. The last date of participation is defined as the last day the student participated in a graded activity within the course. This recalculation may result in a balance on their account and could place students' future financial aid funding and registration at risk.

Note: This policy only applies to India Online students.

## Student Affairs

### Vaccination Policy

All residential students, all full time undergraduate campus students, all international students, and all full time graduate campus students taking classes on the Manchester campus must provide complete and accurate immunization records. Students are required to provide proof of immunization against COVID-19, measles, mumps, and rubella (MMR), hepatitis b series, meningitis, tetanus, diphtheria, pertussis (TDaP, as well as the DTaP series), and two doses of the varicella (chicken pox) vaccine or proof of having had the disease. When appropriate, titers demonstrating immunity will be accepted. Part-time students are required to provide proof of immunization against COVID-19. Appropriate medical or religious exemptions will be considered.

Students are required to provide this information prior to the start of their first term taking courses or residing on campus. Failure to fulfill this requirement will result in the student's inability to participate in academic, residential, or co-curricular experiences.

Online student programs may require immunization records to be supplied if any components are held in-person.

These requirements may change per the Center for Disease Control and Prevention guidelines.

## Student Code of Conduct

### Academic Honesty Policy

#### Standards of Academic Honesty

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

#### Academic Honesty Definitions

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

- **Cheating.** Cheating is the act of deceiving, which includes such acts as: receiving or communicating information from another during an examination; looking at another's examination (during the exam); using notes during examinations when prohibited; using electronic equipment to receive or communicate information during examinations; using any unauthorized electronic equipment during examinations; obtaining information about the questions or answers for a project (CfA or COCE) or an examination prior to the administering of the examination; or whatever else is deemed contrary to the rules of fairness, including special rules designated by the instructor/reviewer in the course/competency.
- **Plagiarism.** Plagiarism is the representation of someone else's ideas or words as one's own without crediting the source. It is the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format. The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, and electronic sources constitutes plagiarism.
- **Misrepresentation.** Misrepresentation is having another student or individual substitute for oneself in any instance.
- **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



## International Programs

instructor/reviewer in the course/competency. Examples of unauthorized collaboration includes copying another student's course or competency work, or allowing another student to copy one's work. It also includes group collaboration on individual assignments without permission by the instructor/reviewer in the course/competency.

- **Dishonesty in Papers.** Dishonesty in papers entails using a writing service or having someone else write a paper or complete other academic work. All work submitted for a course or competency must be the student's own original work unless the sources are cited.
- **Alteration or Fabrication of Data.** Alteration or fabrication of data refers to the submission of data not obtained by the student during the course of research or the deceitful alteration of data obtained by the student during the course of research.
- **Self-Plagiarism (Work Done for One Course and Submitted to Another).** Work done for one course and submitted to another refers to work previously submitted at this or any other institution to fulfill academic requirements in another class, to include repeated classes. Slightly altered work 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.
- **Other Academic Misconduct.** Other academic misconduct includes, but is not limited to, stealing quizzes or examinations; altering academic records, including grades; sabotaging the work of another student; distributing materials for the purpose of cheating; altering, forging, or misusing University-related documents; intentionally reporting a false violation of academic integrity; and offering a bribe to any University member in exchange for special consideration or favors.

### Academic Honesty Policy Awareness

All members of the COCE community, including students in the CfA programs have a responsibility to acquaint themselves with the Academic Honesty Policy. Instructors/reviewers, and appropriate staff are asked to join in educating students about academic honesty; and students are expected to acquaint themselves with the Policy.

**Faculty.** Instructors/reviewers must know the policy on academic honesty. Further, the policy should be published on syllabi and instructors/reviewers should discuss their own expectations regarding academic honesty on discussion boards or in announcements, as it applies to specific features of a course/competency.

**Students.** Students are expected to read and adhere to the Academic Honesty Policy, the Definitions of Violations of Academic Honesty (above). Students must seek clarification from the instructor/reviewer in the course/competency on any aspect of the Academic Honesty Policy about which they have questions or confusion. Students should remind fellow students about the requirements for academic honesty and are expected to report any instance when another student attempts to inappropriately obtain or use their work or any suspected violation.

Academic Honesty and Process for Violation

### General Provisions

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

### Process for Violation of Policy

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

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

### Filing an Academic Dishonesty Complaint Form

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

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

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

# International Programs

## India Online Academic Honesty Policy

### Standards of Academic Honesty

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

### Academic Honesty Definitions

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

- **Cheating.** Cheating is the act of deceiving, which includes such acts as: receiving or communicating information from another during an examination; looking at another's examination (during the exam); using notes during examinations when prohibited; using electronic equipment to receive or communicate information during examinations; using any unauthorized electronic equipment during examinations; obtaining information about the questions or answers for a project (CfA or COCE) or an examination prior to the administering of the examination; or whatever else is deemed contrary to the rules of fairness, including special rules designated by the instructor/reviewer in the course/competency.
- **Plagiarism.** Plagiarism is the representation of someone else's ideas or words as one's own without crediting the source. It is the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format. The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, and electronic sources constitutes plagiarism.
- **Misrepresentation.** Misrepresentation is having another student or individual substitute for oneself in any instance.
- **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 instructor/reviewer in the course/competency. Examples of unauthorized collaboration includes copying another student's course or competency work, or allowing another student to copy one's work. It also includes group collaboration on individual assignments without permission by the instructor/reviewer in the course/competency.
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- **Other Academic Misconduct.** Other academic misconduct includes, but is not limited to, stealing quizzes or examinations; altering academic records, including grades; sabotaging the work of another student; distributing materials for the purpose of cheating; altering, forging, or misusing University-related documents; intentionally reporting a false violation of academic integrity; and offering a bribe to any University member in exchange for special consideration or favors.

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### General Provisions

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

### Filing an Academic Dishonesty Complaint Form

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

## Acceptable Use Policy

### 1 Introduction

Southern New Hampshire University (the University) supports the lawful use of information technologies and data (technology assets). Technology assets must be used for their intended purpose in serving the interests of the University's educational, instructional, research, and administrative business while respecting the rights of other technology users and the integrity of the workplace.

The University community includes faculty, adjunct faculty, staff, students, senior leadership, members of the Board of Trustees (the Board), vendors, consultants, contractors, outside agencies and other external groups with which the University has relationships.

If an individual is in violation of the Acceptable Use Policy, the University may take the following action:

- Restriction of and possible loss of access or privileges
- Disciplinary action
- Termination of employment
- Termination of contract or other business agreement
- Expulsion from the University
- Requirement to repay costs incurred by the University
- Referral to law enforcement for legal action

### 2 Policy

The University requires users to adhere to the Acceptable Use Policy.

Users of technology assets have access to valuable University resources and legally controlled and Confidential Information.

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Technology assets issued by the University remain the property of the University. Members of the University community are individually responsible for appropriate use of all resources assigned to them. Members of the University community must have a valid business or educational need and authorization to access University technology assets.

Data created and/or stored on University assets remains the property of the University unless a policy exception applies. Users should have no expectation of privacy when using University systems unless otherwise required by University policy or applicable law. The University reserves the right to monitor all activity for security purposes (see the Security Monitoring Policy). When in doubt as to whether an action is authorized, please contact your direct supervisor or the University's Information Security Management Office (ISMO).

## 2.1 Scope

This policy applies to all users and technology assets owned, provisioned, entrusted to, or managed by the University. It includes but is not limited to computer equipment, hardware, storage media, software, business applications, data files, business licenses, operating systems, networks, as well as use of services such as internet, voice communication, computer accounts, electronic mail, collaboration tools, and data in use or entrusted to the University or any portion or subsidiary. It also extends to:

- The use of personally-owned devices for University business
- The use of University assets for personal business

## 2.2 Purpose

Members of the University community are expected to follow a standard of conduct in the use of computing resources. Use of technology assets must be ethical, comply with all laws and University policies, and be used for the purpose of achieving the University mission. Members of the University community must refrain from activity known to put the well-being of the University and its members at risk.

## 2.3 Roles and Responsibilities

All users are responsible for knowing and complying with University policies that apply to appropriate use of its technologies and resources to include this Acceptable Use Policy (see the Employee Handbook, Student Handbook, Faculty Handbook or other agreements in place). Members of the University community are required to use assets lawfully and are individually responsible for knowing the law.

## 3 Procedure

### 3.1 Acceptable Use

This section of the policy identifies the acceptable use of technology assets at Southern New Hampshire University to protect the user and the University community.

In making acceptable use of resources, individuals covered by this policy must:

- Use resources for authorized purposes and adhere to local, state, federal, and international laws governing the use of technology assets issued by the University.
- Protect user credentials and systems from unauthorized use. Each individual is responsible for all access to University technology assets by their credentials and/or any activity originating from their system.
- Access only the information to which you have been authorized or that is publically available using the appropriate account.
- Protect Confidential Information in accordance with the Data Protection and Data Classification Policies and Standards. Examples of Confidential Information include but are not limited to personally identifiable information (PII), protected health information (PHI), student data, financial aid data, bank account information, payment card data and other data such as intellectual property, confidential, and competition-sensitive information.
- Protect data that resides on or is transmitted to and from University systems in all forms to include but not limited to electronic data and hardcopy data.
- Use only legal versions of copyrighted software in compliance with vendor license requirements and comply with third-party agreements.
- Report immediately any suspicious or unusual activity, unexplained service interruption or degradation, suspected theft, loss, or compromise of technology assets to your supervisor or University point of contact.
- Limit personal use of University technology assets to incidental, intermittent and minor use that is consistent with applicable law and University policy. Personal use must never put the University at risk and must not interfere with University business or productivity. The University is not responsible for the confidentiality, integrity, or availability of personal content on University-issued assets. Examples include but are not limited to personal files, pictures,

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videos, sound files, personal software or software licenses, personal emails, eBooks, user credentials that access personal accounts, and other personal electronic files residing on a University-issued asset.

- Return University assets when separating from the University.

### 3.2 Prohibited Use

In making acceptable use of resources, individuals covered by this policy must not:

- Use technology assets unlawfully or in violation of University policy.
- Install unauthorized software or hardware on a University-issued asset.
- Allow access to University technology assets to an unauthorized individual (individuals who do not have a user account, or business relationship with the University).
- Leave your endpoint without initiating screen lock or logging out of the system or positioning screen away from public view when accessing Confidential Information.
- Speak confidential information publicly or to unauthorized individuals.
- Access, process or store Confidential Information if not authorized.
- Fail to provide reasonable physical protection to University-issued assets to avoid theft (ways of preventing theft include storing assets out of view, locking them up, and keeping them on your person).
- Attempt to circumvent security controls.
- Change or remove any computer settings, software or controls that provide confidentiality, integrity or availability to data or systems such as antivirus software, group/active directory policies, system folder permissions, user permissions, screen lock settings, audit settings, system services.
- Deliberately introduce to a University-issued asset unauthorized software such as malware, hacking/cracking tools, anti-forensic or network tunnelling software especially through the use of a personal (non-SNHU issued) email account (be cautious when accessing these email accounts from a University-issued device).
- Share University-issued passwords.
- Physically connect personally owned devices to University assets without prior authorization.
- Disclose confidential University information to an unauthorized entity or person.
- Attempt to gain unauthorized access to any University information system.
- Use of a University technology asset that conflicts with the Employee, Faculty or Student Handbook or University policy (including but not restricted to abusive, harassing, defamatory, profane, racist, or illegal behavior).
- Use of Cloud services not specifically approved via the Security Review risk management process (see the WISP).

### 3.3 Use of Personally-Owned Computing Devices

Users are required to adhere to local, state, federal and international laws governing the use of personally owned devices while on University property or while conducting University business regardless of location. An example is the New Hampshire Hands- Free Law.

University staff who have been authorized to access Confidential Information using their personally owned device must use reasonable security controls, including requiring authentication to access the device (PIN, password, biometric, encryption).

Users who are not authorized to use personal devices to access Confidential Information must not:

- Access, store, or record legally regulated University information on personal devices. Privacy data, payment card and bank account information, health data, and student data are examples of data regulated by law (see the Data Classification Policy and Standard for more information on protected data).
- Use personally owned devices of any kind to take pictures or record video in the gym, locker room, bathrooms, and any other area of the University where a reasonable expectation of privacy exists.

## 4 Related Documents

For a complete list of related documents, please see the University Administrative Policy Library.

## Administrative Dismissal

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

## Copyright Guidelines

### Guide to Online Use of Published Material in SNHU Courses

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

Some material is not protected by U.S copyright law. Material that is in the Public Domain can be posted without copyright clearance or further Fair Use analysis. This applies mostly to older material (in general 1923 or older) that was published in the U.S. A convenient tool to use when trying to determine if something is in the Public Domain is the Copyright Digital

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Slider at <http://librarycopyright.net/resources/digitalslider/>. Additionally, government documents created by an officer or employee of the U.S. Government as part of that person's official duties are not protected by copyright law. Material published in an open format, such as under a Creative Commons license (<http://creativecommons.org/licenses/>), may also be used in accordance with the license.

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

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

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

Under Fair Use it is generally permissible to post:

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

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

### Making Copies

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

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

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

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

## Copyright Policy

SNHU requires all members of the University community to comply with all state and federal laws including copyright laws. The students, faculty and staff at SNHU have access to the fundamentals of copyright law and SNHU's guidelines for educational use of copyright materials at [SNHU policies and resources concerning U.S. Copyright Law](#) and the [U.S. Copyright Office's Home Page](#). Unauthorized distribution of copyrighted material, including unlawful peer-to-peer file sharing, is a violation of University policy and may subject the infringing individual to disciplinary action, and also civil and/or criminal penalties described below.

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

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

Evan Lowry, Staff Attorney  
General Counsel's Office  
Southern New Hampshire University  
2500 North River Road

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Manchester, NH 03106  
603.626.9100  
[e.lowry@snhu.edu](mailto:e.lowry@snhu.edu)

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

## SNHU DMCA Take-Down Procedure:

In compliance with the Digital Millennium Copyright Act, Southern New Hampshire University adopts the following procedure for the removal of infringing materials. As stated above, the University reserves the right to modify this response procedure on a case by case basis provided that the requirements of the law are met.

1. All DMCA notices shall be sent to the University's designated agent listed above. The agent will review the notice to ensure that it contains all elements required by Section 512(c)(3)(A) of the DMCA.
2. The designated agent shall acknowledge receipt of the claim to the complainant. If the notice provided does not substantially comply with the requirements of the DMCA, the agent shall attempt to contact the sender to notify of the non-compliant notice.
3. The designated agent shall coordinate the University's response, maintain records of notices and offenses, and assure all incidents are processed in accordance with the law. The actions of the agent shall protect the rights of intellectual property owners, while also respecting the rights of those accused of infringement. The agent shall consult the University's General Counsel regarding any questions of applicable law.
4. Upon receipt of a complaint, the designated agent shall work with a representative of the Information Security team to ensure the prompt removal of all infringing material. The agent will take reasonable steps to ensure such action does not negatively impact activities essential to the University's mission.
5. When a compliant counter-notice is received, the designated agent will ensure that the material is restored in accordance with the provisions of the DMCA.
6. Southern New Hampshire University may take steps to terminate access and exercise other disciplinary action in response to valid copyright infringement claims, particularly with regard to claims of repeat infringement.
7. Questions regarding this procedure should be directed to the University's designated agent listed above.

## Using SNHU's Copyright Protected Materials

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

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

All standard graphics, photographs, and text of the SNHU Home Page and connected pages displaying the SNHU logos and logotype are copyrighted and trademarked by SNHU. Redistribution or commercial use are prohibited without express written permission.

## Unlawful File-Sharing

Southern New Hampshire University strictly prohibits unlawful peer-to-peer file sharing, and has instituted [File Sharing Policy](#) and [Network Acceptable Use Policy](#), which prohibit illegal sharing over the University's network. Students who engage in illegal downloading or unauthorized distribution of copyrighted materials over the University's networks will be subject to disciplinary action and may have their network privileges suspended or terminated.

## Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

## Disciplinary Dismissal

If a student is dismissed from SNHU for disciplinary reasons, he/she is permanently dismissed from the university without opportunity for readmission and the student will not be allowed on campus at any time.

## Disciplinary Suspension



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Southern New Hampshire University reserves the right to suspend any student for disciplinary reasons. Suspension means that the student is dismissed from Southern New Hampshire University for a given period, with an opportunity for readmission. If suspended from the university, the student will be persona non grata at all university facilities and from all university functions for the period of their suspension. This information will be used in evaluating re-admission.

Pending action on any disciplinary allegations, the status of students shall not be altered, nor are their rights to continue working toward a degree suspended, except to protect the well-being of students or staff.

## File Sharing

### Introduction

H.R 4137, the Higher Education Opportunity Act (HEOA), is a reauthorization of the Higher Education Act. It includes provisions that are designed to reduce the illegal uploading and downloading of copyrighted works through peer-to-peer (P2P) file sharing. These provisions include requirements that:

- Institutions make an annual disclosure informing students that the illegal distribution of copyrighted materials may subject them to criminal and civil penalties and details the steps institutions will take to detect and punish illegal distribution of copyrighted materials.
- Institutions certify to the Secretary of Education that they have developed written plans to “effectively combat” the unauthorized distribution of copyrighted material.
- Institutions, “to the extent practicable,” offer alternatives to illegal file sharing.
- Institutions identify procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials.

This policy document outlines SNHU’s plan to comply with these requirements.

### Annual Disclosure

Consistent with our educational principles, we view education as the most important element in combating illegal sharing of copyrighted materials at SNHU. We use a wide variety of methods to inform our community about the law and SNHU’s response to copyright infringement claims:

1. In order to use University computing resources, all members of the SNHU community are required to adhere to a [Acceptable Use Policy](#) that prohibits use of University computing resources for copyright infringement and a [Copyright Policy](#) that specifically addresses the University’s position on copyright laws and file sharing.
2. Every fall we send an email to all students regarding illegal distribution of copyrighted materials.
3. SNHU’s policies and procedures concerning the Digital Millennium Copyright Act and our response to infringement claims are published on the University web site.
4. Southern New Hampshire’s library staff have provided extensive educational materials regarding copyright rights and responsibilities, which can be viewed [here](#).

### Plans to "Effectively Combat" the Unauthorized Distribution of Copyrighted Material

Southern New Hampshire University employs multiple technology-based deterrents to combat the unauthorized distribution of copyrighted materials. SNHU’s firewall and network monitoring technologies enable bandwidth-shaping technology to both block network access to known sites/services employed in the unauthorized distribution of copyrighted materials. SNHU responds promptly to legitimate notices or letters of illegal copyright infringement based on the requirements of the Digital Millennium Copyright Act and sent to our DMCA agent address. In addition, SNHU takes appropriate disciplinary action against community members who violate its rules and policies governing file-sharing and copyright. Disciplinary procedures may include, but are not limited to, referral to student affairs or human resources with possible sanctions including suspension or termination of network privileges for repeat infringers.

### Alternatives to Illegal File Sharing

There are many legal sources for copyrighted material such as music and movies. They have a wide range of business models; some are free and some charge a nominal fee. The Motion Picture Association of America maintains an up-to-date and comprehensive list of legal sources available at [Watch It Legally](#). In addition, Educause maintains a comprehensive list of Legal Downloading Resources at <https://www.educause.edu/legalcontent>. Members of the SNHU community are encouraged to take advantage of these legitimate sources of digital content.

### Reviewing Effectiveness

Beginning in 2011-2012 and periodically thereafter, SNHU will assess the extent to which our anti-piracy efforts are succeeding. We will analyze the impact of our technical efforts to combat illegal file sharing, and other aspects of our plan to combat the unauthorized distribution of copyrighted materials, and make changes or updates deemed necessary.

## Inclusivity & Non-Discrimination



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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.

Accusations of discrimination on our campus may result in serious disciplinary action. Students are encouraged to report incidents that compromise the inclusivity and civility of our academic environments to their professors and / or to their School Dean, as follows.

- The School of Arts, Sciences, and Education: Belknap 100; 629-4675 (Education) -or- Frost 103; 645-9692 (Arts & Sciences)
- The School of Business: Webster 101; 644-3153
- The Dean of Student Success (Exploratory Studies students): Exeter 59; 645-9630

### Definitions of Types of Discrimination

#### Harassment

- Intentional (though sometimes subtle) intimidation, aggression, and / or coercion based on discrimination against perceived differences.

#### Bullying

- Intentional physical and or verbal aggression that involves an imbalance of power. Bullying may include teasing and insults intended to belittle, ostracize, and / or harm another, based on perceptions of inferiority or weakness.

#### Hate Speech

- 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 subordinate identity) group.

#### Bigotry

- Intolerance towards those perceived as different or holding different views, including the refusal to comply with preferred names and / or preferred pronouns.

**Incidents and Protocols:** Students who feel that their classrooms are not inclusive are encouraged to adhere to protocol for voicing their concerns, as follows:

**Student Complaints about Students:** If a student feels that another student has violated the classroom Inclusivity and Non-Discrimination Policy, the student should request a meeting with their professor.

The professor will:

1. Hear and discuss the student's complaint within seven days of receiving meeting request.
2. Review with the student the definitions of types of discrimination (listed on this policy).
3. Develop, within seven days, an appropriate response to the complaint, using one or both of the following methods:
  1. Work with the student(s) to resolve the complaint. \*The professor may consult with their school Dean, the Vice President of Academic Affairs, the President's Commission for LGBTQ+ Advocacy and / or with SNHU's Chief Diversity Officer, in order to develop recommendations and / or educational resources relevant to the incident.
  2. Prepare a SNHUCares ticket, in order to advocate for further intervention and support. \*The SNHU Cares team will coordinate next steps and dictate follow up procedures with the student.

**Student Complaints about Faculty:** If a student feels a professor has violated the classroom Inclusivity and Non-Discrimination Policy, the student should request a meeting with their professor to discuss the incident. The student may request that others are present, including but not limited to other students, the Associate Dean, or the school Dean. If the student is uncomfortable discussing the matter directly, they may contact their school Dean or in the case the Dean is unavailable, the Associate Dean. \*Students who have not declared a major may request a meeting with the Dean of Student Success.

The Dean will:

1. Hear and discuss the student's complaint within seven days of receiving meeting request.
2. Review with the student the definitions of types of discrimination (listed on this policy).
3. Develop an appropriate response to the complaint, within seven days. \*The Dean may consult with the Vice President of Academic Affairs, the President's Commission for LGBTQ+ Advocacy and / or with SNHU's Chief Diversity Officer to inform an appropriate response to the complaint.
4. Meet as soon as possible with the student to discuss the response / recommendations as permitted by relevant laws and policies.

## International Programs

**Appeal Process:** Students who disagree with their professor's response / resolution to their complaints may submit appeals to their school Dean (or in the case the Dean is unavailable, to the Associate Dean) who will then follow the above protocol. Students who disagree with their Dean's response / resolution to their complaints may submit appeals to the Vice President of Academic Affairs (VPAA), located in ACC 107, 645-9695. Within seven days of receiving a student's appeal, the VPAA will involve the student's school Dean to support or revise the response, as follows:

- If the VPAA *supports* the response, the Dean is responsible for follow through on the recommended action within seven days.
- If the VPAA *revises* the response, the Dean is responsible for follow through on the revised action within seven days. \*The VPAA may consult with the President's Commission for LGBTQ+ Advocacy, SNHU's Chief Diversity Officer and / or with Human Resources, in order to develop recommendations and / or educational resources relevant to the incident.
- If the VPAA decides that the incident warrants more serious adjudication, the VPAA will consult with other institutional officers, as needed.

## Online Course Etiquette

All students are expected to adhere to the Student Code of Conduct when working in the online environment. Due to the open nature of the discussion forums, students are expected to post professional, relevant responses that are suitable to an academic environment. Since any number of sensitive topics may be discussed, students must maintain an open mind while reading their peers' postings. Students are required to be mindful of and respectful toward the person receiving any communication. Any comments deemed disruptive to the learning environment may be permanently deleted and may result in disciplinary action (minor or major).

## Online Services

Students can search for classes, register online, print course schedules, view mid-term and final grades, submit address or phone number changes, drop or add classes and much more with my.SNHU. Students gain access to my.SNHU by visiting [my.snhu.edu](http://my.snhu.edu), and using their assigned login ID and password. Complete instructions are available online for all students.

Note: This policy only applies to India Online and ESL students.

## Personal Computer Software

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

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

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

## Support Services

### ADA/504 Grievances

#### 1 Introduction

Southern New Hampshire University (the University) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act of 2008. The University prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The University has adopted this policy providing for prompt and equitable resolution of complaints regarding any action prohibited by the ADA or Section 504.

#### 2 Definitions

Complaint	Disability discrimination concern handled informally through the appropriate department as outlined in the Informal Complaint Process
Grievance	Disability discrimination concern handled formally through the appropriate department as outlined in the Formal Grievance Process

#### 3 Policy

# International Programs

## 3.1 Scope

It is the policy of Southern New Hampshire University to not discriminate on the basis of disability. This policy extends to all rights, privileges, programs, and activities including housing, employment, admissions, financial assistance, and educational and athletic programs. It is also the policy of the University to provide reasonable accommodations to persons with disabilities unless such accommodations would impose an undue burden or fundamental alteration to the program in question; or for employees, would unreasonably interfere with the performance of the position's essential functions.

## 3.2 Purpose

The purpose of this policy is to ensure that all complaints based on disability are thoroughly and fairly investigated by the authorized units of the University, which will conduct an adequate, reliable, and impartial investigation of all complaints, with due regard for the rights of all parties. The University will take steps to prevent the recurrence of any discrimination or harassment and to correct its discriminatory effects on the complainant and others, if appropriate. Retaliation against any individual who has filed a complaint, or who has cooperated in the investigation of such a complaint, is unlawful and in violation of University policy.

The University has adopted an internal grievance process providing for prompt and equitable resolution of complaints regarding any action prohibited by the Americans with Disabilities Act (ADA) and by the Department of Education regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended. Section 504 states, in part, that "no otherwise qualified individual with a disability...shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." Complaints can include physical, electronic, or programmatic barriers (such as an inoperative elevator, an inaccessible website, or a blocked access ramp), a refusal to make a reasonable accommodation, failure to follow an approved accommodation, the inadequacy of an accommodation that has been granted, etc.

## 4 Procedure

Any student, faculty, staff, or member of the public who believes he or she has been subject to discrimination on the basis of disability, by any party, may file a complaint or grievance under this procedure. Concerns can be handled through an *informal complaint process* or can be escalated to a more *formal grievance process*. Steps for both options are outlined below.

Southern New Hampshire University will make appropriate arrangements to ensure that persons with disabilities are provided reasonable accommodations, if needed, to participate in the grievance process. The complainant should contact the ADA/504 Compliance Coordinator by email at [adacompliance@snhu.edu](mailto:adacompliance@snhu.edu) or phone 603.645.9664 for such arrangements.

### Informal Complaint Process

The University encourages the informal resolution of complaints and will assist any individual with that process. The University is also committed to the prompt investigation and resolution of concerns pertaining to the civil rights of individuals attending the University, employed by the University or participating in University functions, of which it is aware regardless of the filing of an actual grievance. Complaints can be resolved informally by:

- Online & Advantage students should contact:

Director, Online Accessibility Center

866.305.9430

[oac@snhu.edu](mailto:oac@snhu.edu)

- Campus students should contact:

Director, Campus Accessibility Center

603.644.3118

[cac@snhu.edu](mailto:cac@snhu.edu)

- Staff and Faculty of the University should contact their local HR Business Partner or request information from:

[Hr4u@snhu.edu](mailto:Hr4u@snhu.edu)

# International Programs

- Members of the public and those with questions should contact:

ADA/504 Compliance Coordinator

[adacompliance@snhu.edu](mailto:adacompliance@snhu.edu)

Phone: 603.645.9664

- Students working in a paid capacity for the University should contact the appropriate department depending on the circumstances. Student-related complaints would be handled through the student channels listed above. Employment-related complaints would be handled through Human Resources.

## Formal Grievance Process

1. An individual dissatisfied with the informal resolution attempt or wishing to forego an informal resolution may follow the more formal grievance process. A formal grievance should be filed as soon as possible after the incident or informal resolution attempt and no more than 180 calendar days from date of the incident. A formal grievance must be filed in writing and should contain a statement of facts, as specific as possible, regarding the concern or action. Any person having an issue with completing the grievance form may contact the ADA/504 Compliance Coordinator by email at [adacompliance@snhu.edu](mailto:adacompliance@snhu.edu) or by phone at 603.645.9664 for assistance.

- **Online & Advantage:**

Students should file a grievance using the following form: [https://cm.maxient.com/reportingform.php?SouthernNHUnivCOCE&layout\\_id=3](https://cm.maxient.com/reportingform.php?SouthernNHUnivCOCE&layout_id=3)

- **Campus:**

Students should file a grievance using the following form: [https://cm.maxient.com/reportingform.php?SouthernNHUnivCOCE&layout\\_id=55](https://cm.maxient.com/reportingform.php?SouthernNHUnivCOCE&layout_id=55)

- **HR:**

Staff and Faculty should contact their local HR Business Partner or request information from [Hr4u@snhu.edu](mailto:Hr4u@snhu.edu)

- The formal grievance process for employees will differ from the steps below. Employees should refer to the Employee Handbook and Master Agreement for details on the employee grievance process. Contact Human Resources for more information.

- **Members of the public:**

- Members of the public may file a formal grievance by requesting a formal grievance form from the ADA/504 Compliance Coordinator by email at [adacompliance@snhu.edu](mailto:adacompliance@snhu.edu) or by phone at 603.645.9664.

- The formal grievance process for members of the public will be similar to the processes identified below and will be investigated by the appropriate reviewer depending on the nature of the grievance.

- Students working in a paid capacity for the University should contact the appropriate department depending on the circumstances. Student-related complaints would be handled through the student channels listed above. Employment-related complaints would be handled through Human Resources.

1. To be timely, a formal grievance must be filed within 180 calendar days of the date the incident.
2. Once a formal grievance form is received, the reviewer will investigate the matter set forth in the written grievance, as may be appropriate, within 20 working days following the opening of a grievance. These rules contemplate thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present

## International Programs

witnesses and submit evidence relevant to the grievance. In conducting an investigation, the reviewer may forward a copy of the grievance statement to the persons whose actions (or inactions) are the subject of the grievance and may request a written response from appropriate individuals within the University. The reviewer may also interview witnesses, meet with concerned parties, receive oral or written statements, and make other appropriate inquiries.

3. The reviewer will issue a written determination as to the validity of the grievance and a description of the resolution, if any, and forward a copy to the complainant's SNHU email account, and respondent if applicable, no later than 20 working days after the grievance is received. The deadline may be extended for good cause.

### ● **Online:**

After completing the investigation, if no discrimination is found, the reviewer will forward a copy of the report and recommendation to the Senior Director of Dispute Resolution. If discrimination is found, the reviewer will forward a copy of the report and recommendation to the appropriate University officials as follows:

#### COCE:

- If the grievance arises out of an academic unit, the report will be forwarded to the Senior Director of Dispute Resolution as well as the Dean of the appropriate school or college, unless he or she is the subject of the grievance. In such cases, the report will be sent to the COCE Vice President of Academic Affairs (or designee).
- If the grievance arises from a non-academic unit, the report will be forwarded to the Senior Director of Dispute Resolution as well as the administrative head of the unit, unless he or she is the subject of the grievance. In such cases, the report will be forwarded to the COCE Associate Vice President of Student Experience (or designee).
- In all cases, formal written notification will be sent to the student's SNHU email account at the conclusion of the investigation.

#### CfA:

- If the grievance arises out of an academic unit, the report will be forwarded to the Senior Director of Dispute Resolution as well as the Director of Academic Operations, unless he or she is the subject of the grievance. In such cases, the report will be sent to the Executive Director of CBE Programs (or designee).
- If the grievance arises from a non-academic unit, the report will be forwarded to the Senior Director of Dispute Resolution as well as the Associate Vice President of Student Experience.
- In all cases, formal written notification will be sent to the student's SNHU email account at the conclusion of the investigation.

### ● **Campus:**

After completing the investigation, if no discrimination is found, the reviewer will forward a copy of the report and recommendation to the Director of Campus Accessibility Center. If discrimination is found, the reviewer will forward a copy of the report and recommendation to the appropriate University officials as follows:

- If the grievance arises out of an academic unit, the report will be forwarded to the Director of Campus Accessibility Center as well as the Dean of the appropriate school or college, unless he or she is the subject of the grievance. In such cases, the report will be sent to the Vice President of Academic Affairs (or designee).
  - If the grievance arises from a non-academic unit, the report will be forwarded to the Director of Campus Accessibility Center as well as the administrative head of the unit, unless he or she is the subject of the grievance. In such cases, the report will be forwarded to the supervisor of the administrative head of the division.
  - In all cases, formal written notification will be sent to the student's SNHU email account at the conclusion of the investigation.
1. Southern New Hampshire University will keep all files and records related to the grievances filed for seven years.
  2. The complainant, or respondent if applicable, may appeal the decision of the initial grievance within 10 working days to the ADA/504 Compliance Coordinator who will involve other University officials as deemed necessary. A link to the appeals form will be included in the formal written notification sent to the complainant, and respondent if applicable, at the conclusion of the formal investigation.

The appeal must specify the particular substantive and/or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the current resolution. In the written appeal, the appellant must explain why he or she believes the factual information considered was incomplete, the analysis of the facts was incorrect, and/or the appropriate standard or procedure was not applied, *and* how this should change the University's determination of the matter.

A copy of the ADA/504 Compliance Coordinator's written decision will be sent to the reviewer of the formal grievance, the Senior Director of Dispute Resolution (for Online and Advantage students) or Director of Campus Accessibility Center (for Campus students), and the complainant's SNHU email account, and respondent's if applicable, within 20 working days of

## International Programs

the filing of the appeal. The decision of the ADA/504 Compliance Coordinator is final.

1. The informal resolution option remains available at all stages of a grievance, up to and including appeal.

These rules will be construed to protect the substantive rights of interested persons, meet the appropriate due process standards, and assure that Southern New Hampshire University complies with the ADA and Section 504 and their implementing regulations. Any of the above time frames for the University may be extended if the University determines there are extenuating circumstances. Examples of extenuating circumstances include University holidays and absence or illness of witnesses or personnel. Under such circumstances, the complainant, and respondent if applicable, will be notified in writing as to the delay and a projected date for resolution.

### **5 List of Appendices**

None

### **6 Related Policies**

None

### **Campus Accessibility Center**

Please visit our website for information regarding our [Campus Accessibility Center](#).

### **Online Accessibility Center**

Please visit our website for information regarding our [Online Accessibility Center](#).

Note: This policy does not apply to India Online students.

# Programs

## Global Education Movement (GEM)

### 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.

#### 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

#### Competency Program Requirements

**AA or Equivalent: 60 Total Credits**

#### **Communications Competencies: 51 Total Credits**

- CFAADV6 - Can "pitch" an Advertising Idea for a New Product Or Service (.5)
- CFAADV1 - Can Apply Key Terms and Concepts that Relate to Advertising (.5)
- CFAADV3 - Can Design Print Or Still Advertisements For a Product Or Service (.5)
- CFAADV2 - Can Explain the History and Development Of Modern Advertising (.5)
- CFAADV4 - Can Identify Target Markets for Advertising Campaigns by Using Relevant Data (.5)
- CFAADV5 - Can Script Short Commercials for Radio Or Television Using Industry Standard Formats (.5)
- CFAML4 - Can Access, Analyze, and Evaluate Different Forms of Media (.5)
- CFAML1 - Can Apply Key Terms and Concepts That Relate to Media Literacy (.5)
- CFAADV7 - Can Employ Persuasive Advertising Techniques (.5)
- CFAML6 - Can Explain How the Brain Processes Different Types of Media (.5)
- CFAML3 - Can Identify and Analyze the Ethical Issues Surrounding the Creation and Use Of Images (.5)
- CFAML5 - Can Identify and Explain Basic Persuasive Techniques (.5)
- CFAIASG4 - Can Analyze Group Interactions Using Leading Theories of Interpersonal Communication (.5)
- CFAIASG5 - Can Analyze How Social Constructs Impact Interpersonal Communications (.5)
- CFAIASG3 - Can Analyze One's Own Communications Using Relevant Theories of Personal Communication (.5)
- CFAIASG1 - Can Apply Key Terms and Concepts That Relate to Interpersonal and Small-Group Communications (.5)
- CFAIASG6 - Can Evaluate Ethical Considerations in Interpersonal Communications (.5)
- CFAIASG2 - Can Identify and Apply Effective Conflict Resolution Techniques (.5)
- CFARSWD6 - Can Appropriately Cite and Document Sources of Information Related to a Communications Topic (.5)
- CFARSWD7 - Can Conduct an Interview to Obtain Information About a Communications Topic (.5)
- CFARSWD8 - Can Access and Use Academic and Scholarly Materials Related to a Communications Topic (.5)
- CFAPROF6 - Can Produce Clear, Grammatical and Polished Writing about a Communications Topic (.5)
- CFAAQ56 - Can Use Quantitative Evidence to Support or Refute an Argument about a Communications Topic (.5)
- CFANEWS3 - Can Use Multiple News Sources to Develop An Informed Perspective on a Situation Or Event (.5)
- CFAINN1 - Can Apply Creative Problem Solving Methods (.5)
- CFAPROF2 - Can Clearly and Effectively Express Complex Ideas Or Information in Writing (.5)

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- CFAAQS4 - Can Estimate and Check Answers to Mathematical Problems in Order to Determine Reasonableness (.5)
- CFAAQS1 - Can Interpret and Draw Inferences From Mathematical Models, Such As Formulas, Graphs, Tables, and Schematics (.5)
- CFAAQS2 - Can Represent Mathematical Information Symbolically, Visually, Numerically, and Verbally (.5)
- CFAAQS3 - Can Use Algebraic, Geometric and Statistical Methods/Calculations to Solve Problems (.5)
- CFAINN2 - Can Apply the Principles of Design Thinking (.5)
- CFAPROF5 - Can Clearly and Succinctly Express Complex Ideas Or Information Orally (.5)
- CFAINN5 - Can Create a Novel Or Unique Approach, Product Or Solution (.5)
- CFARESWEB3 - Can Create an Effective Website (.5)
- CFARESWEB4 - Can Design an Effective Website (.5)
- CFALEAD5 - Can Weigh Competing Priorities and Make An Informed Decision Or Recommendation (.5)
- CFACULT2 - Can Acknowledge One's Own Cultural Beliefs, Values and Sensibilities and Those of Others (.5)
- CFACULT5 - Can Apply Key Terms and Concepts That Relate to Cultural Competence (.5)
- CFACULT3 - Can Articulate and Analyze One's Own Cultural Biases and Preconceptions (.5)
- CFACULT1 - Can Explain How Culture Shapes Interpersonal Relations (.5)
- CFAPROF3 - Can Recognize and Interpret Both Verbal And Non-Verbal Messages (.5)
- CFAPROF4 - Can Speak Effectively in Different Professional Contexts (.5)
- CFAPR1 - Can Apply Key Terms and Concepts That Relate to Public Relations (.5)
- CFAPR4 - Can Create an Effective Video News Release (.5)
- CFAPR6 - Can Design a Brief for a PR Campaign (.5)
- CFAPR2 - Can Explain the Development and Purpose Of Public Relations (.5)
- CFAPR7 - Can Identify and Analyze Ethical Considerations in Public Relations (.5)
- CFAPR5 - Can Produce an Effective PR-Focused Op-Ed (.5)
- CFANEWS1 - Can Apply Key Terms and Concepts That Relate to News Literacy (.5)
- CFANEWS4 - Can Assess the Credibility, Validity, And Accuracy of News Accounts (.5)
- CFANEWS5 - Can Assess the Credibility, Validity, And Accuracy of News Sources (.5)
- CFANEWS6 - Can Identify and Analyze the Ethical Issues Surrounding the Reporting and Dissemination of News (.5)
- CFANEWS2 - Can Identify and Distinguish Between News Media Bias and Audience Bias (.5)
- CFAPR3 - Can Write an Effective Press Release (.5)
- CFASOC1 - Can Apply Key Social Media Terms and Concepts (.5)
- CFASOC5 - Can Create Effective Messages for Different Social Media Platforms (.5)
- CFASOC3 - Can Design an Effective Social Media Campaign (.5)
- CFASOC2 - Can Explain the Development and Purpose Of Social Media (.5)
- CFASOC6 - Can Identify and Analyze Ethical Consideration in Social Media (.5)
- CFASOC4 - Can Interpret and Use Social Media Analytics (.5)
- CFAINT2 - Can Analyze the Impact of Cultural Variables on Communications (.5)
- CFAINT1 - Can Apply Key Terms and Concepts That Relate to International and Intercultural Communications (.5)
- CFAINT5 - Can Describe Key Intercultural Considerations in Communicating a Specific Brand, Product, Or Service (.5)
- CFAINT6 - Can Describe Key International Considerations in Communicating a Specific Brand, Product, Or Service (.5)
- CFAINT4 - Can Describe the Evolving Global Role And Impact of Digital Communication (.5)
- CFAINT3 - Can Describe the Impact of International Laws and Politics on Communications (.5)
- CFATECH1 - Can Apply Key Terms and Concepts That Relate to Technical Communication (.5)
- CFATECH4 - Can Create a Technical Document (.5)
- CFATECH2 - Can Create Clear and Accurate Technical Instructions (.5)
- CFATECH3 - Can Develop Effective Visual Aids to Illustrate Technical Information (.5)
- CFATECH5 - Can Express Technical Or Specialized Information in a Way That Is Accessible To a General Audience (.5)
- CFAMULT1 - Can Produce a Short Video (.5)
- CFAORG1 - Can Apply Key Terms and Concepts That Relate to Organizational Communications (.5)
- CFAORG6 - Can Create Effective Professional Documents for Specific Organizational Purposes (.5)
- CFAORG3 - Can Develop Effective Organizational Messaging Strategies (.5)
- CFAORG5 - Can Evaluate Ethical Issues in Organizational Communications (.5)
- CFAORG2 - Can Explain the Key Functions of Organizational Communications (.5)
- CFAORG4 - Can Explain the Role of Communications In Shaping an Organization's Brand and Reputation (.5)
- CFAMARK1 - Can Apply Key Terms and Concepts That Relate to Marketing (.5)
- CFAMARK4 - Can Create a Marketing Brief (.5)
- CFAMARK2 - Can Develop a Marketing Plan for a Specific Product Or Service (.5)
- CFAMARK3 - Can Identify and Analyze Ethical Consideration in Marketing (.5)
- CFAMARK6 - Can Identify Appropriate Digital Tools For Specific Marketing Purposes (.5)
- CFAMARK5 - Can Perform Pre-Marketing Analysis and Research (.5)
- CFAMULT5 - Can Create a Storyboard for a Multimedia Product (.5)
- CFAMULT3 - Can Design an Integrated Communications Strategy (.5)
- CFAML2 - Can Design and Create Effective Images And Visual Media (.5)
- CFAMULT4 - Can Produce a Basic Multimedia Product (.5)
- CFAMULT2 - Can Produce a Short Audio Story (.5)
- CFAMULT6 - Can Write a Script for a Multimedia Product (.5)
- CFACULT4 - Can Apply Knowledge of Norms and Cultures Other Than One's Own (.5)
- CFAINN3 - Can Collaborate With Others to Solve Complex Problems (.5)



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- CFAINN4 - Can Critique and Build on One's Own Ideas and the Ideas of Others (.5)
- CFALEAD3 - Can Facilitate a Group Discussion Or Meeting (.5)
- CFALEAD2 - Can Provide Encouraging, Specific and Actionable Feedback (.5)
- CFALEAD1 - Can Recognize the Strengths and Limitations of Others and Delegate Appropriately (.5)
- CFACAC3 - Can Contribute to Discussions About Pressing Social Issues (.5)
- CFACAC2 - Can Describe the Rights and Responsibilities of U.S. Citizens (.5)
- CFALEAD4 - Can Explain Key Models of Leadership (.5)
- CFACAC1 - Can Explain the Main Features and Functions of the U.S. Government and Political System (.5)
- CFACAC5 - Can Identify and Explain Concrete Ways To Contribute to One's Community (.5)
- CFACAC4 - Can Identify Issues of Particular Significance to One's Own Community (.5)

### **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)

### **Competency Concentration Requirements**

- CFAACCT4 - Can Analyze Business Scenarios Using Basic Accounting Principles (.5)
- CFAACCT6 - Can Apply Basic Financial Ratios to the Analysis of a Financial Statement (.5)
- CFAACCT1 - Can Define and Use Accounting Terminology (.5)
- CFAACCT3 - Can Describe and Explain the Key Sections of the Balance Sheet, Income Statement and Statement of Cash Flows (.5)
- CFAACCT5 - Can Explain What a Specific Financial Statement Says About a Company (.5)
- CFAACCT2 - Can Identify, Explain, and Apply Basic Accounting Principles (.5)
- CFABM1 - Can Explain the Five Major Functions of Management (.5)
- CFABM2 - Can Apply Leading Management Theories And Models (.5)
- CFABM3 - Can Evaluate the Strengths and Weakness Of Different Management Styles (.5)
- CFABM4 - Can Apply Common Decision-Making Frameworks (.5)
- CFABM5 - Can Identify and Analyze Common Management Problems (.5)
- CFABM6 - Can Communicate Effectively With Internal and External Stakeholders (.5)
- CFABLAW3 - Can Describe the Major Types and Elements of Contracts (.5)
- CFABLAW1 - Can Describe the Structure and Key Features of the US Legal System (.5)
- CFABLAW2 - Can Explain Key Supreme Court Decisions That Affect Business (.5)
- CFABLAW6 - Can Explain the Legal Advantages and Disadvantages of Different Types of Business Organizations (.5)
- CFABLAW4 - Can Identify and Explain Intentional Torts, Negligence and Strict Liability (.5)
- CFABLAW5 - Can Identify and Explain Principles of Criminal Law That Pertain to Business (.5)

### **Grand Total Credits: 9**

# International Programs

## Communications (BA) - Healthcare (Concentration)

### Applicable Student Population

Global Education Movement (GEM)

### Competency Concentration 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

## Competency Program 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)

### Competency Concentration 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

### Competency Program 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)
- 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)

## International Programs

- 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)
- 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)

## International Programs

- 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)

### Competency Concentration 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)

### Competency Concentration 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**

## Healthcare Management (AA)

### Applicable Student Population

Global Education Movement (GEM)

# International Programs

## **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.

## **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.

## **Competency Program 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)



## International Programs

- 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)
- 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)

## International Programs

- 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)
- 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

### Competency Program Requirements

**AA.HMA or Equivalent: 60 Total Credits Healthcare Management Competencies: 51 Total Credits**

**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)

### Competency Concentration 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)

### Competency Concentration Requirements

- CFAINTB1 - Can Apply Key Terms and Concepts That Relate to International Business (.5)
- CFAINTB2 - Can Articulate Key Considerations in Global Business Strategy and Management (.5)
- CFAINTB3 - Can Articulate Key Considerations in Global Manufacturing and Supply Chain Management (.5)
- CFAINTB4 - Can Articulate Key Considerations in Global Marketing (.5)
- CFAINTB5 - Can Evaluate Risks and Benefits of International Transactions and Trade (.5)
- CFAINTB6 - Can Explain the Impact of Social, Cultural, Legal, and Political Factors On International Business Operations (.5)
- CFAWG1 - Can Apply Key Terms and Concepts That Relate to Physical and Human Geography (.5)
- CFAWG4 - Can Explain How and Why Geographers Use Tools and Techniques such as GIS & GPS (.5)
- CFAWG2 - Can Explain How Geographic Factors Influence Historical, Political, Economic, and Cultural Developments (.5)
- CFAWG5 - Can Explain How Humans Modify and Are Affected by Their Environments (.5)
- CFAWG3 - Can Locate and Describe the Major Physical Features of the Earth (.5)
- CFAWG6 - Can Use Geography to Help Explain Current World Affairs (.5)
- CFAGH1 - Can Apply Key Terms and Concepts That Relate to Global Health (.5)
- CFAGH5 - Can Articulate the Impact of Social and Cultural Factors on Health in Specific Regions of the World (.5)
- CFAGH3 - Can Discuss the Burden of Disease in Various Regions of the World and the Variations in Incidence and Prevalence (.5)
- CFAGH2 - Can Explain How Globalization Has Changed the Patterns of the Spread of Disease and the Methods Needed to Control Disease (.5)
- CFAGH6 - Can Explain the Multi-Directional Links Between Health and Social and Economic Factors (.5)
- CFAGH4 - Can Identify Key Global Health Organizations and Their Roles (.5)

**Grand Total Credits: 9**

## Management (BA)

# International Programs

## **Applicable Student Population**

Global Education Movement (GEM)

## **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

## **Competency Program Requirements**

### **AA or Equivalent: 60 Total Credits Management Competencies: 51 Total Credits**

- CFAACCT1 - Can Define and Use Accounting Terminology (.5)
- CFAACCT2 - Can Identify, Explain, and Apply Basic Accounting Principles (.5)
- CFAACCT3 - Can Describe and Explain the Key Sections of the Balance Sheet, Income Statement and Statement of Cash Flows (.5)
- CFAACCT4 - Can Analyze Business Scenarios Using Basic Accounting Principles (.5)
- CFAACCT5 - Can Explain What a Specific Financial Statement Says About a Company (.5)
- CFAACCT6 - Can Apply Basic Financial Ratios to the Analysis of a Financial Statement (.5)
- CFAINN2 - Can Apply the Principles of Design Thinking (.5)
- CFAINN5 - Can Create a Novel Or Unique Approach, Product Or Solution (.5)
- CFALEAD5 - Can Weigh Competing Priorities and Make An Informed Decision Or Recommendation (.5)
- CFAPROF5 - Can Clearly and Succinctly Express Complex Ideas Or Information Orally (.5)
- CFARESWEB3 - Can Create an Effective Website (.5)
- CFARESWEB4 - Can Design an Effective Website (.5)
- CFAINTB1 - Can Apply Key Terms and Concepts That Relate to International Business (.5)
- CFAINTB2 - Can Articulate Key Considerations in Global Business Strategy and Management (.5)
- CFAINTB3 - Can Articulate Key Considerations in Global Manufacturing and Supply Chain Management (.5)
- CFAINTB4 - Can Articulate Key Considerations in Global Marketing (.5)
- CFAINTB5 - Can Evaluate Risks and Benefits of International Transactions and Trade (.5)
- CFAINTB6 - Can Explain the Impact of Social, Cultural, Legal, and Political Factors On International Business Operations (.5)
- CFACAC1 - Can Explain the Main Features and Functions of the U.S. Government and Political System (.5)
- CFACAC2 - Can Describe the Rights and Responsibilities of U.S. Citizens (.5)
- CFACAC3 - Can Contribute to Discussions About Pressing Social Issues (.5)
- CFACAC4 - Can Identify Issues of Particular Significance to One's Own Community (.5)
- CFACAC5 - Can Identify and Explain Concrete Ways To Contribute to One's Community (.5)
- CFALEAD4 - Can Explain Key Models of Leadership (.5)
- CFACULT1 - Can Explain How Culture Shapes Interpersonal Relations (.5)
- CFACULT2 - Can Acknowledge One's Own Cultural Beliefs, Values and Sensibilities and Those of Others (.5)
- CFACULT3 - Can Articulate and Analyze One's Own Cultural Biases and Preconceptions (.5)
- CFACULT5 - Can Apply Key Terms and Concepts That Relate to Cultural Competence (.5)
- CFAPROF3 - Can Recognize and Interpret Both Verbal And Non-Verbal Messages (.5)
- CFAPROF4 - Can Speak Effectively in Different Professional Contexts (.5)
- CFAHRM1 - Can Explain the Major Legal and Regulatory Frameworks in Which Human Resources Decisions Are Made (.5)
- CFAHRM2 - Can Describe Effective Recruitment, Selection and Retention Practices (.5)
- CFAHRM3 - Can Evaluate Staff Performance and Conduct and Document a Performance Review (.5)
- CFAHRM4 - Can Respond Effectively and Appropriately to Complaints and Negative Feedback (.5)
- CFAHRM5 - Can Function Effectively As Part of an Interprofessional Team (.5)
- CFAHRM6 - Can Create a Strategic Training and Development Plan (.5)

## International Programs

- CFAORGB1 - Can Analyze Domestic and Global Perspectives on Managing People to Achieve Organizational Goals (.5)
- CFAORGB2 - Can Evaluate Shifting Models and Trends In Organizations (.5)
- CFAORGB3 - Can Explain How Factors of Group Dynamic Impact Organizations (.5)
- CFAORGB4 - Can Make Recommendations for Improving Organizational Structures (.5)
- CFAORGB5 - Can Analyze the Complexities of Organizational Change (.5)
- CFAORGB6 - Can Apply Organizational Behavior Theories to Help Make Informed Managerial Decisions (.5)
- CFAENTRE1 - Can Describe the Mindset, Essential Characteristics and Motivation of an Entrepreneur (.5)
- CFAENTRE2 - Can Identify and Analyze New Business Opportunities That Exist in the Marketplace (.5)
- CFAENTRE3 - Can Perform Key Analyses of a Feasibility Study (.5)
- CFAENTRE4 - Can Develop an Entrepreneurial Business Plan (.5)
- CFAENTRE5 - Can Provide Clear and Concise Feedback About the Credibility of an Entrepreneurial Business Plan (.5)
- CFAENTRE6 - Can Communicate the Value Creation and Market Opportunity for a New Concept (.5)
- CFAMANACC1 - Can Apply Basic Cost Concepts to Management Decisions (.5)
- CFAMANACC2 - Can Conduct a Breakeven Analysis (.5)
- CFAMANACC3 - Can Prepare and Analyze Basic Operating Budgets (.5)
- CFAMANACC4 - Can Explain the Meaning of Relevant Costs and the Contribution Approach to Decisions (.5)
- CFAMANACC5 - Can Describe and Apply Foundational Concepts of Capital Budgeting (.5)
- CFAMANACC6 - Can Contrast the Advantages and Disadvantages of Decentralization When Measuring Performance in Responsibility Centers (.5)
- CFACULT4 - Can Apply Knowledge of Norms and Cultures Other Than One's Own (.5)
- CFAINN3 - Can Collaborate With Others to Solve Complex Problems (.5)
- CFAINN4 - Can Critique and Build on One's Own Ideas and the Ideas of Others (.5)
- CFALEAD1 - Can Recognize the Strengths and Limitations of Others and Delegate Appropriately (.5)
- CFALEAD2 - Can Provide Encouraging, Specific and Actionable Feedback (.5)
- CFALEAD3 - Can Facilitate a Group Discussion Or Meeting (.5)
- CFABM1 - Can Explain the Five Major Functions of Management (.5)
- CFABM2 - Can Apply Leading Management Theories And Models (.5)
- CFABM3 - Can Evaluate the Strengths and Weakness Of Different Management Styles (.5)
- CFABM4 - Can Apply Common Decision-Making Frameworks (.5)
- CFABM5 - Can Identify and Analyze Common Management Problems (.5)
- CFABM6 - Can Communicate Effectively With Internal and External Stakeholders (.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 (.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)
- CFAOPMAN1 - Can Illustrate the Relationship of Operations to Other Functional Areas of A Business Organization (.5)
- CFAOPMAN2 - Can Evaluate the Essential Components of Operation Processes (.5)
- CFAOPMAN3 - Can Apply Theories, Techniques and Methodologies for Managing an Organization's Processes and Resources (.5)
- CFAOPMAN4 - Can Explain Applications of Supply Chain Management in a Variety of Organizational Settings (.5)
- CFAOPMAN5 - Can Describe How Inventory Control Systems Are Used to Improve Operational Processes (.5)
- CFAOPMAN6 - Can Develop a Basic Operations Plan (.5)
- CFAORGB7 - Can Evaluate and Incorporate Information From the Business Press for Research Purposes (.5)
- CFAAQS8 - Can Use Quantitative Evidence to Support or refute an argument about a management topic (.5)
- CFAPROF8 - Can Produce Clear, Grammatical and polished writing about a management topic (.5)
- CFARSWD13 - Can Conduct an Interview to Obtain Information About a Management Topic (.5)
- CFARSWD12 - Can Appropriately Cite and Document Sources of Information Related to a Management Topic (.5)
- CFARSWD14 - Can Access and Use Academic and Scholarly Materials Related to a Management Topic (.5)
- CFAAQS1 - Can Interpret and Draw Inferences From Mathematical Models, Such As Formulas, Graphs, Tables, and Schematics (.5)
- CFAAQS2 - Can Represent Mathematical Information Symbolically, Visually, Numerically, and Verbally (.5)
- CFAAQS3 - Can Use Algebraic, Geometric and Statistical Methods/Calculations to Solve Problems (.5)
- CFAAQS4 - Can Estimate and Check Answers to Mathematical Problems in Order to Determine Reasonableness (.5)
- CFAINN1 - Can Apply Creative Problem Solving Methods (.5)
- CFAPROF2 - Can Clearly and Effectively Express Complex Ideas Or Information in Writing (.5)
- CFABLAW1 - Can Describe the Structure and Key Features of the US Legal System (.5)
- CFABLAW2 - Can Explain Key Supreme Court Decisions That Affect Business (.5)
- CFABLAW3 - Can Describe the Major Types and Elements of Contracts (.5)
- CFABLAW4 - Can Identify and Explain Intentional Torts, Negligence and Strict Liability (.5)
- CFABLAW5 - Can Identify and Explain Principles of Criminal Law That Pertain to Business (.5)

## International Programs

- CFABLA6 - Can Explain the Legal Advantages and Disadvantages of Different Types of Business Organizations (.5)

### **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)

### **Competency Concentration Requirements**

- CFARM11 - Can Identify Various Types of Insurance Risks (.5)
- CFARM12 - Can Measure and Effectively Manage Risk Within an Organization (.5)
- CFARM13 - Can Differentiate the Major Types of Insurance (.5)
- CFARM14 - Can Apply Key Terms and Concepts That Relate to Insurance (.5)
- CFARM15 - Can Illustrate How Insurance-Based Products Can Influence the Accumulation And Protection of Wealth and Benefits (.5)
- CFARM16 - 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**

## **Management (BA) - Logistics and Operations (Concentration)**

### **Applicable Student Population**

Global Education Movement (GEM)

### **Competency Concentration Requirements**

- CFAPROJMN1 - Can Develop a Basic Project Management Plan (.5)
- CFAPROJMN2 - Can Effectively Use Common Project Management Tools (.5)
- CFAPROJMN3 - Can Identify Appropriate Project Management Approaches Based on Project Conditions (.5)
- CFAPROJMN4 - Can Analyze the Factors That Commonly Lead to the Success Or Failure of Project Completion (.5)
- CFAPROJMN5 - Can Articulate the Role of Change, Risk And Communication Planning in Project Management (.5)
- CFAPROJMN6 - Can Track, Evaluate and Communicate the Progress of a Project (.5)
- CFALOGMAN1 - Can Explain the Significance and Essential Functions of Logistics Management (.5)
- CFALOGMAN2 - Can Create a Plan to Conduct a Logistics Needs Assessment (.5)
- CFALOGMAN3 - Can Use Qualitative and Quantitative Analysis to Inform Logistics Planning (.5)
- CFALOGMAN4 - Can Identify Appropriate Methods to Integrate Logistics Delivery Systems (.5)
- CFALOGMAN5 - Can Assess the Effectiveness and Efficiency of Physical Distribution Systems (.5)
- CFALOGMAN6 - Can Analyze Key Elements of Successful Inventory Management (.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) - Public Administration (Concentration)

### Applicable Student Population

Global Education Movement (GEM)

### Competency Concentration 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**

## INTI International University & Colleges (INTI)

### Business Administration (BS)

### Applicable Student Population

INTI International University & Colleges (INTI)

### 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.

# International Programs

## 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

## Requirements

### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education (INTI)

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

### Business Core

30 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - BUS206 - Business Law I (3)
  - FIN320 - Principles of Finance (3)
  - INT113 - Introduction to International Business (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)
  - QSO300 - Operations Management (3)

### Major Electives or choose a Concentration

15 Total Credits

- Complete all of the following
  - Complete:
    - OL215 - Principles of Management (3)
  - 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 credits from 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) - Finance (Concentration)**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **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.

### **Requirements**

Concentration Courses

15 Total Credits

- Complete:
  - FIN250 - Personal Financial Planning (3)
  - FIN330 - Corporate Finance (3)
  - FIN340 - Fundamentals of Investments (3)
  - ECO306 - Money and Banking (3)
  - FIN336 - Multinational Corporate Finance (3)

Grand Total Credits: **15**

## **Business Administration (BS) - International Business (Concentration)**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **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. This concentration is only offered online and to certain cohorts overseas.

### **Requirements**

Concentration Courses

15 Total Credits

- Complete:
  - INT221 - Global Financial System (3)
  - INT315 - International Management (3)
  - INT433 - Multinational Marketing (3)
  - INT400 - International Business Project (3)
  - INT422 - International Strategic Management (3)

Grand Total Credits: **15**

# International Programs

## **Business Administration (BS) - Marketing (Concentration)**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

The Bachelor of Science in Business Administration concentration in Marketing introduces students to various professional areas within the fast-paced and ever evolving field of marketing. This concentration provides students with the opportunity to explore areas of marketing, through a business lens, in areas such as market research, social media marketing and communication, and consumer behavior.

### **Requirements**

Concentration Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - MKT265 - Social Media & Marketing Communications (3)
    - MKT337 - Marketing Research (3)
    - MKT345 - Consumer Behavior (3)
  - 6 credit(s) from MKT or ADV 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**

## **Communication (BA)**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

The Communication major prepares students for a wide variety of fields including public relations, corporate communications and training, social media, professional writing, journalism, advertising, and other mass media professions. Students also have the opportunity to focus their studies through a variety of minors and internship experiences. At the same time, students are able to develop competencies in particular areas that may be highlighted by capstone projects or portfolio work for future employment

### **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

# International Programs

## **Requirements**

### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education (INTI)

### Arts and Sciences Courses

9 Total Credits

- 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

33 Total Credits

- 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)
  - COM452 - Public Relations Campaign Planning Seminar (Capstone) (3)
  - COM430 - Organizational Communications (3)

### Free Electives

36 Total Credits

- 36 credit(s).

Grand Total Credits: **120**

## **General Education (INTI)**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

The General Education program at Southern New Hampshire University provides students with the knowledge, skills, and cultural awareness necessary to succeed in their major fields of study and become leaders in their chosen professions and communities. Students who complete the General Education program will also acquire the tools to become independent thinkers and lifelong learners who are able to make informed moral and ethical decisions. The General Education program is spread across all four years of study. The program is made up of three interrelated components: Foundation Courses that are primarily skills-based; Exploration Courses that require students to explore courses in fine arts and humanities, social and behavioral sciences, as well as in science, technology, and mathematics; and Culmination Courses which aim to provide students an opportunity to tie together the skills and knowledge attained throughout the General Education Program. \*\* Please refer to your Program Evaluation or your Academic Advisor for specific course information. \*\*

# International Programs

## 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

18 Total Credits

- Complete all of the following
  - English (FENG)
    - Complete:
      - ENG120 - College Composition I (3)
      - ENG200 - Sophomore Seminar (3)
  - Mathematics (FMAT)
    - 1 of the following:
      - MAT130 - Applied Finite Mathematics (3)
      - MAT240 - Applied Statistics (3)
  - First Year Experience
    - Complete all of the following
      - Humanities Foundation
        - 1 of the following:
          - LIT101 - The Literary Imagination (3)
          - MUS101 - Music and Meaning (3)
      - Complete:
        - COM212 - Public Speaking (3)
        - PCC201 - Professional Communication and Career Planning (3)

### Exploration Courses

21 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. Students must take at least one (1) 100-, 200-, and 300-level Exploration course. Students will be required to develop their skills by completing a 100-level course before taking a 200-level course; by completing a 200-level course before taking a 300-level course; and by completing a 300-level course before taking a 400-level course. Courses taken as Exploration Courses may not also count as Major Courses.
  - NOTE: Students must choose two (2) courses from each of the Exploration Areas, with the exception of the one (1) course students must choose from the General Education electives area, with a maximum of one (1) course per subgroup.
    - Humanities (EFAH)
      - Complete 2 of the following
        - Group A
          - Complete:
            - 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)

## International Programs

- 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)

- 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
    - Complete:
      - PSY108 - Introduction to Psychology (3)

### Science, Technology, and Mathematics (ESTM)

- Complete 2 of the following
  - Group A
    - 1 of the following:
      - BIO101 - Principles of Biology (3)
      - SCI219 - Environmental Issues (3)
  - Group B
    - Complete:
      - IT100 - Introduction to Information Technology (3)
  - Group C
    - 1 of the following:
      - MAT130 - Applied Finite Mathematics (3)
      - MAT240 - Applied Statistics (3)

### General Education Electives (EGED)

- 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

3 Total Credits

- 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**

# International Programs

## **Applicable Student Population**

INTI International University & Colleges (INTI)

## **Description**

Our program stands out from those at other four-year institutions of higher education in that we put students in a position to start engaging in professional activities while they learn. Students are encouraged to participate in field experiences at mental health clinics and social service agencies, publish in Psychological journals and books, present professional papers, administer psychological tests, simulate therapy sessions and/or lead student organizations. Our program includes faculty who have won teaching awards and published books and journal articles. We offer specific concentration areas including child/adolescent development, forensic psychology and mental health. Students also enjoy a variety of extracurricular opportunities. We have a Psychology Student Association and an honors association, Psi Chi. Alumni have attended graduate school or continued on to work (after graduating with a Bachelor of Arts degree) in such areas such as mental health clinics, social service agencies and human resources.

## **Outcomes**

1. Assimilate classic and current research within the field of psychology by developing detailed literature reviews and presentations
2. Gather, organize, and analyze acquired knowledge within the field of psychology as evidenced in an e-compendium
3. Develop a conference-level deliverable depicting theoretical or empirical research and how it fits a larger body of knowledge in the research literature of Psychology
4. Evaluate the appropriate research method(s) to use for the problem examined in a theoretical or empirical research project
5. Describe informed conclusions that align with selected research designs and statistical analyses used in an original research project
6. Analyze multifaceted ethical issues associated with the core content areas of psychology as evidenced through the creation of informed consent forms and the use of ethical reasoning applied to dilemmas in research, teaching, counseling, and assessment

## **Requirements**

General Education Courses

42 Total Credits

- 42 credit(s) from: General Education (INTI)

Must include:

- MAT240 - Applied Statistics (3)

Arts and Sciences Courses

9 Total Credits

- 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)
    - PHL212 - Introduction to Ethics (3)
    - PHL214 - Formal Logic (3)

## International Programs

- PHL220 - Death and the Meaning of Life (3)
- PHL210 - Introduction to Philosophy (3)
- 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

24 Total Credits

- 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 Total Credits

- 12 credit(s) from subject(s): PSY within the range of course numbers 200 - 399

### Free Electives

33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

## Psychology (BA) - Child and Adolescent Development (Concentration)

### Applicable Student Population

INTI International University & Colleges (INTI)

### 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)

### **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**

## **India Online**

### **Business Administration (BS)**

#### **Applicable Student Population**

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

- 42 credit(s) from: General Education

Must include:

- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (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:
    - OL125 - Human Relations in Administration (3)
  - 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

- Campus offered courses include: AT 110, AM 201, AV 205, AV 206, AV 306
- 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.

### **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**

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.

### **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**

## **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.

### **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.

### **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**

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.

### **Requirements**

Concentration Courses

15 Total Credits

- Complete:
  - INT221 - Global Financial System (3)
  - INT315 - International Management (3)
  - INT433 - Multinational Marketing (3)
  - INT400 - International Business Project (3)
  - INT422 - International Strategic Management (3)

Grand Total Credits: **15**

## **Business Administration (BS) - Marketing (Concentration)**

### **Applicable Student Population**

India Online

### **Description**

The Bachelor of Science in Business Administration concentration in Marketing introduces students to various professional areas within the fast-paced and ever evolving field of marketing. This concentration provides students with the opportunity to explore areas of marketing, through a business lens, in areas such as market research, social media marketing and communication, and consumer behavior.

### **Requirements**

Concentration Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - MKT265 - Social Media & Marketing Communications (3)
    - MKT337 - Marketing Research (3)
    - MKT345 - Consumer Behavior (3)
    - MKT270 - Professional Selling (3)
  - Electives
  - Complete all of the following
    - 3 credit(s) from subject(s): MKT or ADV within the range of course numbers 100 - 499
    - FMM 225, 325, 340, 410 offered online.

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, MBE, 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.

### **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.

### **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**

## **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.

### **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.

### **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.

### **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.

### **Requirements**

Select a Category

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 Core

### Applicable Student Population

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**

## General Education

### Applicable Student Population

India Online

# International Programs

## **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

# International Programs

## Requirements

### Foundation Courses

15 Total Credits

- Complete all of the following
  - English
    - Complete:
      - ENG123 - English Composition II (3)
      - ENG122 - English Composition I (3)
  - Mathematics
    - Complete all of the following
      - 1 of the following:
        - 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)
        - 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.
  - Interdisciplinary Studies
    - Complete:
      - IDS100 - Perspectives in Liberal Arts (3)
  - SNHU
    - Complete:
      - SNHU107 - Success Strategies for Online Learning (3)

### Exploration Courses

24 Total Credits

- Complete all of the following
  - Fine Arts and Humanities (EFAH)
    - Complete:
      - HUM100 - Perspectives in the Humanities (3)
      - HUM200 - Applied Humanities (3)
  - Social and Behavioral Sciences (ESBS)
    - Complete:
      - SCS100 - Perspectives in the Social Sciences (3)
      - SCS200 - Applied Social Sciences (3)
  - NOTE: Students in all Business Programs and BS Information Technology take ECO 201 and ECO 202.
  - Science, Technology, and Mathematics (ESTM)
    - Complete:
      - SCI100 - Perspectives in the Natural Sciences (3)
      - SCI200 - Applied Natural Sciences (3)
  - History (EHIS)
    - Complete:
      - HIS100 - Perspectives in History (3)
      - HIS200 - Applied History (3)

### Integration

3 Total Credits

- 1 of the following:
  - IDS400 - Diversity (3)
  - IDS401 - Global Society (3)
  - IDS402 - Wellness (3)
  - IDS403 - Technology and Society (3)
  - IDS404 - Popular Culture (3)

Grand Total Credits: **42**

International Programs

**Vietnam National University - University of Languages & International Studies (VNU-ULIS)**

**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. Demonstrate knowledge of basic estimators and their properties.
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. Effectively communicate economic and financial issues and opportunities to stakeholders.
5. Critique government policy proposals using concepts such as optimization, equilibrium, and the incentives faced by economic agents.

# International Programs

## **Requirements**

### General Education Courses

36 Total Credits

- 36 credit(s) from: General Education (VNU)

Must include:

- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (3)
- SNHU405 - SNHU Experience: Gen Ed Capstone Abroad (3)

### Integration

9 Total Credits

- Complete all of the following
  - 9 credit(s).
  - With your advisor, you must declare one (9 credit) integration cluster from: America, Diversity, Ethics, Global Culture, Global Society, IRobot, Popular Culture, Wellness, War and Peace, or Environmental Sustainability and Human Societies. The requirements for your declared cluster will appear below. Please see the University catalog for program requirement details.  
\*\*\*\*\* This section is not officially complete until you have declared and satisfied the requirements of your intended cluster.

### Business Core

30 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - BUS206 - Business Law I (3)
  - FIN320 - Principles of Finance (3)
  - INT113 - Introduction to International Business (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)
  - QSO300 - Operations Management (3)

### 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

15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

## **General Education (VNU)**

### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

# International Programs

## **Description**

The General Education program at Southern New Hampshire University provides students with the knowledge, skills, and cultural awareness necessary to succeed in their major fields of study and become leaders in their chosen professions and communities. Students who complete the General Education program will also acquire the tools to become independent thinkers and lifelong learners who are able to make informed moral and ethical decisions. The General Education program is spread across all four years of study. The program is made up of three interrelated components: Foundation Courses that are primarily skills-based; Exploration Courses that require students to explore courses in fine arts and humanities, social and behavioral sciences, as well as in science, technology, and mathematics; and Culmination Courses which aim to provide students an opportunity to tie together the skills and knowledge attained throughout the General Education Program. \*\* 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

18 Total Credits

- Complete all of the following
  - English (FENG)
    - Complete:
      - ENG120 - College Composition I (3)
      - ENG200 - Sophomore Seminar (3)
  - Mathematics (FMAT)
    - 1 of the following:
      - MAT130 - Applied Finite Mathematics (3)
      - MAT240 - Applied Statistics (3)
  - First Year Experience
    - Complete all of the following
      - Group
        - 1 of the following:
          - LIT101 - The Literary Imagination (3)
          - MUS101 - Music and Meaning (3)
      - Complete:
        - COM212 - Public Speaking (3)
        - PCC201 - Professional Communication and Career Planning (3)

Exploration Courses

21 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. Students must take at least one (1) 100-, 200-, and 300-level Exploration course. Students will be required to develop their skills by completing a 100-level course before taking a 200-level course; by completing a 200-level course before taking a 300-level course; and by completing a 300-level course before taking a 400-level course. Courses taken as Exploration Courses may not also count as Major Courses.
  - NOTE: Students must choose two (2) courses from each of the Exploration Areas, with the exception of the one (1) course students must choose from the General Education electives area, with a maximum of one (1) course per subgroup.
  - Humanities (EFAH)
    - Complete 2 of the following
      - Group A
        - Complete:

## International Programs

- 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)

- 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
    - Complete:
      - PSY108 - Introduction to Psychology (3)

### Science, Technology, and Mathematics (ESTM)

- Complete 2 of the following
  - Group A
    - 1 of the following:
      - BIO101 - Principles of Biology (3)
      - SCI219 - Environmental Issues (3)
  - Group B
    - Complete:
      - IT100 - Introduction to Information Technology (3)
  - Group C
    - 1 of the following:
      - MAT130 - Applied Finite Mathematics (3)
      - MAT240 - Applied Statistics (3)

### General Education Electives (EGED)

- 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

#### 3 Total Credits

- 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:

## International Programs

- 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**

## 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, offered in partnership between SNHU and Vietnam National University (VNU) 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 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. The MS in Teaching English as a Foreign Language Program consists of transfer credit plus 6 courses taught on-site in Vietnam by SNHU Faculty. Transfer credit is accepted for courses taken at an accepted Vietnamese university prior to admission to the SNHU program, and then the additional 6 courses are taught by on-site SNHU faculty.

### 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



# International Programs

## **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)
  - NOTE: VNU students may transfer 20 credits in place of EFL 201, 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)
  - Complete:
    - EFL599 - Supervised Practice Teaching (3)

Grand Total Credits: **36**

# Courses

## Accounting

### **ACC201 - Financial Accounting** **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
India Online

#### **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)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
India Online

#### **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

#### **Requisites**

- Complete:
  - ACC201 - Financial Accounting (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

### **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

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## Advertising

### **ADV263 - Advertising Copy and Design**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **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

### **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

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## Anthropology

# International Programs

## **ATH111 - Introduction to Cultural Anthropology**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

Global Education Movement (GEM)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **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**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

INTI International University & Colleges (INTI)

### **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**

Global Education Movement (GEM)

INTI International University & Colleges (INTI)

### **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 cells membranes, synaptic transmission, motor and sensory systems, chemical messengers, neuroendocrine interactions, neural circuitry, and selected topics in neuropharmacology. It is strongly recommended that the student take BIO-210 (Intro to Anatomy and Physiology) before taking BIO-320.

### **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

### **Requisites**

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

### **Academic Level**

Undergraduate

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## **Business**

## **BUS206 - Business Law I**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

India Online

### **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

### **Requisites**

- 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - BUS206 - Business Law I (3)

### **Academic Level**

Undergraduate

## International Programs

### **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

### **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

#### **Requisites**

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - BUS210 - Managing and Leading in Business (3)
  - BUS225 - Critical Business Skills for Success (3)
  - BUS206 - Business Law I (3)
  - FIN320 - Principles of Finance (3)
  - INT220 - Global Dimensions in Business (3)
  - MKT205 - Applied Marketing Strategies (3)
  - QSO321 - People, Planet, and Profit (3)

#### **Academic Level**

Undergraduate

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## College for America



# 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

### **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

# International Programs

## **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

### **Requisites**

- Complete:
  - ENG123 - English Composition II (3)

### **Academic Level**

Undergraduate

## **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

## **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

# International Programs

## **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

### **Requisites**

- Complete:
  - ENG123 - English Composition II (3)

### **Academic Level**

Undergraduate

## **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

# International Programs

## **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

### **Requisites**

- Complete:
  - ENG123 - English Composition II (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete 1 of the following
  - India Online
  - Complete:
    - ENG123 - English Composition II (3)
  - INTI
  - 1 of the following:
    - ENG121 - College Composition II (3)
    - ENG200 - Sophomore Seminar (3)

### **Academic Level**

Undergraduate

# International Programs

## **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

### **Requisites**

- Complete:
  - ENG123 - English Composition II (3)

### **Academic Level**

Undergraduate

## **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



# International Programs

## **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

## **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

### **Requisites**

- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

### **Academic Level**

Undergraduate

## **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

# International Programs

## **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

## **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

### **Requisites**

INTI

- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

### **Academic Level**

Undergraduate

# 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

### **Requisites**

- Complete:
  - ENG123 - English Composition II (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - COM127 - Introduction to Communication (3)

### **Academic Level**

Undergraduate

# 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)  
Global Education Movement (GEM)

### **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

### **Requisites**

- 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)

### **Academic Level**

Undergraduate

# 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

### **Requisites**

- Complete:
  - COM127 - Introduction to Communication (3)

### **Academic Level**

Undergraduate

## **COM322 - Advanced Public Speaking** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **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

### **Requisites**

- 1 of the following:
  - COM212 - Public Speaking (3)
  - ENG200 - Sophomore Seminar (3)

### **Academic Level**

Undergraduate

# 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

### **Requisites**

- Complete:
  - COM225 - Communication with Diverse Audiences (3)

### **Academic Level**

Undergraduate

## **COM329 - New Media Technologies** **Applicable Student Population**

Global Education Movement (GEM)  
India Online

### **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

### **Requisites**

- Complete:
  - COM227 - Public Relations (3)

### **Academic Level**

Undergraduate

# 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

### **Requisites**

- Complete all of the following
  - India Online
    - Complete:
      - ENG123 - English Composition II (3)
  - INTI
    - Complete:
      - COM227 - Public Relations (3)

### **Academic Level**

Undergraduate

## **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

# International Programs

## **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

### **Requisites**

- Complete:
  - ENG122 - English Composition I (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - COM311 - Social Media Strategy (3)

### **Academic Level**

Undergraduate



# International Programs

## **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

### **Requisites**

- Complete:
  - COM130 - Media Communication and Visual Literacy (3)
  - COM227 - Public Relations (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - COM311 - Social Media Strategy (3)

### **Academic Level**

Undergraduate

# International Programs

## **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

### **Requisites**

- Complete:
  - COM212 - Public Speaking (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - COM311 - Social Media Strategy (3)

### **Academic Level**

Undergraduate

## International Programs

### **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

#### **Requisites**

- Complete:
  - ENG122 - English Composition I (3)

#### **Academic Level**

Undergraduate

### **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

#### **Requisites**

- Complete:
  - COM225 - Communication with Diverse Audiences (3)

#### **Academic Level**

Undergraduate

## International Programs

### **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

#### **Requisites**

- Complete all of the following
  - India Online
    - Complete:
      - COM227 - Public Relations (3)
  - INTI
    - Complete:
      - COM227 - Public Relations (3)
      - COM340 - Writing for Public Relations (3)

#### **Academic Level**

Undergraduate

### **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

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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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## 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

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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**

Global Education Movement (GEM)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

INTI International University & Colleges (INTI)

India Online

### **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

### **Requisites**

INTI and VNU

- Complete:
  - MAT107 - Mathematical Knowledge for Teaching I (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT240 - Applied Statistics (3)
  - MAT241 - Modern Statistics with Software (3)

### **Academic Level**

Undergraduate

## **ECO202 - Macroeconomics**

### **Applicable Student Population**

Global Education Movement (GEM)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

INTI International University & Colleges (INTI)

India Online

### **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

### **Requisites**

INTI and VNU

- 1 of the following:
  - MAT107 - Mathematical Knowledge for Teaching I (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT240 - Applied Statistics (3)
  - MAT241 - Modern Statistics with Software (3)

### **Academic Level**

Undergraduate

# International Programs

## **ECO301 - Managerial Economics**

### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)

### **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

### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)
  - ACC202 - Managerial Accounting (3)
  - MAT240 - Applied Statistics (3)

### **Academic Level**

Undergraduate

## **ECO306 - Money and Banking**

### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)

### **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

### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)

### **Academic Level**

Undergraduate



# International Programs

## **ECO322 - International Economics**

### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)

### **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

### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)

### **Academic Level**

Undergraduate

## **ECO402 - Intermediate Macroeconometrics**

### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)  
India Online

### **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

### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)
  - MAT240 - Applied Statistics (3)

### **Academic Level**

Undergraduate

## 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

#### **Requisites**

- Complete:
  - MBA502 - Economics for Business (3)
  - MBA501 - Mathematics and Statistics for Business (3)

#### **Academic Level**

Graduate

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## English

### **ENG120 - College Composition I** **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)

#### **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

### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - ENG122 - English Composition I (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete all of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - 30 credit(s).

### **Academic Level**

Undergraduate

## **ENG220 - Business Communication** **Applicable Student Population**

Global Education Movement (GEM)  
INTI International University & Colleges (INTI)

### **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

### **Requisites**

- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

### **Academic Level**

Undergraduate

# 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

### **Requisites**

- Complete all of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - Complete 1 of the following
    - 60 credit(s).
    - Permission of instructor

### **Academic Level**

Undergraduate

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## **English As a Foreign Language**

### **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

# International Programs

## **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

## **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

## International Programs

### **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

### **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



## International Programs

### **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

### **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

## International Programs

### **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

### **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

# International Programs

## **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**

## **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

## International Programs

### **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

#### **Requisites**

- INTI
- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

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## Finance

### **FIN250 - Personal Financial Planning**

#### **Applicable Student Population**

Global Education Movement (GEM)  
INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
India Online

#### **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

# International Programs

## **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

### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - MAT240 - Applied Statistics (3)

### **Academic Level**

Undergraduate

## **FIN320 - Principles of Finance**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

India Online

### **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

### **Requisites**

- 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 all of the following
      - Complete:
        - ACC201 - Financial Accounting (3)
        - MAT240 - Applied Statistics (3)
      - 1 of the following:
        - ECO201 - Microeconomics (3)
        - ECO202 - Macroeconomics (3)

### **Academic Level**

Undergraduate

# International Programs

## **FIN330 - Corporate Finance**

### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)  
India Online

### **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

### **Requisites**

- Complete:
  - FIN320 - Principles of Finance (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - FIN340 - Fundamentals of Investments (3)

### **Academic Level**

Undergraduate

# International Programs

## **FIN336 - Multinational Corporate Finance**

### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
India Online

### **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

### **Requisites**

- Complete all of the following
  - India
    - Complete:
      - FIN320 - Principles of Finance (3)
      - FIN330 - Corporate Finance (3)
  - INTI and VNU
    - Complete:
      - FIN320 - Principles of Finance (3)

### **Academic Level**

Undergraduate

## **FIN340 - Fundamentals of Investments**

### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)  
India Online

### **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

### **Requisites**

- Complete:
  - FIN320 - Principles of Finance (3)

### **Academic Level**

Undergraduate

# International Programs

## **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

### **Requisites**

- Complete:
  - FIN340 - Fundamentals of Investments (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Please contact the Career and Professional Development Center to register

### **Academic Level**

Undergraduate



## 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

#### **Requisites**

- Complete 1 of the following
  - Complete:
    - MBA502 - Economics for Business (3)
    - MBA503 - Financial Reporting and Analysis (3)
  - Complete:
    - MBA500 - Building Business Leaders (3)

#### **Academic Level**

Graduate

### **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

#### **Requisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

#### **Academic Level**

Graduate

## 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

#### **Requisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

#### **Academic Level**

Graduate

### **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

#### **Requisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

#### **Academic Level**

Graduate

### **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

#### **Requisites**

- Complete:
  - FIN640 - Investment Analysis & Portfolio Management (3)

#### **Academic Level**

Graduate

# 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

### **Requisites**

- Complete:
  - FIN640 - Investment Analysis & Portfolio Management (3)

### **Academic Level**

Graduate

## **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

### **Requisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

### **Academic Level**

Graduate

# 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

### **Requisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

### **Academic Level**

Graduate

## **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

### **Requisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

### **Academic Level**

Graduate

# 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

### **Requisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

### **Academic Level**

Graduate

## **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

### **Requisites**

- Complete:
  - ECO500 - Managerial Economics (3)
  - FIN550 - Corporate Financial Management (3)

### **Academic Level**

Graduate

## 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

#### **Requisites**

- Complete all of the following
  - Complete:
    - FIN620 - Money and Capital Markets (3)
    - FIN691 - Financial Modeling (3)
  - 30 credit(s).

#### **Academic Level**

Graduate

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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

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## First Year Experience

## International Programs

### **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

## International Programs

### **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

### **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



# International Programs

## **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

### **Requisites**

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)

### **Academic Level**

Graduate

## **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

## **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

# International Programs

## **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

## **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

### **Requisites**

- 1 of the following:
  - Course Not Found
  - MBA540 - Organizational Strategy in a Global Environment (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

### **Requisites**

- Complete:
  - MBA540 - Organizational Strategy in a Global Environment (3)

### **Academic Level**

Graduate

## 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

#### **Requisites**

- Complete:
  - MBA540 - Organizational Strategy in a Global Environment (3)
  - MBA620 - Measuring Success in an Organization (3)

#### **Academic Level**

Graduate

### **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

#### **Requisites**

- 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)

#### **Academic Level**

Graduate

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## Graphics

## International Programs

### **GRA310 - Digital Graphic Design for the Web** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **Description**

This course focuses on digital graphic design theory and its application to web design. Students learn about the technical requirements of professionally created digital web documents. Students will be focused on designing communication and marketing applications for the World Wide Web all the while considering user experience and functionality. Differences in designing for the desktop computer and mobile internet appliances will be a topic for discussion and incorporated in hands-on exercises and projects. Each student will develop several minisites and by the end of the semester will have produced at least one deployable site. Topics include design strategies, web authoring/editing environments, color calibration and aesthetics, web typography, style sheets, template use, graphics format selecting and optimization, and HTML coding and debugging.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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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

### **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

# International Programs

## **HCM340 - Healthcare Delivery Systems**

### **Applicable Student Population**

Global Education Movement (GEM)  
India Online

### **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

## **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

## **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

### **Requisites**

- Complete all of the following
  - Complete:
    - IHP420 - Ethical and Legal Considerations of Healthcare (3)
    - IHP430 - Healthcare Quality Management (3)
  - 111 credit(s).

### **Academic Level**

Undergraduate

## 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

### **HIS109 - Western Civilization to 1500** **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)

#### **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

## International Programs

### **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

### **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

#### **Requisites**

- 3 credit(s) from subject(s): HIS

#### **Academic Level**

Undergraduate



# International Programs

## **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

## **HIS259 - Silk Roads and Samurai** **Applicable Student Population**

Vietnam National University - University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)

### **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**

Vietnam National University - University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)

### **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 Pinochet.

### **Credits**

3

### **Academic Level**

Undergraduate

## International Programs

### **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

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## Human Services

### **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

# International Programs

## **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

### **Requisites**

- 3 credit(s) from subject(s): ENG FAS, HUM, LIT, MUS, PHL, LAR, LAS, LFR, LSP, LAN, or LMN

### **Academic Level**

Undergraduate

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## **Information Technology**

### **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

# International Programs

## **IT210 - Business Systems Analysis and Design** **Applicable Student Population**

INTI International University & Colleges (INTI)  
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

## **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

## **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

### **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

### **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

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## Integrated Health Profession

### **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

## International Programs

### **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

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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**

Global Education Movement (GEM)  
India Online

### **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

### **Requisites**

- India Online
- Complete all of the following
  - Contact your advisor to register
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete all of the following
  - Contact your advisor to register
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)

### **Academic Level**

Undergraduate

# 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

### **Requisites**

- Complete all of the following
  - Contact your advisor to register
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete all of the following
  - Contact your advisor to register
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)

### **Academic Level**

Undergraduate



## 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

#### **Requisites**

- Complete:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (3)

#### **Academic Level**

Undergraduate

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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

### **Requisites**

- Complete:
  - ECO202 - Macroeconomics (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

### **Requisites**

- India Online
- 1 of the following:
  - INT113 - Introduction to International Business (3)
  - INT220 - Global Dimensions in Business (3)

### **Academic Level**

Undergraduate

# 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

### **Requisites**

- INTI
  - Complete:
    - INT113 - Introduction to International Business (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- India Online
  - 1 of the following:
    - INT113 - Introduction to International Business (3)
    - INT220 - Global Dimensions in Business (3)

### **Academic Level**

Undergraduate

# International Programs

## **INT316 - Cultural & Political Environment of International Business**

### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)

### **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

### **Requisites**

- INTI and VNU
- 1 of the following:
    - FIN305 - Foundations of Finance (2)
    - FIN320 - Principles of Finance (3)

### **Academic Level**

Undergraduate

# 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

### **Requisites**

- 1 of the following:
  - INT113 - Introduction to International Business (3)
  - INT220 - Global Dimensions in Business (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- 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)
      - Complete 1 of the following
        - 60 credit(s).
        - Permission of instructor
  - INTI
    - Complete all of the following
      - Complete:
        - INT113 - Introduction to International Business (3)
      - and
        - Complete all of the following
          - 60 credit(s).
          - Permission of instructor

### **Academic Level**

Undergraduate

# 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

### **Requisites**

- 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:
      - ECO202 - Macroeconomics (3)
      - INT220 - Global Dimensions in Business (3)
      - MKT205 - Applied Marketing Strategies (3)
    - Permission of instructor

### **Academic Level**

Undergraduate

## **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

## **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



# International Programs

## **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

### **Requisites**

- Complete:
  - INT610 - Multinational Corporate Environment (3)

### **Academic Level**

Graduate

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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

## **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

# International Programs

## **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

## **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

# International Programs

## **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

## **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

# International Programs

## **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

### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

### **Academic Level**

Undergraduate

## **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

## International Programs

### **LIT315 - Twentieth Century American Literature and Beyond**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)

#### **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

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

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## Marketing

### **MKT113 - Introduction to Marketing**

#### **Applicable Student Population**

INTI International University & Colleges (INTI)  
Global Education Movement (GEM)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **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

# International Programs

## **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

## **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

### **Requisites**

- 1 of the following:
  - MKT113 - Introduction to Marketing (3)
  - MKT205 - Applied Marketing Strategies (3)

### **Academic Level**

Undergraduate

# International Programs

## **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

## **MKT265 - Social Media & Marketing Communications**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

India Online

### **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

### **Requisites**

INTI

- Complete:
  - MKT205 - Applied Marketing Strategies (3)

### **Academic Level**

Undergraduate

# 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

## **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

### **Requisites**

- Complete all of the following
  - 1 of the following:
    - MKT113 - Introduction to Marketing (3)
    - MKT205 - Applied Marketing Strategies (3)
  - Complete:
    - MAT240 - Applied Statistics (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- 1 of the following:
  - MKT113 - Introduction to Marketing (3)
  - MKT205 - Applied Marketing Strategies (3)

### **Academic Level**

Undergraduate

# International Programs

## **MKT350 - Ethical Issues in Marketing** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **Description**

This course explores current ethical issues and problems in marketing. The emphasis is on identifying crucial issues, exploring all possible viewpoints, and examining remedies in order to facilitate the development of students' positions on these issues.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT205 - Applied Marketing Strategies (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete 1 of the following
  - India Online
    - 1 of the following:
      - COM311 - Social Media Strategy (3)
      - MKT229 - Principles of Integrated Marketing Communications (3)
  - INTI
    - 1 of the following:
      - COM310 - Social Media (3)
      - MKT265 - Social Media & Marketing Communications (3)

### **Academic Level**

Undergraduate

# International Programs

## **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

### **Requisites**

- INTI
  - Complete:
    - MKT265 - Social Media & Marketing Communications (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - MKT205 - Applied Marketing Strategies (3)

### **Academic Level**

Undergraduate

## **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

# International Programs

## **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

### **Requisites**

- Complete:
  - MKT315 - SEO vs. SEM (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete 1 of the following
  - India Online
    - Complete:
      - MKT229 - Principles of Integrated Marketing Communications (3)
      - MKT337 - Marketing Research (3)
      - MKT400 - Strategic Brand Management (3)
  - INTI
    - 90 credit(s).

### **Academic Level**

Undergraduate

# International Programs

## **MKT433 - Multinational Marketing** **Applicable Student Population**

INTI International University & Colleges (INTI)  
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 fit conditions in different countries.

### **Credits**

3

### **Requisites**

- INTI and VNU
- Complete 1 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)
  - Or Instructor Approval

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - MKT355 - Social Media Marketing Strategy (3)

### **Academic Level**

Undergraduate

# International Programs

## **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

### **Requisites**

INTI

- Complete all of the following
  - 15 credit(s).
  - Please contact the Career and Professional Development Center to register

### **Academic Level**

Undergraduate

## **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

# International Programs

## **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

### **Requisites**

- Complete:
  - MKT500 - Marketing Strategies (3)

### **Academic Level**

Graduate

## **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

### **Requisites**

- 1 of the following:
  - MBA645 - Optimizing Brands (3)
  - MKT500 - Marketing Strategies (3)

### **Academic Level**

Graduate



# International Programs

## **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

### **Requisites**

- 1 of the following:
  - MBA501 - Mathematics and Statistics for Business (3)
  - OL501 - Business Foundations (3)

### **Academic Level**

Graduate

## **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

### **Requisites**

- 1 of the following:
  - MBA645 - Optimizing Brands (3)
  - MKT500 - Marketing Strategies (3)

### **Academic Level**

Graduate

## **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

## International Programs

### **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

### **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

#### **Requisites**

- Complete:
  - MKT555 - Social Media Marketing (3)

#### **Academic Level**

Graduate

## International Programs

### **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

#### **Requisites**

- Complete:
  - MKT655 - Social Media Marketing Strategy (3)

#### **Academic Level**

Graduate

# 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

### **Requisites**

- Complete:
  - MKT500 - Marketing Strategies (3)

### **Academic Level**

Graduate

## **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

### **Requisites**

- Complete:
  - MBA645 - Optimizing Brands (3)
  - MKT500 - Marketing Strategies (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

#### **Requisites**

- Complete all of the following
  - 30 credit(s).
  - Complete:
    - MKT675 - Ethical and Legal Issues in Marketing (3)

#### **Academic Level**

Graduate

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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

#### **Requisites**

- 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)

#### **Academic Level**

Undergraduate

## 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**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)  
India Online

#### **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**

India Online  
INTI International University & Colleges (INTI)

### **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**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)  
India Online

### **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

### **Requisites**

- India Online
  - Complete all of the following
    - Complete:
      - MAT136 - Introduction to Quantitative Analysis (3)
    - Passing Math Alignment Score

### **Academic Level**

Undergraduate

## International Programs

### **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

### **Requisites**

- Complete 1 of the following  
India Online
  - Complete all of the following
    - Complete:
      - MAT140 - Precalculus (3)
    - Passing Math Alignment Score  
INTI
  - Passing Math Alignment Score

### **Academic Level**

Undergraduate

## **MAT240 - Applied Statistics**

### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)  
India Online

### **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

### **Requisites**

- INTI and VNU
  - Passing Placement Exam Score

### **Academic Level**

Undergraduate

# International Programs

## **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

### **Requisites**

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

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete all of the following
  - Complete:
    - MAT136 - Introduction to Quantitative Analysis (3)
  - 1 of the following:
    - IT140 - Introduction to Scripting (3)
    - CS200 - Computer Science's Role in Industry (3)

### **Academic Level**

Undergraduate

# International Programs

## **MAT275 - Calculus II: Integration & 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. Students may not take both MAT 211 and MAT 275 for credit.

### **Credits**

3

### **Requisites**

INTI

- Complete:
  - MAT225 - Calculus I: Single-Variable Calculus (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Earned a grade of C or better or better in each of the following:

### **Academic Level**

Undergraduate

## International Programs

### **MAT300 - Applied Statistics II: Regression Analysis**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)

#### **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

#### **Requisites**

INTI and VNU

- Earned a minimum grade of C or better in at least 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT241 - Modern Statistics with Software (3)

#### **Academic Level**

Undergraduate

### **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

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT300 - Applied Statistics II: Regression Analysis (3)

#### **Academic Level**

Undergraduate

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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**

Global Education Movement (GEM)

INTI International University & Colleges (INTI)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **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)

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

India Online

### **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**

Global Education Movement (GEM)  
INTI International University & Colleges (INTI)  
India Online

### **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

### **Requisites**

- Complete 1 of the following
  - India Online
    - Complete all of the following
      - Complete:
        - ENG122 - English Composition I (3)
      - 1 of the following:
        - BUS210 - Managing and Leading in Business (3)
        - OL125 - Human Relations in Administration (3)
  - INTI and VNU
    - Complete all of the following
      - Complete:
        - ENG120 - College Composition I (3)
      - Complete or concurrently enroll in:
        - ENG200 - Sophomore Seminar (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

#### **Requisites**

- 60 credit(s).

#### **Academic Level**

Undergraduate

### **OL320 - Entrepreneurship**

#### **Applicable Student Population**

Global Education Movement (GEM)

INTI International University & Colleges (INTI)

India Online

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

#### **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. International considerations are included.

#### **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. Junior standing or permission of instructor.

#### **Credits**

3

#### **Requisites**

- Complete:
  - OL320 - Entrepreneurship (3)

#### **Academic Level**

Undergraduate



# 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

### **Requisites**

- 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)
- And
  - Complete 1 of the following
    - 60 credit(s).
    - Permission of instructor

### **Academic Level**

Undergraduate

## **OL324 - Managing Quality**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **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

# 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

### **Requisites**

- Complete all of the following
  - Complete:
    - OL211 - Human Resource Management (3)
  - 60 credit(s).

### **Academic Level**

Undergraduate

## **OL328 - Leadership**

### **Applicable Student Population**

Global Education Movement (GEM)  
INTI International University & Colleges (INTI)

### **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

# International Programs

## **OL342 - Organizational Behavior** **Applicable Student Population**

Global Education Movement (GEM)  
INTI International University & Colleges (INTI)

### **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

### **Requisites**

INTI

- Complete all of the following
  - Complete:
    - OL125 - Human Relations in Administration (3)
  - 60 credit(s).

### **Academic Level**

Undergraduate

## **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

### **Requisites**

INTI

- Complete all of the following
  - Complete:
    - ACC202 - Managerial Accounting (3)
    - MKT113 - Introduction to Marketing (3)
    - ENG200 - Sophomore Seminar (3)
  - 90 credit(s).

### **Academic Level**

Undergraduate

## 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

#### **Requisites**

- Complete all of the following
  - 90 credit(s).
  - Complete:
    - OL211 - Human Resource Management (3)
  - 1 of the following:
    - OL325 - Total Rewards (3)
    - OL318 - Employee and Labor Relations (3)

#### **Academic Level**

Undergraduate

### **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

### **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

## International Programs

### **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

### **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

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## Personal and Professional Communication

# International Programs

## **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 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.

### **Credits**

3

### **Requisites**

- INTI and VNU
- Complete all of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - 30 credit(s).

### **Academic Level**

Undergraduate

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## Philosophy

## **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

# International Programs

## **PHL210 - Introduction to Philosophy** **Applicable Student Population**

Global Education Movement (GEM)  
INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **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)  
Global Education Movement (GEM)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

### **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

## **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

# International Programs

## **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

## **PHL230 - Religions of the World** **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)

### **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



# International Programs

## **PHL316 - Business Ethics**

### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)

### **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)

### **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

## **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

## International Programs

### **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

#### **Requisites**

- INTI
  - Complete:
    - POL210 - American Politics (3)

#### **Academic Level**

Undergraduate

### **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

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## Psychology

# International Programs

## **PSY108 - Introduction to Psychology** **Applicable Student Population**

Global Education Movement (GEM)  
INTI International University & Colleges (INTI)  
Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
India Online

### **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

### **Requisites**

- INTI
  - Complete:
    - PSY108 - Introduction to Psychology (3)

### **Academic Level**

Undergraduate

# International Programs

## **PSY211 - Lifespan Development** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **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

### **Requisites**

- INTI
- Complete:
  - PSY108 - Introduction to Psychology (3)

### **Academic Level**

Undergraduate

## **PSY215 - Abnormal Psychology** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **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

### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

### **Academic Level**

Undergraduate

# International Programs

## **PSY223 - Research I: Statistics for Psychology**

### **Applicable Student Population**

INTI International University & Colleges (INTI)

### **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

### **Requisites**

INTI

- Complete all of the following
  - Complete:
    - PSY108 - Introduction to Psychology (3)
  - 1 of the following:
    - MAT135 - The Heart of Mathematics (3)
    - MAT160 - Introduction to Game Theory (3)
    - MAT210 - Applied Calculus I (3)
    - MAT225 - Calculus I: Single-Variable Calculus (3)
    - MAT240 - Applied Statistics (3)
    - MAT241 - Modern Statistics with Software (3)
    - MAT275 - Calculus II: Integration & Series (3)
    - MAT299 - Mathematical Proof and Problem Solving (3)

### **Academic Level**

Undergraduate

## **PSY224 - Research II: Scientific Investigations**

### **Applicable Student Population**

Global Education Movement (GEM)

INTI International University & Colleges (INTI)

### **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

### **Requisites**

INTI

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY223 - Research I: Statistics for Psychology (3)

### **Academic Level**

Undergraduate

# 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

### **Requisites**

- INTI
  - Complete:
    - PSY108 - Introduction to Psychology (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

### **Academic Level**

Undergraduate

# 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

### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

INTI

- Complete all of the following
  - Complete:
    - PSY108 - Introduction to Psychology (3)
  - Placement in BA.PSY.OVS
  - 30 credit(s).
  - Permission of Instructor

### **Academic Level**

Undergraduate

# International Programs

## **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

### **Requisites**

- INTI
  - Complete all of the following
    - Complete:
      - PSY108 - Introduction to Psychology (3)
    - and
    - Complete 1 of the following
      - 30 credit(s).
      - Permission of Instructor

### **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

### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

### **Academic Level**

Undergraduate



# 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

### **Requisites**

INTI

- Complete:
  - PSY108 - Introduction to Psychology (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

INTI

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)

### **Academic Level**

Undergraduate

# 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

### **Requisites**

INTI

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY328 - Theories of Personality (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

INTI

- Complete:
  - PSY211 - Lifespan Development (3)

### **Academic Level**

Undergraduate

# 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

### **Requisites**

INTI

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)

### **Academic Level**

Undergraduate

# 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

### **Requisites**

- 3 credit(s) from the following:
  - PSY257 - Social Psychology (3)
  - PSY355 - Theories of Social Psychology (3)

### **Academic Level**

Undergraduate

## **PSY328 - Theories of Personality**

### **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

## **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

### **Requisites**

- INTI
  - Complete:
    - MAT240 - Applied Statistics (3)
    - PSY108 - Introduction to Psychology (3)

### **Academic Level**

Undergraduate

# International Programs

## **PSY355 - Theories of Social Psychology** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **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

### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

### **Academic Level**

Undergraduate

## **PSY375 - Cognition**

### **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

## **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

### **Requisites**

- INTI
  - Complete 1 of the following
    - Complete:
      - PSY108 - Introduction to Psychology (3)
    - Permissions of Instructor

### **Academic Level**

Undergraduate

## International Programs

### **PSY444 - Senior Seminar in Psychology (Capstone)** **Applicable Student Population**

INTI International University & Colleges (INTI)

#### **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

#### **Requisites**

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)

#### **Academic Level**

Undergraduate

### **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

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## Public Administration

## International Programs

### **PAD330 - Public Administration** **Applicable Student Population**

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**

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

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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

### **Requisites**

- INTI
  - Complete:
    - MAT240 - Applied Statistics (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- INTI
  - Complete:
    - MAT240 - Applied Statistics (3)

### **Academic Level**

Undergraduate



# 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

### **Requisites**

- INTI
  - Complete:
    - MAT240 - Applied Statistics (3)

### **Academic Level**

Undergraduate

## **QSO310 - Management of Service Operations** **Applicable Student Population**

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

# International Programs

## **QS0320 - 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

### **Requisites**

- 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)

### **Academic Level**

Undergraduate

## **QS0321 - 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

### **Requisites**

- 1 of the following:
  - INT220 - Global Dimensions in Business (3)
  - SPT465 - Global Sport Business (3)

### **Academic Level**

Undergraduate

# International Programs

## **QS0322 - Logistics Management** **Applicable Student Population**

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

## **QS0325 - 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

### **Requisites**

- Complete all of the following
  - Complete:
    - QS0320 - Management Science through Spreadsheets (3)
  - 1 of the following:
    - QS0300 - Operations Management (3)
    - QS0321 - People, Planet, and Profit (3)

### **Academic Level**

Undergraduate

## **QS0330 - Supply Chain Management** **Applicable Student Population**

INTI International University & Colleges (INTI)

### **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

### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

### **Academic Level**

Undergraduate

## **QSO340 - Project Management** **Applicable Student Population**

Global Education Movement (GEM)  
India Online

### **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

### **Requisites**

- 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- 1 of the following:
  - QSO340 - Project Management (3)
  - QSO345 - Project Management for CAPM® Certification (3)

### **Academic Level**

Undergraduate

# International Programs

## **QS0360 - 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

### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

### **Academic Level**

Undergraduate

## **QS0370 - 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

### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

### **Academic Level**

Undergraduate

# International Programs

## **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

### **Requisites**

- 1 of the following:
  - QSO340 - Project Management (3)
  - QSO345 - Project Management for CAPM® Certification (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- 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)

### **Academic Level**

Undergraduate

# International Programs

## **QS0500 - 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

## **QS0510 - 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

### **Requisites**

- 1 of the following:
  - MBA501 - Mathematics and Statistics for Business (3)
  - MBA504 - Applied Business Statistics (3)

### **Academic Level**

Graduate

## **QS0520 - 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

### **Requisites**

- Complete:
  - QS0510 - Quantitative Analysis for Decision Making (3)

### **Academic Level**

Graduate

# International Programs

## **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

### **Requisites**

- Complete:
  - QSO510 - Quantitative Analysis for Decision Making (3)

### **Academic Level**

Graduate

## **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

#### **Requisites**

- Complete:
  - QSO640 - Project Management (3)

#### **Academic Level**

Graduate

### **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

#### **Requisites**

- Complete:
  - QSO600 - Operations Management (3)

#### **Academic Level**

Graduate

## 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

#### **Requisites**

- Complete all of the following
  - 30 credit(s).
  - Complete:
    - QSO680 - Seminar in Project Management (3)
    - QSO690 - Topics in Operations Management (3)

#### **Academic Level**

Graduate

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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

#### **Requisites**

- 3 credit(s) from subject(s): BIO CHM, ENV, GEO, GRA, IHP, IT, MAT, SCI, or PHY

#### **Academic Level**

Undergraduate

### **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

### **SCI219 - Environmental Issues** **Applicable Student Population**

INTI International University & Colleges (INTI)

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

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## Social Science

## International Programs

### **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

#### **Requisites**

- 3 credit(s) from subject(s): ATH ECO, HSE, POL, PSY, SCS, or SOC

#### **Academic Level**

Undergraduate

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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

# International Programs

## **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

### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

### **Academic Level**

Undergraduate

## **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

### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

### **Academic Level**

Undergraduate

## International Programs

### **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

#### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

#### **Academic Level**

Undergraduate

### **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

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## Southern New Hampshire University

### **SNHU107 - Success Strategies for Online Learning**

#### **Applicable Student Population**

Global Education Movement (GEM)  
India Online

#### **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

#### **Requisites**

- Contact Academic Advisor to Register

#### **Academic Level**

Undergraduate

## International Programs

### **SNHU405 - SNHU Experience: Gen Ed Capstone Abroad**

#### **Applicable Student Population**

Vietnam National University – University of Languages & International Studies (VNU-ULIS)  
INTI International University & Colleges (INTI)

#### **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

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## Sport Management

### **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

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