Southern New Hampshire University

ACADEMIC CATALOG
FALL 2020
INTERNATIONAL PROGRAMS

Programs 95

Courses 129

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.

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The purpose of a university catalog is to be of use to present or potential students and family members, to serve as a historical document and to let others know the nature and scope of programs available, as well as university policies.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 learners 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 learners. 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**, or through searching within the university's website **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.

Minimum Technical Hardware Requirements

As an SNHU online student you are required to use a computer in your studies. There are minimum hardware required specifications and, in some cases, program specific technical requirements. Computers are necessary to connect with the online learning environment, enrich your learning experience, enhance the interaction with your instructors and classmates and gain access to educational resources such as library databases and other resources from numerous sites. Please review the Technical Requirements & Support website for detailed information.

Important note: Chromebooks (Chrome OS) and iPads (iOS) do not meet the minimum requirements for coursework at SNHU, nor does the Microsoft Surface RT. These offer limited functionality and do not work with some course technologies. They are not acceptable as the only device you use for coursework. While these devices are convenient and may be utilized for some course functions they cannot be your primary device.

INTI International University & Colleges Information

Name of Institution	INTI International University & Colleges (INTI)
Location	Subang, Malaysia
Contact Information	https://newinti.edu.my
Description	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. Their Vision is "To be the **champion of change**, reinventing education for the dynamic leaders of the future". 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.
Majors Offered	BS in Business Administration BS in Business Administration, concentration in Finance BS in Business Administration, concentration in International Business BS in Business Administration, concentration in Marketing BA in Communication BA in Psychology BA in Psychology, concentration in Child & Adolescent Development BA in Psychology, concentration in Mental Health
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	http://en.ulis.vnu.vn
Description	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. 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. 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 **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."
Majors Offered	BS in Economics & Finance MS in Teaching English as a Foreign Language (MSTEFL)
Admissions	Please refer to VNU-ULIS website

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.

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

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 the Accreditation of Educator Preparation (CAEP)

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

Council on Education for Public Health (CEPH)

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

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

The baccalaureate degree in Mechanical Engineering and the baccalaureate degree in Aeronautical Engineering offered by Southern New Hampshire University's College of Engineering, Technology and Aeronautics (CETA) 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
Alabama	SARA
Alaska	SARA
Arizona	SARA & APPROVAL TO OPERATE
Arkansas	SARA
California	EXEMPT
Colorado	SARA
Connecticut	SARA
Delaware	SARA
District of Columbia	SARA
Florida	SARA
Georgia	SARA
Hawaii	SARA
Idaho	SARA
Illinois	SARA
Indiana	SARA
Iowa	SARA
Kansas	SARA
Kentucky	SARA
Louisiana	SARA & APPROVAL TO OPERATE
Maine	SARA
Maryland	SARA
Massachusetts	SARA
Michigan	SARA
Minnesota	SARA
Mississippi	SARA
Missouri	SARA
Montana	SARA
Nebraska	SARA
Nevada	SARA
New Hampshire	SARA & APPROVAL TO OPERATE
New Jersey	SARA
New Mexico	SARA
New York	SARA
North Carolina	SARA
North Dakota	SARA
Ohio	SARA
Oklahoma	SARA
Oregon	SARA
Pennsylvania	SARA
Rhode Island	SARA
South Carolina	SARA
South Dakota	SARA
Tennessee	SARA
Texas	SARA
Utah	SARA
Vermont	SARA & APPROVAL TO OPERATE

Virginia	SARA
Washington	SARA
West Virginia	SARA
Wisconsin	SARA
Wyoming	SARA
U.S. Territories:	
Guam	EXEMPT
Puerto Rico	SARA
U.S. Virgin Islands	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 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

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.

• 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).

Academic Standards

Academic Honors

President's List and Dean's List

At the close of each reporting term (fall, winter/spring, summer) at Southern New Hampshire University, the registrar's office publishes two lists of students who have achieved standards of academic excellence during the semester's work. As of June 1, 2013, full-time students who have earned a minimum grade-point average of 3.700 and above for the semesters are named to the President's List. Students who have earned a minimum grade-point average of 3.500 to 3.699 for the

semesters are named to the Dean's List. Full-time status is achieved by earning 12 credits; undergraduate day students must earn 12 credits in fall or spring semester, and COCE students must earn 12 credits in either EW1 & EW2, EW3 & EW4, or EW5 & EW6.

Alpha Chi Honor Society

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

Alpha Phi Sigma Honor Society (Nu Iota Chapter)

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

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

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 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.

Order of Omega

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

Eligibility:

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

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

Phi Theta Kappa Honor Society

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

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

Pi Lambda Theta

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

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

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

NBEA Award of Merit

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

Academic Renewal

Undergraduate 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
- 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 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-half 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 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:

- 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.

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 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.
- 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.

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. 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.
- 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.

International Programs

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 ≥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:

- TOEFL 61-70
- IELTS 6 (sub-scores ≤ 5.0)
- PTE 49-53
- Duolingo 95
- 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:
  - TOEFL score of 71 or greater
  - IELTS score of 6.0 or greater
  - PTE score of 54 or greater
  - Duolingo of 100 or greater
  - Successful completion of SNHU's ESL program

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.

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:

- 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 American (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 checkwww.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.

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.

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 term per year.

If a student withdraws, outside of the trial period, the student is required to wait until the end of their 6-month term to return.

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

College for America (CfA) Program

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 trimester.

- If the project submitted results in mastered competencies, those competencies are associated with the original trimester of submission. These competencies will appear on the end of trimester statement.
  - Example: A student submits a project on the final day of their trimester, July 31st. The Reviewer provides feedback and indicates the competencies are mastered on August 1st. The mastered competencies are associated with the original trimester 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 trimester statement.
  - Example: A student submits a project on the final day of their trimester, 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 trimester, which will result in these mastered competencies associated with the new trimester.

If you are concerned that you may not meet competency minimums during your trimester, we recommend that you plan to submit your project with time remaining in the trimester 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 Scholastic Standing

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

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

Scholastic Warning: Students who do not master at least eight competencies in a term are placed on scholastic warning for the following term.

Continued Scholastic Warning 1: Students on Scholastic Warning who do no master at least eight competencies in a term are placed on Continued Scholastic Warning 1 for the following term.

Continued Scholastic Warning 2: Students on Continued Scholastic Warning 1 who do no master at least eight competencies in a term are placed on Continued Scholastic Warning 2 for the following term.

Academic Suspension: Students who are on Continued Scholastic Warning 2 and fail to master at least eight competencies in a term are suspended from the program.

Appeal Process for Readmission after Academic Suspension:

Students who have been scholastically suspended may appeal, in writing, to the Scholastic Standing Committee. A student must be suspended for a minimum of one term. If approved, students are readmitted on scholastic warning and must master at least eight competencies during the term they are readmitted. If they fail to do so, they are dismissed from the university and may not appeal again.

Academic Dismissal: Students who are readmitted after Academic Suspension and fail to meet academic standards for the term in which they are readmitted are dismissed from the University. Academic Dismissal is considered final and appeals are not accepted.

Scholastic Standing Committee:

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

The Committee has the authority to:

- Readmit a student who was scholastically suspended.
- Uphold the academic suspension
- Dismiss a student from the university.

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 "Student Dispute Form" found under mySNHU/Resources/Student Forms. 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.

Transcripts will not be furnished to students or former students whose financial obligations to the University have not been satisfied.

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

The University shall award one-half 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-half 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. During the trial period of enrollment the student does not incur a financial obligation.

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. If the student is otherwise eligible for Title IV federal financial aid he or she will be treated according to the Title IV federal financial aid withdrawal requirements, potentially including a Return of Title IV calculation and/or consideration for a Post-Withdrawal Disbursement.

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

CfA Tuition and Billing

Tuition is billed $1,665 per trimester.* 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.

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.

Attendance, Intensive English Program

As an academic unit within the School of Arts and Sciences, 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.

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.

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.

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 (COCE) or Program Change Request (UC) Form](#)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

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.

Course Load and Restrictions, International Students

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

Credit Overload

A student who wants to take more than 19 credit hours in a single 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 <u>still</u> applies. A student who wants to take more than 7 credits at a time in the summer term must receive permission to take these extra credit hours from the appropriate school dean.

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 and Sciences. University College students are not permitted to enroll in ENG 122 or ENG 123, which are restricted to COCE students.

Leave of Absence

Undergraduate day 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. Note: A student completing coursework elsewhere in their absence from SNHU does not qualify for a leave of absence and must instead withdraw from the institution and re-apply when they are ready to return. Appeals for exemption from this rule should be sent to the Dean of Student Success.

Under extenuating circumstances only, an undergraduate day student may apply for an administrative leave of absence from the university during the current semester; if granted, the student would be withdrawn from all current courses. The student must be in good academic/disciplinary standing. "Extenuating circumstances" include the death of an immediate family member, military deployment, serious documented medical issues, and other such extraordinary situations. Depending on the reason for the leave of absence, supporting documentation may be required.

Merely ceasing to attend classes does not constitute an official leave of absence, academically or financially. Failure to obtain an approved leave of absence will result in the automatic recording of "F" grades for all courses being taken by the student. Students who take a leave of absence from the university after the eighth week of the semester will receive either a "WP" or "WF" from each of their instructors. Leaves of absence will not be granted after the 13th week of the semester. Students intending to return to the university after withdrawing must reapply through the Office of Admissions.

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

It is recommended that students considering an administrative leave of absence meet with Campus 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 in International Student Services (ISS).

Religious Observance

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

Transfer Among SNHU Colleges

Students in any of Southern New Hampshire University's programs may wish to transfer to the same program, or different, at another one of SNHU's units: COCE – College of Online and Continuing Education (including College for America programs) or UC – University College. Transfer procedures are described in a basic way here, but students are advised to work with their respective academic advising and admissions offices to confirm relevant details. Students may be enrolled only in one SNHU college at a time. Additionally, students must be in "good academic standing," as defined by the Scholastic Standing Policy.

COCE or CfA Student Transferring to the UC

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

UC Student Transferring to COCE

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

UC or COCE Student Transferring to CFA Program

Students currently enrolled in a University College (UC), or College of Online and Continuing Education (COCE) undergraduate program, who wish to transfer to a CFA program, must file an Internal Transfer Application with their respective academic advising office. For more details on CfA program eligibility, please review the Admission Requirements, Undergraduate policy.

International Student Transferring to COCE or UC

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

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

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.

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.

Withdrawal from SNHU

University Wide Withdrawal Policy:

Students wishing to withdraw from the institution can do so by completing the Withdrawal from SNHU form, located by logging into the student portal. 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:

- 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:

- 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.

Financial Aid and Resources

Scholarship Opportunities

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

The Continuing Education Scholarship:

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

Elaine I. Routhier Costigan & Ronald J. Costigan Scholarship:

This scholarship fund will be offered in the future to support continuing education students, based on financial need.

Wayne Dozier Memorial Fund:

Established in memory of former seacoast center student, Wayne Dozier. This fund provides scholarships to undergraduate SNHU Seacoast students with a minimum of 15 credits at SNHU and a minimum of 2.5 GPA.

Dr. Jeannette A. Ritzenthaler Scholarship:

The estate of Dr. Jeanette Ritzenthaler made provisions for an endowed scholarship to be awarded to a student from the Lakes Region of New Hampshire. Students should be enrolled in the Continuing Education or Online undergraduate program. The student must be in their junior year (or with junior level credits) pursuing a bachelor's degree, have financial need, be maintaining a GPA of 3.0 or higher, and provide evidence of leadership through involvement in school and community activities.

Martha Van Hyland Scholarship:

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

Graduate School

Finlay Family Scholarship:

Established by Southern New Hampshire University alumnus, Robert J. Finlay, this scholarship supports New Hampshire residents enrolled in a graduate or undergraduate School of Business major. Preference will be given to full-time students who display an entrepreneurial spirit and can show financial need.

Hassa Jadvani Memorial Scholarship:

Supports students enrolled in the Graduate School of Business. Preference will be given to Sikh or Hindu students of Indian descent enrolled in the International business or Finance curriculum using standard need and academic criteria. In a year when there are no deserving needy students majoring in the indicated subject areas, the awards may be presented to other students enrolled in the Graduate School of Business.

Dr. Jacqueline Mara Scholarship:

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

School of Business Scholarship Fund:

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

Grades and Credits

General Education Transfer Policy

Students who have a conferred Associate's degree (AA or AS) in Liberal Arts, Liberal Studies, or other similarly named degree from an accredited institution are considered to have met their general education requirements including the general education integration course with the following exceptions:

- Students must complete the equivalent of SNHU's general education foundation course requirements to include one Math 100 or higher level mathematics course and English Composition I and English Composition II either via transfer courses or through taking the courses at SNHU.
- Students must complete any general education requirements that are required within their program degree requirements.

This policy complies with the University Transfer Credit policy.

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 it 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.

Grade Scale and GPA

Grading System - Undergraduate

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

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

Grading System - Graduate

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

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

- Academic Renewal - 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:

- 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."

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.

Transfer Credit

Purpose of Policy

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

General Information

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

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. Students may earn up to 15 undergraduate credits for a bachelor's degree (9 undergraduate credits for an associate degree) through prior learning assessment via portfolio submission. Students work with an advisor to determine the most appropriate path to assess prior learning: SNHU portfolio process or assessment through Learning Counts through Council for Adult Education and Experiential Learning (CAEL). The Learning Counts course will help students identify areas of learning they may want to have evaluated for college-level equivalency. This course will also guide students through the preparation and compilation of all components required for the evaluation of a portfolio or prior learning through **LearningCounts.org**. Students will learn critical reflection skills to rethink the value of their learning and its implications for future learning. Adult learning theory, models, and concepts will be discussed and applied to case studies. This course is facilitated by an instructor who provides guidance for the student in preparing his or her portfolio-based request for credit. Successful completion of this course will result in a credit recommendation of three lower-level credits.
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 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 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; and
  - student's reason for taking the course elsewhere.
  Upon approval and once the course is completed, the student must arrange to have an official transcript sent to the Office of the University Registrar so that credit for the course may be applied toward degree completion.

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

Quarter Hour to Semester Hour Conversion

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

Graduation and Commencement

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.
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.
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 e 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:

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).
- 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 Requirements

Undergraduate Students

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

Undergraduate Degree

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

Undergraduate Certificate

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours of institutional work taken at SNHU.
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 (on campus only)

1. Complete a minimum of 39 credit hours of required doctoral level courses, and possibly up to 15 credit hours of master's level international business courses as prerequisites for the doctoral level courses.
2. Complete and satisfactorily pass all written/oral comprehensive examinations.
3. Submit and receive approval of dissertation topic.
4. Finalize and receive approval of dissertation research.
5. Complete with a GPA of 3.0 or higher.

6. Complete the program within 8 years of their first day of their first term.

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

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

Master's Degree

1. All prescribed courses and program requirements.
2. A minimum of 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

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 60 Competencies through the CFA program

Associates:

- Mastery of 120 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 120 Advanced Competencies
- Mastery of the 120 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 within 5 business days of the notification email*. If the student does not respond within 5 business days, a registration hold will be placed on the student's account on the 6th business day. The student will be removed from any courses they are registered for in future terms and will not be able to register for any future courses. The Office of the University Registrar will officially confer the student's credential in accordance with normal petition to graduate deadlines. The graduation fee will be applied to the student's account. The student will not be able to obtain an official transcript or diploma until the account is settled.

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

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

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

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.
- **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. Learners 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. Learners 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.

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.

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.

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

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.

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.

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.

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

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.

Student Academic Records	
Retention Period: Permanent	
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

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

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.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 of Registrar to prevent the release of their directory information, then no information from the student's education record will be released under the Solomon Amendment.

Releasing Academic Records of Deceased Students

Education records are no longer protected under FERPA after a student's death; consequently the disposition of records pertaining to a deceased individual is not a FERPA issue but a matter of institutional policy. Southern New Hampshire 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 his or her transcript to another party, the Office of the University Registrar will not release a transcript to any person other than to the person identified by name on the transcript. Transcripts will not be furnished to students or former students whose financial obligations to the university have not been satisfied. To request an official copy, please visit the 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.

Online

Individuals with disabilities requiring accommodations may contact the Online Accessibility Center at 1-866-305-9430 or 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 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
603.644.3188

Sexual Misconduct

1. Introduction

Southern New Hampshire University ("the University"), in compliance with the spirit of various federal and state laws (e.g., Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, title VII of the Civil Rights Act of 1964, the Violence Against Women Reauthorization Act of 2013 ("VAWA"), and other similar state and federal statutes and regulations), adopts the policy and fosters an environment where no individual may threaten the health, safety and welfare of a member of the University community; or any person on University property; or at a University sponsored or supervised activity, through the commission of a sexual assault, engaging in sexual harassment, discrimination, battery, and/or misconduct, including acquaintance rape.

The University does not condone and will not tolerate sexual misconduct, sexual harassment or sexual violence of any kind. The University prohibits rape, domestic violence, dating violence, sexual assault, stalking, and cyber-stalking, as well as discrimination or harassment based on sex.

The University encourages the reporting of sexual misconduct that is prompt and accurate. This allows the University community to quickly respond to allegations and offer immediate support to the victim. The University is committed to protecting the confidentiality of victims as permitted under law and will work closely with students who wish to obtain confidential assistance regarding an incident of sexual misconduct. Certain professionals at the University are permitted by

law to offer confidentiality. Those who do not maintain the privilege to offer confidentiality are expected to keep reports private to the extent permitted under the law and University policy. This means that they may have to report to University officials, but will not broadcast the information beyond what is required by law and policy. All allegations will be thoroughly reviewed and appropriately investigated in a prompt manner, and both the complainant and the accused will be afforded equitable rights during the process.

The University does not discriminate on the basis of sex in its educational programs and in other activities operated by the University and is required by Title IX, and specifically 34 C.F.R. Part 106.9, not to discriminate in such a manner. This extends to Associates of and applicants for admission to the University. Inquiries concerning the application of Title IX may be directed to the University's Title IX Coordinator.

In an effort to promote a safe and secure campus environment and prevent acts of sexual misconduct from occurring, the University engages in ongoing prevention and awareness education programs. All incoming students and employees are required to participate in these programs, and all members of the University/university community are encouraged to participate throughout the year in ongoing campaigns and trainings focused on the prevention of sexual misconduct on campus.

2. Definitions

Acquaintance Rape - Forced, manipulated or coerced sexual contact committed by someone who knows the victim

Associate - A faculty member, staff member, or University personnel

Consent - Consent is the equal approval, given freely, willingly, and knowingly of each participant to desired sexual involvement. Consent is an affirmative, conscious decision –indicated clearly by words or actions-to engage in mutually accepted sexual contact. A person forced to engage in sexual contact by force, threat of force, or coercion has not consented to contact. Coercion includes unreasonably pressuring another to engage in sexual activity. Lack of mutual consent is the crucial factor in any sexual misconduct. Consent to some form of sexual activity does not necessarily constitute consent to another form of sexual activity. Silence without demonstrating permission does not constitute consent.

Consent is not valid when a person is incapacitated, or when an intellectual or other disability prevents a person from having the capacity to give consent. A person is incapacitated if they lack the capacity to consent to sexual activity because the person is asleep, unconscious, mentally and/or physically helpless, or otherwise unaware that sexual activity is occurring.

Incapacitation is not necessarily the same as legal intoxication. Where alcohol or other drugs are involved, evaluating Incapacitation requires an assessment of how the consumption of alcohol and/or drugs affects a person's: decision-making ability; awareness of consequences; ability to make informed, rational judgments; capacity to appreciate the nature and quality of the act; or level of consciousness. The assessment is based on objectively and reasonably apparent indications of incapacitation when viewed from the perspective of a sober, reasonable person. Under New Hampshire State Law, a person under sixteen years of age cannot consent to sexual contact.

Dating Violence - "Dating Violence" includes violence committed by a person:

(1) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(2) where the existence of such a relationship shall be determined based on a consideration of the following factors:

   a. the length of the relationship
   b. the type of relationship.
   c. the frequency of interaction between the persons involved in the relationship.

Discrimination - Treating an individual differently in the terms or conditions of his or her employment or education on the basis of his or her race, color, religion, sex, ethnicity, national origin or ancestry, age, physical or mental disability, sexual orientation, gender identity, gender expression, genetic information, veteran or military status, and all other categories protected by applicable state and federal laws.

Domestic Violence - The State of New Hampshire defines domestic violence as the commission or attempted commission of one of the following offenses against a victim who is a family or household member or a current or former sexual or intimate partner of the offender:

   • assault or reckless conduct
   • criminal threatening
   • sexual assault
   • interference with freedom
   • destruction of property
   • unauthorized entry,
   • harassment, and
   • cruelty to animals.

The offense or attempted offense must represent a credible threat to the safety of the victim. This may require consideration of all acts by the perpetrator that reflect an ongoing pattern of behavior which reasonably causes or has

caused the victim to fear for his or her safety or well-being.

Gender-Based Harassment - "Gender-based harassment" is unwelcome conduct of a nonsexual nature based on a student's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes.

Hostile Environment - A "hostile environment" exists when sex-based harassment is sufficiently serious to deny or limit the student's ability to participate in or benefit from the University's programs or activities.

A hostile environment can be created by anyone involved in a University's program or activity (e.g., administrators, faculty members, students, and campus visitors).

In determining whether sex-based harassment has created a hostile environment, the University considers the conduct in question from both a subjective and objective perspective. It will be necessary, but not enough, that the conduct was unwelcome to the student who was harassed. But the University will also need to find that a reasonable person in the student's position would have perceived the conduct as undesirable or offensive in order for that conduct to create or contribute to a hostile environment.

To make the ultimate determination of whether a hostile environment exists for a student or students, the University considers a variety of factors related to the severity, persistence, or pervasiveness of the sex-based harassment, including: (1) the type, frequency, and duration of the conduct; (2) the identity and relationships of persons involved; (3) the number of individuals involved; (4) the location of the conduct and the context in which it occurred; and, (5) the degree to which the conduct affected one or more student's education.

The more severe the sex-based harassment, the less need there is to show a repetitive series of incidents to find a hostile environment. Indeed, a single instance of sexual assault may be sufficient to create a hostile environment. Likewise, a series of incidents may be sufficient even if the sex-based harassment is not particularly severe.

First Amendment Considerations This policy does not impair the exercise of rights protected under the First Amendment. Nor does it create First Amendment rights that do not currently exist within a private post-secondary institution. The University's sexual misconduct policy prohibits only sex-based harassment that creates a hostile environment. In this and other ways, the University applies and enforces this policy in a manner that respects the First Amendment rights of students, faculty, and others.

Sex-Based Harassment - "Sex-based harassment" includes sexual harassment and gender-based harassment.

Sexual Assault - New Hampshire law defines three levels of Sexual Assault: Sexual Assault, Felonious Sexual Assault, and Aggravated Felonious Sexual Assault.

Sexual Assault (RSA 632-A:4) means unwanted or unwelcome touching of a sexual nature, including: fondling; penetration of the mouth, anus, or vagina, however slight, with a body part or object; or other sexual activity that occurs without valid Consent.

Felonious Sexual Assault (RSA 632-A:3) includes the offense often referred to as the "statutory rape law," which involves sexual penetration of a person between the ages of 13 and 16 when the age difference between the actor and the other person is 4 years or more. It also applies when a person is in a position of authority over another and coerces that other person to engage in sexual contact with the actor or with him/herself in the actor's presence.

Aggravated Felonious Sexual Assault (RSA 632-A:2) is defined as a Sexual Assault under certain circumstances, including but not limited to: use or threat of physical violence or superior physical strength on the victim, coercion by threatened retaliation against the victim or another person, submission under false imprisonment, kidnapping or extortion, or sexual assault after the administration without prior consent of an intoxicating substance which incapacitates the victim.

Sexual Battery - Sexual contact that occurs without consent.

Sexual Exploitation - "Sexual exploitation" occurs when a person takes sexual advantage of another person for the benefit of anyone other than that person without that person's consent. Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;
- Recording images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent;
- Distributing 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 objects to such disclosure; and,
- 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.

Sexual Harassment - As defined in the 1980 Equal Employment Opportunity Commission's Guidelines On Sexual Harassment, sexual harassment encompasses "unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature" such as intentional patting, pinching, touching or other sexually suggestive behavior that is sufficiently serious to deny or limit a student's ability to participate in or benefit from the education program. Sexual

harassment occurs when:

1. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience, creating an intimidating or hostile employment, educational or living environment for an individual; or
2. Such conduct has the purpose or effect of abusing, threatening, or intimidating an Associate or student through insulting or degrading sexual remarks or conduct; or
3. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or of a student's status in a course, program or activity; or
4. Submission to or rejection of such conduct is the basis for academic or employment decisions affecting an individual; or
5. Such conduct is directed against an individual persists despite requests for its cessation and/or when a claim of sexual harassment has resulted in retaliation against Associates/students for complaining about such behavior.

Sexual Misconduct - Any sex discrimination that can include discrimination, sex-based harassment, sexual battery, gender-based harassment, sexual harassment, sexual violence or assault, rape, sexual coercion or exploitation, sexual threats or intimidation, domestic violence, dating violence, stalking, and cyber-stalking.

Stalking - Under New Hampshire state law (RSA 633.3), Stalking occurs when a person:

1. engages in a course of conduct or repeatedly commits acts toward another person, under circumstances that would place the person in reasonable fear for safety, or of harm or bodily injury to self or others; or
2. engages in a course of conduct that the person knows will place that individual in fear for his or her personal safety or the safety of that individual's immediate family; or
3. after being served with a protective order prohibiting contact with an individual, purposely, knowingly, or recklessly engages in a single act of conduct that is included in the "Course of Conduct" definition below.

A course of conduct refers to a pattern of behavior of two or more acts over a period of time that include any of the following acts:

1. Threatening the safety of the targeted person or an immediate family member.
2. Following, approaching, or confronting that person, or a member of that person's immediate family.
3. Appearing in close proximity to, or entering the person's residence, place of employment, school, or other place where the person can be found, or the residence, place of employment or school of a member of that person's immediate family.
4. Causing damage to the person's residence or property or that of a member of the person's immediate family.
5. Placing an object on the person's property, either directly or through a third person, or that of an immediate family member.
6. Causing injury to that person's pet, or to a pet belonging to a member of that person's immediate family.

Any unwelcome act of communication as defined in N.H. RSA 644:4, II, including through email, text, phone, mail, etc.

Unwelcome Conduct - Conduct is considered "unwelcome" if the individual did not request or invite it and considered the conduct to be undesirable or offensive.

Unwelcome conduct may take various forms, including, name-calling, graphic or written statements (including the use of cell phones or the Internet), or other conduct that may be physically threatening, harmful, or humiliating. Unwelcome conduct does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unwelcome conduct can involve persons of the same or opposite sex.

Participation in the conduct or the failure to complain does not always mean that the conduct was welcome. The fact that an individual may have welcomed some conduct does not necessarily mean that they welcomed other conduct. Also, the fact that a person requested or invited conduct on one occasion does not mean that the conduct is welcome on a subsequent occasion.

3. Policy Scope

This policy applies to all members of the University Community including all students, faculty, staff, and other university officials, whether full or part-time and guest lecturers, as well as to conduct by third parties (i.e., individuals who are neither students nor employees, including but not limited to guests and consultants) directed toward, University students, faculty, or staff members. The policy applies to these parties regardless of sexual orientation or gender identity or expression. The policy governs the conduct of all faculty, staff, administration, Associates, students, volunteers and visitors at off-campus University sponsored events, including, but not limited to academic and educational programming, internships, study abroad programs, athletic events, and all other University programming, as well as to the conduct of all faculty, staff, administration, Associates, students, volunteers and visitors occurring off-campus but having an effect on the University's educational environment or a victim's educational experience.

Purpose

To define, prevent, and respond to Sexual Misconduct.

Prohibited Conduct

International Programs

The University strictly prohibits all forms of Sexual Misconduct. As defined above, this includes discrimination, sex-based harassment, sexual battery, gender-based harassment, sexual harassment, sexual violence or assault, rape, sexual coercion or exploitation, sexual threats or intimidation, domestic violence, dating violence, stalking, and cyber-stalking. Sexual Misconduct is prohibited whether occurring on or off campus and whether directed against a member of the University community or outside the University. Allegations of sexual misconduct are investigated and processed in accordance with the discipline process outlined herein and in the Student Handbook, Employee Handbook, and/or SNHUPEA Agreement.

Reporting Policy

The University encourages community members to report incidents of sexual harassment, sexual assault or any other sexual misconduct immediately to the University and the police. A report may be made by the victim of a violation of this Policy or by any other person having knowledge of the violation. Confidentiality concerns are addressed below.

Employee Reporting

The University takes the position that all employees not having a legal duty of confidentiality (e.g. a licensed counselor, doctor, or nurse) are "Responsible Employees". A Responsible Employee is a University employee who has the duty to report incidents of sexual misconduct. With respect to students who are also employed by the University, only Resident Assistants (RAs) and those student employees with similar significant responsibility for student welfare are Responsible Employees under this policy.

A Responsible Employee who witnesses or has knowledge of sexual misconduct against a student must immediately contact the Title IX Coordinator, Human Resources, or anyone in a managerial position e.g., Chair, Division Director, Deans, Supervisor, Manager, Department Head, Director, or Vice President for advice and assistance and to ensure the University responds appropriately. A failure by a Responsible Employee to report a violation of this policy perpetrated against a student may warrant disciplinary action, and may in some circumstances also result in civil or criminal liability.

Any employee who has themselves been a victim of sexual misconduct should contact the Title IX Coordinator, Human Resources, or anyone in a managerial position e.g., Chair, Division Director, Deans, Supervisor, Manager, Department Head, Director, or Vice President.

Bystander Policy

The University encourages all community members to take reasonable and prudent actions to prevent or stop an act of sexual misconduct. 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.

Connection Between the Sexual Misconduct Policy and the Drug and Alcohol Policy

Victims, bystanders, or other parties may have concerns about reporting sexual misconduct because of the University's drug or alcohol policy. The University's primary concern is student safety, and any drug or alcohol rules violations will be addressed separately from the sexual misconduct allegation. In addition, the University personnel involved in investigating violations of this Policy have discretion to grant amnesty from violations of the University's drug and alcohol policy on a case by case basis. The use of alcohol or drugs never makes a victim at fault for sexual violence.

4. Role of the Title IX Coordinator

Pursuant to Title IX of the Education Amendments of 1972 and the U.S. Department of Education's implementing regulations at 34 C.F.R. Part 106, the University's Title IX Coordinator has primary responsibility for coordinating the University's efforts to comply with and carry out its responsibilities under Title IX, which prohibits sex discrimination in all the operations of this University, as well as retaliation for the purpose of interfering with any right or privilege secured by Title IX.

Sexual Misconduct against students, including sexual harassment, sexual assault, rape, and sexual exploitation, can be a form of sex discrimination under Title IX. The Title IX coordinator oversees the University's response to reports and complaints that involve possible sex discrimination affecting students to monitor outcomes, identify and address any patterns, and assess effects on the campus climate, so the University can address issues that affect the wider school community.

A student or employee should contact the Title IX Coordinator or Deputy Title IX Coordinator(s) in order to:

- seek information or training about victim's rights and courses of action available to resolve reports or complaints that involve potential sex discrimination, including sexual misconduct,
- file a complaint or make a report of sex discrimination, including sexual misconduct,
- notify the University of an incident or policy or procedure that may raise potential Title IX concerns,
- get information about available resources (including confidential resources) and support services relating to sex discrimination, including sexual misconduct, and
- ask questions about the University's policies and procedures related to sex discrimination, including Sexual Misconduct.

Functions and Responsibilities of the Title IX Coordinator

The Title IX Coordinator's functions and responsibilities include the following:

(1)Training for Students, Faculty, and Staff

The Title IX Coordinator provides or facilitates ongoing training, consultation, and technical assistance on Title IX for all students, faculty and staff, including:

- regular training for faculty and staff outlining their rights and obligations under Title IX, including the appropriate response to reports of sexual misconduct, the obligation to report sexual misconduct to appropriate University officials, and the extent to which counselors and advocates may keep a report confidential, and
- regular training for students outlining their rights under Title IX; with regard to sexual misconduct, this training will include what constitutes sexual misconduct and when it creates a hostile environment, the definition of consent, reporting options (including reports to Responsible Employees, campus and local law enforcement, and confidential reporting to counselors or advocates), the procedures used to process complaints, applicable disciplinary 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 employees who must report incidents to the Title IX coordinator, and Title IX's protections against retaliation.

(2) Investigations

The University is responsible for conducting adequate, reliable, and impartial investigations of reports and complaints of Sexual Misconduct. The Title IX Coordinator oversees many aspects of this response, including:

- determining whether the report or complaint alleges conduct that may, upon investigation, constitute prohibited sexual misconduct,
- reviewing the intake information to assess whether there is sufficient information upon which an investigation may proceed,
- appointing an investigative team upon such determination,
- making certain that individual reports and complaints are handled properly and in a prompt and timely manner,
- informing all parties regarding the disciplinary process,
- confirming that all parties have been notified of disciplinary decisions and of the right to, and procedures for, appeal, if applicable,
- maintaining information and documentation related to the investigation in a secure manner, and
- monitoring compliance with timeframes specified in the discipline procedures.

The Title IX Coordinator evaluates requests for confidentiality, as outlined below, by those who report or complain about sexual misconduct in the context of the University's responsibility to provide a safe and non-discriminatory environment for all students.

5. Reporting Sexual Assault or Other Violations of the Sexual Misconduct PolicyTiming of Complaints

If the respondent is a current Southern New Hampshire University student (undergraduate or graduate, full-time or part-time), there is no time limit for filing a complaint to initiate these Procedures. However, students are strongly encouraged to report sexual misconduct in a timely manner to maximize the University's ability to gather evidence, and conduct a thorough, impartial, and reliable investigation. If the respondent is a second semester senior (or in the final semester of a graduate program), the University may withhold that student's Southern New Hampshire University degree pending conclusion of the complaint resolution procedures.

After Graduation Complaints of Pre-Graduation Incident

This Policy does not include adjudicating incidents that occurred before the accused was matriculated or after the student has graduated. The college can hear complaints against students who have graduated if the alleged incident took place before the accused student graduated and the complainant files a written complaint within the twelve months of the accused's date of graduation. If found to be responsible for a violation of sexual misconduct policy, the former student charged could face revocation of their diploma.

Contact Information for Reporting:

All reports of sexual misconduct under this policy can be made to the Title IX Coordinator, or any other member of the Title IX compliance team. The University's Title IX compliance team includes Rebecca Lawrence, Title IX Coordinator; Danielle Stanton, Michael Graskemper, and Jim Winn, Deputy Title IX Coordinators:

- Rebecca Lawrence is the University's Title IX Coordinator and can be reached in person at The Green Center on the University's main campus at 2500 North River Road, Manchester NH, by telephone at 603-644-3188, or by email at r.lawrence2@snhu.edu. Ms. Lawrence, as Title IX Coordinator, is responsible for overseeing the University's response to all Title IX complaints.
- Danielle Stanton is the VP for Human Resources and can be reached in person at 1230 Elm Street, 5th Floor, Manchester NH, by telephone at 603-629-7820, and by email at d.stanton3@snhu.edu.
- 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.
- Jim Winn is the Director of Public Safety, in addition to being a Deputy Title IX Coordinator for University College,

and can be reached in person at Morrissey House, 2503 North River Road, Manchester NH 03106, by telephone at 603-645-9700, or by email at safety@snhu.edu.

Students:

Any student who believes that he or she has been subject to sexual misconduct and wishes to report it should immediately contact the Title IX Coordinator or any member of the Title IX Compliance team using the contact information above. Violations may also be reported to Public Safety at 603-645-9785, the office of Residential Life at 603-645-9758, coaches, Athletic Director, or any member of the Division of Student Affairs. and Academic Development staff, or any other Responsible Employee. Confidentiality and the opportunity for confidential reporting are addressed below.

Employees:

Any manager or Responsible Employee who wishes to report a complaint of sexual misconduct should immediately contact a member of the Title IX Compliance Team or the office of Human Resources at 603-644-3125.

Reporting to the Police

Students are also encouraged to report sexual assault and relationship violence not only to the Public Safety or a Title IX Coordinator, but also to law enforcement authorities. However, students have a right to choose not to file a report with law enforcement. The decision to file a criminal complaint is a deeply personal choice. Students often make this decision based on the circumstances surrounding the incident and the circumstances in their life at the time of the incident. Some students discover that participating in a proceeding to hold the accused accountable helps them to regain some measure of control lost by virtue of the assault, and to protect themselves and others from future harm. Students 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, students will be given the opportunity and assistance to speak with appropriate local law enforcement personnel to make the report. Public Safety and/or the Title IX coordinator will assist students wishing to file a criminal complaint. Students do not need to file a criminal complaint in order to initiate disciplinary proceedings with the University, and the University may find an accused student responsible for violating the student disciplinary policy regardless of the status or outcome of the criminal proceedings, if any. Absent extenuating circumstances, the University will not unduly delay its Response Procedure to await the completion of any criminal proceeding or investigation, unless required to do so by valid court order.

Students may also wish to pursue a criminal or civil restraining order from a local court, and the University can offer a victim resources with information about how to obtain such an order.

Students in an ongoing emergency should dial 911. Contact information for local police in the Manchester area for non-emergency reporting is as follows:

Hooksett Police Department	**Manchester Police Department**
15 Legends Dr.	405 Valley Street
Hooksett, NH 03106	Manchester, NH 03106
(603) 624-1560	(603) 668-8711

Health Care Resources in the Manchester Area

Every victim 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.

In the case of an ongoing emergency, dial 911.

Elliot Hospital	**Catholic Medical Center (CMC)**
4 Elliot Way, Manchester, NH 03013	100 McGregor St, Manchester, NH 03102
(603) 669-5300	(603) 668-3545

Sexual Assault and Domestic Violence resources in New Hampshire and the Manchester area include:

New Hampshire Sexual Assault Hotline	**New Hampshire Domestic Violence Hotline**
1-800-277-5570	1-866-644-3574

YWCA Crisis Service

72 Concord Street, Manchester

Crisis line: 603-668-2299

On-Campus

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 contacting Public Safety or Residence Life who will notify a counselor on call.

Resources for Online Students

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 at https://my.snhu.edu/Offices/COCE/Wellness. Students located outside of New Hampshire can click the "Locate Resources in Your Area" link to be directed to crisis resources based on their location.

6. Confidentiality

Cases involving alleged discrimination, harassment or violence based on sex demand special attention to issues of confidentiality. Dissemination of information relating to these cases is limited so as to ensure, as fully as possible, the privacy of the individuals involved. Additionally if the complainant wishes to remain anonymous, or not pursue a formal complaint, the complainant should be advised that the University's response may be limited. Furthermore, because of the University's obligation to maintain a safe environment for all members of the University community, the University may have an obligation to pursue an investigation without the complainant's cooperation. In such cases, the University will take preventative measures to preserve confidentiality to the extent practicable and permissible by applicable law.

The University encourages victims of sexual violence to talk to somebody about what happened – so victims can get the support they need, and so the University can respond appropriately.

Different employees on campus have different abilities to maintain a victim's confidentiality.

- Some, including professional counselors, doctors, or nurses, are required to maintain near complete confidentiality (*See "Exceptions to Confidentiality" below for an explanation of when this duty of confidentiality may not apply.*)
- All other employees are required to report all the details of an incident (including the identities of both the victim and alleged perpetrator) to the Title IX coordinator. A report to these employees (called "Responsible Employees") constitutes a report to the University—and generally obligates the University to thoroughly review and, if deemed necessary, appropriately investigate the incident and take appropriate steps to address the situation.

This policy is intended to make students aware of the various reporting and confidential disclosure options available to them – so they can make informed choices about where to turn should they become a victim of sexual violence. The University encourages victims to talk to someone identified in one or more of these groups.

Reporting Options: A. Privileged and Confidential Communications

- **Professional and Pastoral Counselors**

SNHU can provide members of its campus community 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 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 victim'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.

Students in the College of Online and Continuing Education (COCE) can also log on to https://my.snhu.edu/Offices/COCE/Wellness and find a list of available professional counseling resources in their state.

- **Registered Nurses**

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

University's crime data reporting responsibility.

<u>Both professional counselors and licensed nurses may be required to break confidentiality in certain circumstances, as more fully described in "Exceptions to Confidentiality," below.</u>

A victim who speaks to a professional counselor or nurse must understand that, if the victim wants to maintain confidentiality, the University will be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator.

Even so, these counselors and advocates will still assist the victim in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. Again, 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 victim who at first requests confidentiality may later decide to file a complaint with the school or report the incident to local law enforcement, and thus have the incident fully investigated. These counselors will provide the victim with assistance if the victim wishes to do so.

Exceptions to Confidentiality:

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

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

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

B. Reporting to "Responsible Employees."

A "Responsible Employee" is a University employee who has the authority to redress sexual violence, who has the duty to report incidents of sexual violence or other student misconduct, or who a student could reasonably believe has this authority or duty.

When a victim tells a Responsible Employee about an incident of sexual violence, the victim has the right to expect the University to take immediate and appropriate steps to review thoroughly and appropriately investigate what happened and to resolve the matter promptly and equitably.

A Responsible Employee must report to the Title IX coordinator all relevant details about the alleged sexual violence shared by the victim and that the University will need to determine what happened – including the names of the victim and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the University's response to the report. A Responsible Employee should not share information with law enforcement without the victim's consent or unless the victim has also reported the incident to law enforcement.

All University employees other than licensed counselors or medical professionals are deemed to be Responsible Employees. This includes, but is not limited to: University administrators, Campus Safety Officers, student affairs personnel, residence life employees, and all faculty, adjuncts, and instructors. The only Student Employees who are Responsible Employees are Resident Assistants (RAs) and those student employees with similar significant responsibility for student welfare.

To the extent possible and practicable, a Responsible Employee should try to ensure that the victim understands the employee's reporting obligations before a victim reveals any information to a responsible employee, – and, if the victim wants to maintain confidentiality, direct the victim to confidential resources.

If the victim wants to tell the Responsible Employee what happened but also maintain confidentiality, the employee should tell the victim that the University will consider the request, but cannot guarantee that the University will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the Responsible Employee will also inform the Coordinator of the victim's request for confidentiality.

Responsible Employees will not pressure a victim to request confidentiality, but will honor and support the victim's wishes, including for the University to fully investigate an incident. By the same token, Responsible Employees will not pressure a victim to make a full report if the victim is not ready to do so.

Requesting Confidentiality: How the University Will Weigh Request and Respond

If a victim discloses an incident to a Responsible Employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the University must weigh that request against the University's obligation to provide a safe, non-discriminatory environment for all students, including the victim.

If the University honors the request for confidentiality, a victim must understand that the University's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited.

There are times when the University may not be able to honor a victim's request in order to provide a safe, non-discriminatory environment for all members of the university community.

The University has designated the Title IX Coordinator to evaluate requests for confidentiality once a Responsible Employee is on notice of alleged sexual misconduct. The Title IX Coordinator may consult other appropriate University stakeholders in his or her assessment of such a request and consideration of the factors identified below.

When weighing a victim's request for confidentiality or that no investigation or discipline be pursued, the University will consider a range of factors, including the following:

- The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence, such as:
  - whether there have been other sexual violence complaints about the same alleged perpetrator;
  - whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
  - whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
  - whether the sexual violence was committed by multiple perpetrators;
- whether the sexual violence was perpetrated with a weapon;
- whether the victim is a minor;
- whether the University possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence);
- whether the victim's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular

The presence of one or more of these factors could lead the University to investigate and, if appropriate, pursue disciplinary action. If none of these factors is present, the University will likely respect the victim's request for confidentiality.

If the University determines that it cannot maintain a victim's confidentiality, the University will inform the victim prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the University's response.

The University will remain ever mindful of the victim's well-being, and will take ongoing steps to protect the victim from retaliation or harm and work with the victim to create a safety plan.

Retaliation against the victim, whether by students or University employees, will not be tolerated. The University will also:

- assist the victim in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);
- provide other security and support, which in some circumstances could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
- inform the victim of the right to report a crime to campus or local law enforcement – and provide the victim with assistance if the victim wishes to do

The University may not require a victim to participate in any investigation or disciplinary proceeding.

If the University determines that it can respect a victim's request for confidentiality, the University will also take immediate action as necessary to protect and assist the victim.

7. The University's Response Procedure

Upon the University receiving notice of an incident of Sexual Misconduct, the University will provide the complainant with additional resources and a written notification outlining a number of choices including but not limited to:

- speaking with a counselor
- seeking medical assistance
- reporting the incident to local police
- filing formal conduct charges
- requesting reasonable accommodations

Timeframe for Response Process

Unless otherwise stated, all timeframes under this policy are listed in calendar days, not business days.

The University will conduct a timely review of all complaints of sexual misconduct. Absent extenuating circumstances, review and resolution is expected to take place within sixty (60) calendar days from receipt of the complaint, or a

maximum of ninety (90) calendar days in the event of a subsequent appeal.

An appeal of the results, whether by the complainant or the accused, must be submitted within five (5) business days of receipt of the written result. Absent extenuating circumstances, decisions on appeals are typically issued within thirty (30) days of the date of the original decision.

Extensions

All deadlines and time requirements in the Code may be extended for good cause as determined by the Title IX officer or his or her 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 not be longer than 5 business/school days.

Extenuating Circumstances

Notwithstanding the above, Extenuating Circumstances may require that this timeline be extended. For example, a complainant who seeks confidentiality and chooses not to name an accused at the time of intake may cause an investigation to be paused. If that complainant later identifies an accused, the Response Process may be re-initiated, and the time from the receipt of the initial incident report to sanctions, if imposed, may extend beyond sixty (60) days.

Hearing Procedures

Please refer to the Southern New Hampshire University Student Handbook, Employee Handbook and/or SNHUPEA Agreement for a further description of investigation, grievance, and adjudication procedures. With respect to incidents of alleged Sexual Misconduct, any conflict between the procedures described in this Policy and either Handbook, the terms of this Policy shall control.

Intake

Upon receiving a complaint, the University will conduct an Intake. At the Intake stage, the University will take steps to make a safety plan, prevent or address any retaliatory conduct, address any immediate physical or emotional safety concerns for anyone involved, offer support to the complainant with any law enforcement reporting decision, address any threat to the safety of the University community, and enter any non-identifying information into the University's crime log.

Prior to initiating its investigation, the University will inform the complainant of their intention to investigate, and request his or her consent to do so. The University will assess any requests for confidentiality or requests not to investigate further at that time, consistent with the Confidentiality policy outlined above. If the University cannot honor such a request, the complainant will be informed at that time.

Informal Resolution Options

The University may present an opportunity for informal remedies or resolution at any time during the response process. A complainant will never be expected to work out a resolution directly with the accused. Likewise, in incidents of sexual assault or sexual violence, mediation is never an option. Informal resolutions are voluntary.

Interim Measures

If necessary, the University will take immediate steps to protect complainants pending the final outcome of an investigation with interim measures. If it is determined by a staff member that contact between specific persons may pose a threat to the safety or emotional well-being of an individual, a No-Contact order can be issued by the University. Other interim measures available to the University include but are not limited to: temporary administrative suspension, restrictions on participation in a team or organization, or student accommodations as described below.

Student Accommodations

A student who has been a victim of sexual misconduct may request an academic accommodation or change in residence after a report of sexual misconduct. Any individual who makes a request will receive an appropriate and reasonable accommodation. Possible requests include the ability to change academic schedules or work schedules, withdraw from or retake a class without penalty, access academic support such as tutoring services, and change residence hall assignments. Pursuant to Title IX, in most cases of sexual violence or sex discrimination, the University will endeavor, to the extent practicable, to change the schedule or accommodations of the accused student prior to changing the schedule or accommodations of the complainant.

After any necessary Interim Measures or Accommodations have been made, the scope of any further investigation or disciplinary action will depend upon factors including but not limited to: whether the complainant wishes to pursue a complaint to the University Conduct Board and whether the University has an obligation to pursue a University Conduct Board hearing regardless of the wishes of the complainant to preserve the safety of the University community.

Investigation and University Conduct Board Discipline Process

After the Intake, the Title IX Coordinator or an assigned Deputy Coordinator will determine if the allegations contained in the complaint would, if proven, constitute a violation of this Policy. If a determination is made that the allegations would constitute a violation, an Investigation will be initiated by the Title IX coordinator or his or her deputy or designee.

If the Title IX coordinator determines that the allegations, if true, would not constitute a violation of the Policy, the complainant will be provided with other support options as appropriate, but the Title IX coordinator will not pursue any further investigation or discipline under this Policy at that time.

If, however, the complainant presents new evidence, reveals new information, or presents a violation of another SNHU Policy, this decision can be reevaluated by the Title IX Coordinator in his or her discretion.

Investigation Process

If the Title IX Coordinator determines that an investigation is appropriate under the standard described above, the Title IX Coordinator or an assigned deputy Title IX coordinator will conduct a prompt, fair, and impartial investigation that involves interviewing parties and witnesses as appropriate, and reviewing evidence including available police reports. All investigations will be conducted by officials who receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking, and how to conduct a hearing process that protects the safety of victims and promotes accountability. Any member of the university community who knowingly makes a false statement to the investigator during the course of the investigation may be subject to disciplinary action.

The Investigator will complete an investigation report within a reasonable time period after initiating the investigation. The Title IX Coordinator will then, based upon the findings in that report, determine whether the conduct in question should be referred to the University Conduct Board for a hearing. If so, written charges will be prepared by the Title IX Coordinator or his or her designee, provided to the complaining party and the accused simultaneously by email, and filed with the University Conduct Board. An investigative report completed as part of this process is a fact-finding report that will not include a recommendation of sanctions to the University Conduct Board, which will determine what sanctions, if any, are to be imposed. The report shall be mandatory evidence for the University Conduct Board hearing, and will be presented to the Board by the Title IX Coordinator or the Investigator.

If the Title IX Coordinator determines that the information presented does not merit a referral for a University Conduct Board hearing, he or she will inform both the complainant and the accused simultaneously by email to their SNHU email accounts of the decision. That email will include Notice that the investigation may be re-opened at the discretion of the Title IX Coordinator if new evidence is presented, new information comes to light, or a violation of another SNHU Policy or another section of this Policy are discovered.

Option to File Independent Charges:

Under extenuating or unusual circumstances, at the sole discretion of the Dean of Students, the complainant may be permitted, despite a decision by the Title IX Coordinator not to refer the matter to the University Conduct Board, to file independent charges with the University Conduct Board on his or her own behalf. In such cases, the Investigator's report shall be considered as evidence by the Conduct Board, and the Investigator shall be called by the Board as a necessary witness. A complainant wishing to file independent charges must seek permission of the Dean of Students, no later than 180 days of the alleged incident, unless extended for good cause by the Dean of Students in his or her sole discretion.

University Conduct Board Hearing for Students

If the matter is referred to the University Conduct Board, or if a complainant files independent charges with the Student Conduct Board, a hearing will be conducted consistent with the process outlined in the Student Handbook and herein. All hearings conducted involving allegations of Sexual Misconduct will be conducted by officials with annual training related to domestic violence, sexual assault, and stalking, and on processes that protect the safety of victims and promote accountability. In the event of any discrepancy between the procedures described in the Student Handbook and this Policy, this Policy shall control.

Applicable Procedures for Employees

The adjudication of complaints lodged against Southern New Hampshire University employees will be handled consistent with the Southern New Hampshire University Professional Employees Association Agreement and the Employee Handbook.

Parties' Rights to Advisors

The accused and the complainant may be assisted during disciplinary hearings, any mediation, and related meetings, by an advisor of their choice, including an attorney. The respondent and complainant may propose witnesses and may produce other evidence for consideration by the University Conduct Board. The respondent and complainant are responsible for presenting evidence on their own behalf. Either party may request a brief recess to consult with their advisor which will be granted at the discretion of the hearing officer or his or her designee. Advisors may speak privately to their advisee, during the proceeding, but may not present evidence, question witnesses, raise objections, or address the student conduct body.

Student Sanctions

The University considers Sexual Misconduct violations as extremely serious and subject to sanctions including expulsion, suspension, disciplinary probation, recommended counseling, and/or other educational sanctions.

Evidentiary Standard in Sexual Misconduct Complaints:

The burden of proof in all cases of Sexual Misconduct to be adjudicated by the conduct board is "the preponderance of the evidence" standard – whether it is "more likely than not" that the sex discrimination, dating violence, domestic violence, sexual assault, or stalking occurred. If the evidence presented meets this standard, then the respondent must be found

responsible.

Conflict of Interest

If there is a real or reasonably perceived conflict of interest involving the actions of the designated University official or University office typically responsible for handling matters of concern for a student, employee or faculty member, an alternative University representative or University office can be contacted instead. Alternate representatives may include the Office of Academic Affairs, Provost's Office, or Office of Human Resources. The alternate University representative or office may then designate an impartial and appropriate University official to resolve the matter following applicable University policy.

Evidence and Witnesses

Evidence to be presented by complainant(s) and respondent(s) during any hearing on the charges must be presented to members of the University Conduct Board presiding over the hearing at least 24 hours prior to the hearing, who will then share it with the opposing party in advance of the scheduled hearing. The Conduct Board members presiding at and/or hearing the case may exclude evidence that has not been shared or adjourn the hearing to afford all parties the opportunity to review evidence to be presented during the hearing.

If a party intends to present witnesses, a list of proposed witnesses and a written witness statement for each witness must be presented to the hearing officer at least 24 hours prior to the hearing. Written witness statements will be shared with the opposing party as documentary evidence. Witnesses are defined as someone who perceived the actual incident as it occurred. The Conduct Board will have discretion to call or choose not to call proposed witnesses during the hearing. The parties may not question witnesses directly during the hearing, but may submit questions to the Conduct Board, which the conduct board may, in their discretion, ask directly to the witness. Any attempt to coerce or intimidate a proposed witness by any person will constitute Retaliation under this policy subject to appropriate disciplinary action.

Members of the University Conduct Board presiding at and/or hearing the case will have broad discretion and make the final decision relating to the admissibility of all evidence and the presentation of witnesses. When the circumstances warrant, Conduct Board members may, in their sole discretion, consider evidence or admit witnesses submitted with less than 24-hours' notice. Where required by applicable law, witness statements or evidence may be reasonably redacted to protect recognized privacy rights.

Documentation or Recording of Proceedings

The University will seek to maintain a record of all hearings, including findings of fact. The record of the University Conduct Board Hearing will generally be made by audio recording, though alternative methods of recording or documentation may be employed at the University Conduct Board's discretion or as needed.

Notice to Parties

Both the complainant and the accused will be informed, simultaneously, by email to their Southern New Hampshire University email accounts, of (1) the outcome of any disciplinary proceeding involving and allegation of sexual misconduct, (2) the University's appeal process and the rights of both the complainant and the accused to appeal the results (3) any change to the results that occurs prior to the results becoming final, and (4) when such results become final.

Rights of Appeal

Both parties shall have the opportunity to appeal a decision by the University Conduct Board using the procedure described in the Student Handbook. Appeals must be submitted within five (5) business days of the decision, and are only to be allowed on the limited grounds defined in the Student Handbook.

Additional Reporting Resources

A student or applicant who believes that he or she has been discriminated against can file a Charge of Discrimination at their regional U.S. Department of Education Office for Civil Rights.

The New Hampshire Regional Office 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
Email: OCR.Boston@ed.gov

A student or applicant may also file a Charge of Discrimination at their state Fair Employment Practices agency, such as the New Hampshire Human Rights Commission, which can be contacted at:

New Hampshire Human Rights Commission

2 Chenell Drive Unit 2
Concord, NH 03301-8501
Telephone: (603) 271-2767
Fax: (603) 271-6339
Email: humanrights@nhsa.state.nh.us

Retaliation

Retaliation against any individual who files a complaint or participates in a harassment inquiry is prohibited. Anyone who reports an actual or suspected incident of harassment, discrimination or violence based on sex, or who participates in an investigation, will not be subjected to retaliation. If a Complainant or witness believes s/he has been subjected to retaliation s/he should contact the Association Vice President for Human Resources, Title IX Coordinator or the Dean of Students, Deputy Title IX Coordinator. Anyone found to be in violation of this retaliation provision will be subject to disciplinary action.

Student Academic Complaint

Campus

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.

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, 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.

International Programs

Tuition and Fees

On Campus Tuition and Fees

For the overseas programs, please refer to the partner

institutions' website for Tuition and Fees information

On Campus Undergraduate Programs			
Tuition	*Per Credit*	*Per Semester*	*Per Year*
Full time flat rate (12-19 credits) *(Returning students, when campus is open)*		$15,378	
Part-time tuition (up to 12 credits) *(Returning students, when campus is open)*	$1,281.50		
Overload tuition (19 or more credits) *(Returning students, when campus is open)*	$667		
Fall 2020 Sophomore, Junior, Senior *(If remote, effective Fall 2020)*	$320	$4,800 *(15 credits)*	
2020-2021 Incoming Freshman full time flat rate *(15 credits)*		$4,800	$9,600
Non-degree seeking, course work only	$320		

English as a Second Language (ESL)			
Tuition	*Per Credit*	*Per 8 week Term*	*Per Year*
ESL Tuition *(When campus is open)*		$3,180	
ESL Tuition *(If remote, effective Fall 2020)*		$2,400	
UG Transitional Bridge Program Tuition		$3,180	
Room & Board *(When campus is open, all ESL students must live in university housing for at least two terms.)*	*Per Credit*	*Per 8 Week Term*	*Per Semester*
Room & Board: Fall and Spring *(When campus is open)*		$2,721	$5,442
Room & Board: Summer		$2,133	$4,265
Fees	*Per Occurrence*	*Per 8 Week Term*	*Per Semester*
New ESL Student Orientation *(When campus is open)*	$50		
New ESL Student Orientation *(If remote, effective Fall 2020)*	$30		
ESL Program and Activity Fee *(When campus is open)*		$100	
ESL Program and Activity Fee *(If remote, effective Fall 2020)*		$50	

International Programs

On Campus Graduate Programs			
Tuition	*Per Credit*	*Per 3 credit Course*	*Per Year*
Online and remote learning courses (If remote, effective Summer 2020)	$627	$1,881	
On Campus Day Degrees (includes 1 YR program) *(When campus is open)*	$700	$2,100	
M.F.A Program	*Per Credit*	*Per Term*	*Summer/ Winter*
Tuition		$7,463	
Residency Summer / Winter			$1,200
ILE Tuition	*Per Credit*	*Per 3 credit Course*	*Per Year*
M.S. – TEFL Teach out and remote learning	$627	$1,881	
M.S. – TEFL new students *(When campus is open)*	$700	$2,100	
FBGE Programs	*Per Credit*	*Per Term*	*Per Year*
FBGE (M.Ed. & CAGS)	$417		
FBGE (PDOC)	$120		
Leading and Learning in a Competency-Based System	*IN-STATE Per Credit Tuition*	*OUT-OF-STATE Per Credit Tuition*	
Graduate Certificate in Focus, Learning and Teaching in a Competency-Based School	$300	$466.66	
Graduate Certificate in Assessment and Instruction in a Competency-Based Model	$266.66	$433.33	
M.Ed. in Leading and Learning in a Competency-Based System	$233.33	$400	
CAGS in Leading and Learning in a Competency-Based System	$233.33	$400	
SOE Special Programs	*Per Credit*	*Per 3 Credit Course*	*Per Year*
Tuition		$627	

International Programs

Doctoral Programs			
Doctor of Education (Ed.D.)	**Per Credit**	**Summer**	**Per Year**
Ed.D. Field-based	$627		
Ed.D. Low-residency (Years 1-3)			$16,000
Ed.D. Low-residency Intensive Fees		$1,600	
Ed.D. Low-residency Dissertation Colloquium			$2,163
Ed.D. Low-Residency (2017-2018 cohorts only)	**Per Term**	**Summer**	**Per Year**
Dissertation Colloquium (summer term)		$2,163	
Dissertation Colloquium (non summer term)	$200		
Doctor of Philosophy (Ph.D.)	**Per Term**	**Summer**	**Per Year**
Ph.D. Programs (Years 1-3)			$16,000
Ph.D. Intensive/Residency		$1,600	
Ph.D. Continuing Dissertation (Beyond Year 3)	$200		$2,163

SHRM (Society for Human Resource Management)			Per Certificate
Certification - Member			$1,200
Certification - Non Member			$1,265

On Campus Student Fees			
Fees	**One Time**	**Per Semester**	**Per Year**
Application Fee (Undergraduate, Graduate, Doctoral, FBGE)	$40		
New Student Orientation – Fall 2020 start	$30		
New Student Orientation – Spring start (When campus is open)	$50		
New Graduate International Student Orientation Fee (When campus is open)	$180		
New Graduate International Student Orientation Fee (When campus is closed)	$30		
Student Activity Fee (When campus is open)		$165	
Student Activity Fee (When campus is closed)		$0	
Activity Fee – Domestic (Manchester Graduate – Fall and Spring) (When campus is open)		$100	
Activity Fee – Domestic (Manchester Graduate – Fall and Spring) (When campus is closed)		$0	

International Programs

	One Time	Per Semester	Program Cost
International Support & Activity Fee (Manchester Graduate – Fall and Spring) *(When campus is open)*		$165	
International Support Fee (Manchester Graduate – Fall and Spring) *(When campus is closed)*		$65	
International Activity Fee (Manchester Graduate – Fall and Spring) *(When campus is closed)*		$0	
Study Abroad Administrative Fee	$328		
Program Fees	**One Time**	**Per Semester**	**Program Cost**
Aviation Operations Management: Flight Fee		$15,000	$60,000
Engineering Program Fee *(When campus is open)*		$1,500	
Engineering Program Fee *(When campus is closed)*		$1,000	
Unmanned Aerial Systems Certificate: Drone Fee		First course: $350 All subsequent courses: $50	
Payment Plan Fees	**Per Term**	**Per Semester**	**Annual**
TMS Payment Plan Enrollment Fee (Undergraduate)		$55	
TMS Payment Plan Enrollment Fee (Graduate)	$40		$55
Health Fees	**Per Term**	**Per Semester**	**Annual**
Wellness Fee – Domestic		$25	
Wellness Fee – ESL & TEFL	$10		
Wellness Fee – All other International	$25		
Health Insurance – Domestic Fall Start (12 months of coverage – payable with first semester charges)			$1,478
Health Insurance – Domestic Spring Start (payable with first semester charges)		$983	
Health Insurance – International ($124.00/month, billed by semester depending on start date) * Rate is subject to change			
Parking Permit Fees **(Manchester campus)** ***Other charges may apply**		**Weekly**	**Annual**
Parking Permit Fee – Resident without Annual Permit		$10	
Parking Permit Fee – Resident Freshman			$204.95

Parking Permit Fee – Resident non-freshmen			$104.95
Parking Permit Fee – Commuter Students			$50
Parking Permit Fee – Special Programs			$10
Conditional Fees			*Per Occurrence*
Graduation Fee			$150
Bounced Check & Credit Card Decline			$35
Transcript Fee (Paper)			$7
Transcript Fee (Electronic)			$5
Rush Fee - Transcript/Diploma (Domestic)			$23-$30
Rush Fee - Transcript/Diploma (International)			$53
Apostille - Notarized/Certified Transcript, State of NH			$17
Apostille - Notarized/Certified Diploma, State of NH			$40
Apostille - Notarized/Certified Transcript or Diploma, State of NH			$10
Duplicate Diploma Fee			$30

Housing and Meals *(When campus is open)*			
Room Types	*Residence Hall Areas*	*Per Semester*	*Per Year*
Single	Hampton, Kingston, New Castle, Tuckerman, Washington, Windsor	$ 5,000	$10,000
Double	Hampton, Kingston, New Castle, Tuckerman, Washington, Windsor	$ 4,500	$ 9,000
Triple or Quad	Tuckerman	$ 4,500	$ 9,000
Double or Quad Double with Bath - Tuckerman	Tuckerman	$ 5,000	$10,000
Apartment Room Types	*Apartment Areas*	*Per Semester*	*Per Year*
Westside (4 or 6 person)	Spaulding, Whittier	$ 4,500	$ 9,000
Single	Monadnock, Lincoln, Conway	$ 5,500	$11,000
Double	Monadnock	$5,000	$10,000
Townhouses (4 person)	Attitash, Hillsboro, Rockingham	$4,500	$ 9,000
Dining Plans	*Notes*	*Per Semester*	*Per Year*
Plan 1 – Platinum		$2,100	$4,200
Plan 2 – Gold	Mandatory plan for first semester freshman & new residents	$1,900	$3,800
Plan 3 – Silver	Not available for first semester freshman or new residents	$1,750	$3,500
Plan 4 – Traditional	Not available for first semester freshman or new residents	$1,390	$2,780
Plan 5 – Choice	Not available for first semester freshman or new residents	$1,190	$2,380
Plan 6 – Basic	Not available for first semester freshman or new residents	$915	$1,830

Student Affairs

Vaccination Policy

All residential students, all full time undergraduate students, all international students and all full time graduate day students taking classes on the Manchester campus must provide complete and accurate immunization records. Students are required to provide proof of immunization against measles, mumps, rubella, tetanus, diphtheria, pertussis, hepatitis b, meningitis, and varicella. Students are required to provide this information prior to the start of their first semester. Failure to fulfill this requirement will prevent registration in future academic terms.

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 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 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.

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, learners, 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 Definitions

[Link to Master Definitions & Roles List Here](#)

3 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.

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).

3.1 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

3.2 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.

3.3 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.

4 Procedure

4.1 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, 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.

4.2 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).

4.3 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.

5 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 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
Manchester, NH 03106

603.626.9100
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 a 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.

Disciplinary Dismissal

If a student is dismissed from SNHU for disciplinary reasons, he/she is permanently dismissed from the university without opportunity for readmission and the student will not be allowed on campus at any time.

Disciplinary Suspension

Southern New Hampshire University reserves the right to suspend any student for disciplinary reasons. Suspension means that the student is dismissed from Southern New Hampshire University for a given period, with an opportunity for readmission. 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 Network 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 https://www.wheretowatch.com. 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

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 Education: Belknap 100; 629-4675
- The School of Business: Webster 101; 644-3153
- The School of Arts and Sciences: Frost 103; 645-9692
- 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.

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).

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
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 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

- Campus students should contact:

Director, Campus Accessibility Center

603.644.3118

cac@snhu.edu

- Staff and Faculty of the University should contact their local HR Business Partner or request information from:

Hr4u@snhu.edu

- Members of the public and those with questions should contact:

ADA/504 Compliance Coordinator

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 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

- **Campus:**

Students should file a grievance using the following form: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

- 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 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.

1. 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 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.

1. 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.

1. 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 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.

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)
- CFAAQS6 - 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)

International Programs

- 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)

- 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

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

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

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)

- 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

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)

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: 18 Total Credits

- 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)

- 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

- 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)
- CFAAEOL2 - Can Analyze Representations of Death And Mortality in Art and Pop Culture (.5)
- CFAAEOL4 - Can Describe the Major Models of Long- Term Care and Hospice Care (.5)
- CFAAEOL3 - Can Identify and Explain Critical Factors, Such As Physiological, Psychological, and Social, in the Aging Process (.5)
- CFAAEOL6 - Can Identify and Explain Diverse Cultural Perspectives on Death and Dying (.5)
- CFAAEOL5 - Can Identify and Explain Impacts of an Aging Population on Healthcare System (.5)
- CFAAEOL1 - Can Identify and Explain Legal and Ethical Issues Pertaining to Aging and End of Life (.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)
- 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)

International Programs

- 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)
- 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)
- CFAHCHR3 - Can Articulate the Special Considerations Involved in Hiring Healthcare Workers (.5)
- CFAHCHR4 - Can Evaluate Staff Performance, Conduct A Performance Review and Document Appropriately (.5)
- CFAHCHR2 - Can Explain a Variety of Career Pathways In the Healthcare Industry (.5)
- CFAHRM1 - Can Explain the Major Legal and Regulatory Frameworks in Which Human Resources Decisions Are Made (.5)
- CFAHRM4 - Can Respond Effectively and Appropriately to Complaints and Negative Feedback (.5)
- CFAHRM5 - Can Function Effectively As Part of an Interprofessional Team (.5)
- CFAHCQM1 - Can Supply Key Terms and Concepts That Relate to Quality Management (.5)
- CFAHCQM4 - Can Describe Key Federal Initiatives Targeted At Improving Healthcare Quality (.5)
- CFAHCQM2 - Can Explain and Apply Relevant Quality Improvement Methods (.5)
- CFAHCQM5 - Can Explain the Role and Purpose of Healthcare Licensure and Accreditation (.5)
- CFAHCQM6 - Can Identify Process Improvements to Improve Patient Safety and Mitigate Tasks (.5)
- CFAHCQM3 - Can Select Relevant Data for Use in Specific Quality Improvement Purposes (.5)
- CFAHP1 - Can Apply Key Terms and Concepts That Relate to Health Promotion and Community Health (.5)
- CFAHP2 - Can Articulate and Explain Pressing World Health Issues (.5)
- CFAHP6 - Can Create a Health Promotion Plan (.5)
- CFAHP3 - Can Explain Environmental Impacts on Community Health (.5)
- CFAHP4 - Can Identify and Explain the Effects of Social and Cultural Factors on Healthcare (.5)
- CFAHP5 - Can Identify and Explain the Role of Health Literacy in Patient Outcomes (.5)
- CFAMCR6 - Can Analyze Common Financial and Operational Issues That Arise in Managed Care Organizations (.5)
- CFAMCR1 - Can Apply Key Terms and Concepts That Relate to Managed Care and Reimbursement (.5)
- CFAMCR4 - Can Describe the Goals, Structure and Impact of Medicare and Medicaid (.5)
- CFAMCR3 - Can Explain the Historical Development Of and Current Trends in Managed Care (.5)
- CFAMCR5 - Can Explain the Major Components, Characteristics, and Organizational Processes of Different Managed Care Models (.5)
- CFAMCR2 - Can Identify and Analyze Legal and Ethical Issues Related to Managed Care And Reimbursement (.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)
- 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)
- CFABM4 - Can Apply Common Decision-Making Frameworks (.5)
- CFABM6 - Can Communicate Effectively With Internal and External Stakeholders (.5)
- CFABM1 - Can Explain the Five Major Functions of Management (.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)
- CFAUSHS4 - Can Assess the Social and Economic Ramifications of Specific Healthcare Policies (.5)
- CFAUSHS2 - Can Compare and Contrast Private and Public Models of Financing and Delivering Healthcare Services (.5)
- CFAUSHS1 - Can Describe the Basic Structure, Primary Features and Major Stakeholders Of the U.S. Healthcare System (.5)
- CFAUSHS3 - Can Describe the Major Laws and Regulations That Govern U.S. Healthcare (.5)
- CFAUSHS6 - Can Explain the Different Roles of Healthcare Providers (.5)
- CFAUSHS5 - Can Identify and Analyze Common Ethical Issues That Arise in Healthcare Practice (.5)
- CFAHD5 - Can Describe the Leading Causes of Preventable Disease Worldwide and in the United States (.5)
- CFAHD3 - Can Describe the Normal Basic Anatomy And Physiology of Major Body Systems (.5)
- CFAHD2 - Can Explain and Apply Basic Principles Of Genetics (.5)
- CFAHD6 - Can Explain the Concepts and Goals of "Wellness" (.5)
- CFAHD4 - Can Explain the Pathogenesis and Pathophysiology of Common Diseases (.5)
- CFAHD1 - Can Use and Interpret Common Medical Terminology (.5)
- CFAHLEP3 - Can Analyze Typical Situations to Assess compliance with HIPAA and other Pertinent Laws and Regulations (.5)
- CFAHLEP4 - Can Explain and Apply the Four Principles of Medical Ethics (.5)
- CFAHLEP1 - Can Identify and Analyze Specific Ethical Issues Faced by Healthcare Managers and Administrators (.5)
- CFAHLEP2 - Can Identify and Analyze Specific Ethical Issues That Arise in the Provider-Patient Relationship (.5)
- CFAHLEP5 - Can Identify and Discuss Major Issues And Trends in Healthcare Policy (.5)
- CFAHLEP6 - Can Identify Common Areas of Liability And Litigation in Healthcare Settings (.5)
- CFAHI1 - Can Use Data and Information to Advocate For Community and Public Health Issues (.5)
- CFAAQS7 - Can Use Quantitative Evidence to Support Or Refute an Argument About a Healthcare Topic (.5)

- CFAPROF7 - Can Produce Clear, Grammatical and polished writing about a healthcare topic (.5)
- CFARSWD10 - Can Conduct an Interview to Obtain Information About a Healthcare Topic Healthcare Topic (.5)
- CFARSWD9 - Can Appropriately Cite and Document Sources of Information Related to a Healthcare Topic (.5)
- CFARSWD11 - Can Access and Use Academic and Scholarly Materials Related to a Healthcare Topic (.5)
- CFAINN1 - Can Apply Creative Problem Solving Methods (.5)
- CFAPROF2 - Can Clearly and Effectively Express Complex Ideas Or Information in Writing (.5)
- 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)
- CFAHI3 - Can Analyze Legal and Ethical Issues Related to Healthcare Management (.5)
- CFAHI2 - Can Apply Key Terms and Concepts That Relate to Healthcare Informatics (.5)
- CFAHI4 - Can Explain Different Applications of Informatics in the Healthcare Setting (.5)
- CFAHI5 - Can Explain the Challenges and Limitations of Healthcare Informatics (.5)
- CFAHI7 - Can Explain the Primary Components and Issues Related to Electronic Health Records (.5)
- CFAHI6 - Can Explain the Roles of Research, Clinical Data and Theory in Improving Patient Outcomes (.5)

Concentration Courses: 9 Total Credits

- Students must select a concentration.

Grand Total Credits: 120

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)

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)

International Programs

- 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)
- 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)

International Programs

- 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)
- CFABLAW6 - 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

- CFARMI1 - Can Identify Various Types of Insurance Risks (.5)
- CFARMI2 - Can Measure and Effectively Manage Risk Within an Organization (.5)
- CFARMI3 - Can Differentiate the Major Types of Insurance (.5)
- CFARMI4 - Can Apply Key Terms and Concepts That Relate to Insurance (.5)
- CFARMI5 - Can Illustrate How Insurance-Based Products Can Influence the Accumulation And Protection of Wealth and Benefits (.5)
- CFARMI6 - 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

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.

Description

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, HCM, IHP, INT, MGT, MIS, MKT, OL, PAD, QSO, SPT, or TAX within the 100 - 499 range or from the following courses:

        Minimum 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**

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**

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

General Education Courses
42 Total Credits

- 42 credit(s) from: General Education, or 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)
    - COM410 - Applied Strategic Communication (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 (FHUM)
        - 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)

- 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:

    - 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**

Psychology (BA)

Psychology (BA)

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)

- PHL220 - Death and the Meaning of Life (3)
- PHL222 - Happiness and the Good Life (3)
- POL210 - American Politics (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)
- SOC328 - Sociology of Aging (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**

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)

International Programs

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.

Requirements

General Education Courses
36 Total Credits

- 36 credit(s) from: General Education (VNU)

  Must include:
  - ECO201 - Microeconomics (3)
  - MAT240 - Applied Statistics (3)
  - ECO202 - Macroeconomics (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
    Humanities Foundation (FHUM)
    - 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)
  - 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:

- 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

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)

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)

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

- 1 of the following:
  - 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

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

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

Anthropology

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

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

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

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

- 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

Business

BUS206 - Business Law I
Applicable Student Population

INTI International University & Colleges (INTI)
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

Students will examine the background, foundation, and ethical aspects of the United States' legal system as it applies to business organizations. Students will also learn the impact of torts, product liability, criminal law, contracts, sales, business organizations, and agency and cyber law in a business setting.

Credits

3

Academic Level

Undergraduate

BUS307 - Business Law II
Applicable Student Population

INTI International University & Colleges (INTI)

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

- 1 of the following:
    - BUS205 - Foundations of Business Law (2)
    - BUS206 - Business Law I (3)

Academic Level

Undergraduate

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

College for America

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

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

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

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

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

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

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

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

COM227 - Public Relations
Applicable Student Population

INTI International University & Colleges (INTI)

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

- 1 of the following:
    - ENG121 - College Composition II (3)
    - ENG200 - Sophomore Seminar (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

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

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

- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (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)
    - 1 of the following:
        - ENG121 - College Composition II (3)
        - ENG200 - Sophomore Seminar (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

COM329 - New Media Technologies
Applicable Student Population

Global Education Movement (GEM)

Description

This course examines the role of new media in contemporary society and the evolution of media technologies in economics, politics, marketing, business, relationships, and journalism. Students will utilize and practice with various new media tools and platforms for both personal and professional contexts. The course focuses on both the practical skills and the theoretical foundations of new media, asking students to demonstrate proficiency in these platforms while understanding the implications for communication practice.

Credits

3

Academic Level

Undergraduate

COM340 - Writing for Public Relations
Applicable Student Population

INTI International University & Colleges (INTI)

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:
  - 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

Requisites

- Complete 1 of the following
  - Complete:
    - ENG121H - Honors College Composition II (3)
  - Complete:
    - ENG200 - Sophomore Seminar (3)
  - Complete:
    - ENG121 - College Composition II (3)

Academic Level

Undergraduate

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

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

COM452 - Public Relations Campaign Planning Seminar (Capstone)
Applicable Student Population

INTI International University & Colleges (INTI)

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:
    - 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

Customer Experience

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

Economics

ECO201 - Microeconomics
Applicable Student Population

Global Education Movement (GEM)
Vietnam National University – University of Languages & International Studies (VNU-ULIS)
INTI International University & Colleges (INTI)

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

Completed or Concurrently Enrolled
- 3 credit(s) from subject(s): MAT

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)

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

   Completed
- 3 credit(s) from subject(s): MAT

Academic Level

Undergraduate

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)
    - ECO205 - Foundations of Macroeconomics (2)

Academic Level

Undergraduate

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)
    - ECO205 - Foundations of Macroeconomics (2)

Academic Level

Undergraduate

ECO402 - Intermediate Macroeconometrics
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)
INTI International University & Colleges (INTI)

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)
    - ECO205 - Foundations of Macroeconomics (2)
    - MAT240 - Applied Statistics (3)

Academic Level

Undergraduate

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

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

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

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

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 learner language and inter-language. This course is only offered at Vietnam National University.

Credits

3

Academic Level

Graduate

EFL502 - Evaluation and Assessment
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

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

Credits

3

Academic Level

Graduate

EFL503 - Descriptive Linguistics of American English
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

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

Credits

3

Academic Level

Graduate

EFL504 - Introduction to Curriculum Development, Design and Implementation
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

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

Credits

3

Academic Level

Graduate

EFL505 - Overview of Teaching English to Speakers of Other Languages Methodology
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

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

Credits

3

Academic Level

Graduate

EFL523 - Listening and Speaking Techniques
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

This course explains and describes listening and speaking actively and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants. This course is only offered at Vietnam National University.

Credits

3

Academic Level

Graduate

EFL525 - Reading and Writing Techniques
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

This course explains and describes reading and writing activities and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants. This course is only offered at Vietnam National University.

Credits

3

Academic Level

Graduate

EFL527 - Strategies/Techniques for Teaching Grammar
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

This course will help students develop a deeper knowledge and understanding of English grammar in order to become more informed teachers. Students will review and discuss different approaches to the teaching of grammar, as well as how to create or adapt specific techniques for a variety of learning situations. The course will include teaching simulations by the instructor and the participants. This course is only offered at Vietnam National University,

Credits

3

Academic Level

Graduate

EFL530 - Methods of Teaching English through Drama
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

This innovative new course provides an overview of the use of drama in English education, especially second language acquisition, and provides training in the use of applied drama techniques, process drama, and readers' theatre for language teaching. Students will gain an understanding of appropriate means of integrating drama activities with the goals of language acquisition including use of games, improvisation, work with structuring drama, play-writing, and development, dramatic reading, and training in voice and diction. Students will learn how to integrate educational theatre approaches with curriculum and make them relevant to all ages and levels of language learners. This course is only offered at Vietnam National University.

Credits

3

Academic Level

Graduate

EFL531 - Pronunciation Techniques
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

This course begins with a review of the International Phonetic Alphabet (the IPA) and the American English sound system and proceeds to a diagnosis of individual student pronunciation problems. Explanations and descriptions of techniques to improve pronunciation and activities to teach proper formation of consonants, vowels, and diphthongs will be given. Practice with connected speech, word/sentence stress, and intonation patterns will be emphasized through drama related activities. Also included are issues of first language interference and the design and implementation of lessons and curricula. This course is only offered at Vietnam National University.

Credits

3

Academic Level

Graduate

EFL536 - Content-Based Instruction
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

This course explains how to develop theme- and content-based lessons and classes using US cultural topics and adapting and controlling material for various proficiency levels. This course is only offered at Vietnam National University,

Credits

3

Academic Level

Graduate

EFL537 - Computer-Assisted Language Learning
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

This course provides a hands-on, collaborative environment in which to learn about and explore the use of computer technology for language learning. As much as possible, participants are encouraged to use various technologies examined in class to develop learning materials relevant to their current or future teaching contexts. Participants are also encouraged to use these technologies to collaborate with and engage other EFL/ESL professionals in learning about the theory, pedagogy, and application of CALL. This course is only offered at Vietnam National University,

Credits

3

Academic Level

Graduate

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

Environmental Studies

ENV101 - Environmental Science
Applicable Student Population

Global Education Movement (GEM)

Description

This course provides an introduction to the scientific aspects of the environmental field. The first part of the course introduces students to the foundations of environmental science, while the second part concentrates on the application of these foundations to real life environmental problems. Therefore, the course not only engages the fundamentals of environmental science but also shows students how science informs sustainability, environmental policies, economics and personal choice.

Credits

3

Academic Level

Undergraduate

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

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

- Complete:
    - MAT240 - Applied Statistics (3)

Academic Level

Undergraduate

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)

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

FIN320 - Principles of Finance
Applicable Student Population

INTI International University & Colleges (INTI)
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

Students will examine the corporate finance discipline, including the financial management of organizations and the skills needed to make decisions about financing, investments, and dividends. Students will learn how the analysis of financing and investment options can inform decisions that add value to an organization and its investors.

Credits

3

Requisites

- 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

FIN330 - Corporate Finance
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)
INTI International University & Colleges (INTI)

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

- 1 of the following:
    - FIN320 - Principles of Finance (3)
    - FIN305 - Foundations of Finance (2)

Academic Level

Undergraduate

FIN336 - 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 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

- 1 of the following:
    - FIN305 - Foundations of Finance (2)
    - 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)

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

- 1 of the following:
    - FIN305 - Foundations of Finance (2)
    - FIN320 - Principles of Finance (3)

Academic Level

Undergraduate

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

Requisites

- Complete:
    - FIN330 - Corporate Finance (3)
    - FIN340 - Fundamentals of Investments (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

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

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

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

Geography

GEO297 - Foundations of Geography
Applicable Student Population

Global Education Movement (GEM)

Description

This course examines concepts of human and physical geography to help students develop an understanding of how people modify and are impacted by the environment. Students explore how geography affects modern societies, with an emphasis on historical, political, economic and cultural developments.

Credits

3

Academic Level

Undergraduate

Graphics

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

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

HCM340 - Healthcare Delivery Systems
Applicable Student Population

Global Education Movement (GEM)

Description

This course provides an overview of the nature, organization, and function of the continuum of health services found in the United States. Emphasis is placed on the interrelation of cultural, economic, political and social aspects of health care delivery at the federal, state and local level. Topics include health care costs, accessibility of services, governmental influence on health care delivery, private industry role in health care, services for the medically indigent and elderly, ethical issues regarding transplants, reproductive technology, end of life decisions and funding.

Credits

3

Academic Level

Undergraduate

History

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

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

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

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

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

Requisites

- Complete:

Academic Level

Undergraduate

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

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

Interdisciplinary Studies

IDS400 - Diversity
Applicable Student Population

Global Education Movement (GEM)

Description

This course aims to broaden and deepen students' understanding, experience, and critical thinking skills with regard to cultural differences and cross-cultural interactions. Students will analyze diversity through the disciplines of socio-economics, physical anthropology, biology, geography, and arts and the humanities. Intercultural competence, a lifelong learning process, is introduced as a crucial skill set and benefit to the individual, interpersonal relationships, organizations, and society. Analyzing the role of culture in today's world, developing culturally responsive practices, and understanding the benefits and challenges of diversity will be emphasized.

Credits

3

Academic Level

Undergraduate

International Business

INT113 - Introduction to International Business
Applicable Student Population

INTI International University & Colleges (INTI)
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

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

INT221 - Global Financial System
Applicable Student Population

INTI International University & Colleges (INTI)

Description

This course is designed to familiarize students with global financial architecture and the modus operandi of global financial markets and multinational financial institutions, with the focus on policy- and concept-oriented issues in international banking and international capital markets. It aims to provide a comprehensive background to understand the international financial environment and to expose students to a wide range of international financial functions, operations and products.

Credits

3

Academic Level

Undergraduate

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

- Complete:
    - INT113 - Introduction to International Business (3)

Academic Level

Undergraduate

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

- 1 of the following:
  - FIN305 - Foundations of Finance (2)
  - FIN320 - Principles of Finance (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

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

INT490 - International Business Internship
Applicable Student Population

INTI International University & Colleges (INTI)

Credits

0 - 15

Academic Level

Undergraduate

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

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, vascar/radar, and photographic techniques. Contrasted with criminalistics, subject matter of this course is primarily evidentiary. More particularly, the course will delve into the rules of evidence, which guide the admissibility of forensic evidence in a court of law. Examination includes threshold tests for reliability and admissibility, qualification of witnesses competent to testify, scientific rigor required for admission and case law determinations on the use and abuse of scientific evidence.

Credits

3

Academic Level

Undergraduate

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

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

Requisites

- Complete:
    - ENG120 - College Composition I (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

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

Requisites

- 1 of the following:
    - ENG120 - College Composition I (3)
    - ENG200 - Sophomore Seminar (3)

Academic Level

Undergraduate

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

Requisites

- Complete:
    - ENG120 - College Composition I (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

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

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)

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

- 1 of the following:
    - MKT113 - Introduction to Marketing (3)
    - MKT105 - Foundations of Marketing (2)

Academic Level

Undergraduate

MKT270 - Professional Selling
Applicable Student Population

INTI International University & Colleges (INTI)

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

Requisites

- Complete:
    - MKT270 - Professional Selling (3)

Academic Level

Undergraduate

MKT345 - Consumer Behavior
Applicable Student Population

INTI International University & Colleges (INTI)

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)
    - MKT105 - Foundations of Marketing (2)

Academic Level

Undergraduate

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

- 1 of the following:
    - MKT113 - Introduction to Marketing (3)
    - MKT105 - Foundations of Marketing (2)

Academic Level

Undergraduate

MKT355 - Social Media Marketing Strategy
Applicable Student Population

INTI International University & Colleges (INTI)

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

- 1 of the following:
    - COM310 - Social Media (3)
    - MKT265 - Social Media & Marketing Communications (3)

Academic Level

Undergraduate

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

- 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 all of the following
    - 1 of the following:
        - MKT113 - Introduction to Marketing (3)
        - MKT105 - Foundations of Marketing (2)
    - Complete:
        - MKT345 - Consumer Behavior (3)

Academic Level

Undergraduate

MKT432 - Strategic Marketing Planning (Capstone)
Applicable Student Population

INTI International University & Colleges (INTI)

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

- 90 credit(s).

Academic Level

Undergraduate

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 fill conditions in different countries.

Credits

3

Requisites

- Complete 1 of the following
    - Complete all of the following
        - 1 of the following:
            - ECO202 - Macroeconomics (3)
            - ECO205 - Foundations of Macroeconomics (2)
        - 1 of the following:
            - INT105 - International Business: A Macro Perspective (2)
            - INT113 - Introduction to International Business (3)
        - 1 of the following:
            - MKT105 - Foundations of Marketing (2)
            - MKT113 - Introduction to Marketing (3)
    - Permission of instructor

Academic Level

Undergraduate

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. Secondarily, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - fall, spring or summer - completing a minimum of 150 hours on the job per 3 credits. Students can complete 0-15 hours of MKT 490 credit.

Credits

0 - 15

Requisites

- Complete all of the following
  - 15 credit(s).
  - Please contact the Career and Professional Development Center to register

Academic Level

Undergraduate

Mathematics

MAT130 - Applied Finite Mathematics
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)
INTI International University & Colleges (INTI)

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

MAT140 - Precalculus
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)
INTI International University & Colleges (INTI)

Description

This course emphasizes the algebra and concepts of functions. Students will learn the properties and graphing techniques for different types of functions including: linear, polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will also learn to solve a variety of real world problems that rely on a number of different problem solving strategies and an understanding of these different types of functions. This course is intended for those students who wish to prepare for Calculus.

Credits

3

Academic Level

Undergraduate

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

MAT240 - Applied Statistics
Applicable Student Population

Vietnam National University – University of Languages & International Studies (VNU-ULIS)
INTI International University & Colleges (INTI)

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

- Passing Placement Exam Score

Academic Level

Undergraduate

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

- Earned a minimum grade of C or better in at least 1 of the following:
    - MAT238 - Inferential Statistics with Algebra (3)
    - 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

- Must earn a minimum grade ofC in the following course(s):
  - MAT300 - Applied Statistics II: Regression Analysis (3)

Academic Level

Undergraduate

Music

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

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-relavant documents to calculate and analyze data as well as business communications such as memos.

Credits

3

Academic Level

Undergraduate

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)

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

OL215 - Principles of Management
Applicable Student Population

Global Education Movement (GEM)
INTI International University & Colleges (INTI)

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 all of the following
    - Complete:
        - ENG120 - College Composition I (3)
    - Complete or concurrently enroll in:
        - ENG200 - Sophomore Seminar (3)

Academic Level

Undergraduate

OL320 - Entrepreneurship
Applicable Student Population

Global Education Movement (GEM)
INTI International University & Colleges (INTI)

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

Requisites

- 30 credit(s).

Academic Level

Undergraduate

OL322 - Managing Organizational Change
Applicable Student Population

INTI International University & Colleges (INTI)

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
    - Complete:
        - OL215 - Principles of Management (3)
    - 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

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

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

- Complete all of the following
  - 60 credit(s).
  - Complete:
    - OL125 - Human Relations in Administration (3)

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

- Complete all of the following
  - 1 of the following:
    - ACC202 - Managerial Accounting (3)
    - ACC205 - Foundations of Accounting II (2)
  - 1 of the following:
    - MKT105 - Foundations of Marketing (2)
    - MKT113 - Introduction to Marketing (3)
  - Complete:
    - ENG200 - Sophomore Seminar (3)
  - 90 credit(s).

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

Personal and Professional Communication

PCC201 - Professional Communication and Career Planning
Applicable Student Population

INTI International University & Colleges (INTI)
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

This course is designed to help students develop an action plan with specific goals towards a post collegiate life. Students will 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

- Complete all of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - 30 credit(s).

Academic Level

Undergraduate

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

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

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

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

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

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

- 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

Requisites

- Complete:
    - POL210 - American Politics (3)

Academic Level

Undergraduate

Psychology

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)

Description

In this course, learners will explore the complexities of the human mind by examining the science behind why we think, feel, and do. Learners will experience the evolution of psychology through the early schools of thought, major branches, and core theories that guide contemporary perspectives. As learners 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

- 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

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

- Complete:
    - MAT240 - Applied Statistics (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

- Complete:
    - PSY108 - Introduction to Psychology (3)
    - PSY223 - Research I: Statistics for Psychology (3)

Academic Level

Undergraduate

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

- 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

Requisites

- Complete:
    - PSY108 - Introduction to Psychology (3)

Academic Level

Undergraduate

PSY257 - Social Psychology
Applicable Student Population

INTI International University & Colleges (INTI)

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

PSY258 - Industrial Organizational Psychology
Applicable Student Population

INTI International University & Colleges (INTI)

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

- Complete all of the following
    - Complete:
        - PSY108 - Introduction to Psychology (3)
    - Placement in BA.PSY, or BA.CSO
    - Sophomore, Junior or Senior standing
    - Permission of instructor
    - NOTE: This course may only be taken for up to six (6) credits.

Academic Level

Undergraduate

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

- Complete 1 of the following
    Non-Transfer Students
    - Complete all of the following
        - Complete:
            - PSY108 - Introduction to Psychology (3)
        - 30 credit(s).
    Transfer Students
    - Complete all of the following
        - Complete:
            - PSY108 - Introduction to Psychology (3)
        - Instructor Permission Required

Academic Level

Undergraduate

PSY305 - Cognitive Psychology
Applicable Student Population

INTI International University & Colleges (INTI)

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

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

- 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

- Complete:
    - PSY108 - Introduction to Psychology (3)
    - PSY211 - Lifespan Development (3)

Academic Level

Undergraduate

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

- Complete:
    - PSY108 - Introduction to Psychology (3)
    - PSY216 - Psychology 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

- Complete:
    - PSY211 - Lifespan Development (3)

Academic Level

Undergraduate

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

- 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

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

- Complete:
    - MAT240 - Applied Statistics (3)
    - PSY108 - Introduction to Psychology (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

- Complete all of the following
    - Complete:
        - PSY108 - Introduction to Psychology (3)
    - Permission of instructor

Academic Level

Undergraduate

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

- Complete all of the following
  - Complete:
    - PSY224 - Research II: Scientific Investigations (3)
  - 3 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)

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

Public Administration

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

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

Quantitative Studies & Operations Management

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

- 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

- Complete:
    - MAT240 - Applied Statistics (3)

Academic Level

Undergraduate

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

- 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

Requisites

- Complete:
    - MAT240 - Applied Statistics (3)

Academic Level

Undergraduate

QSO320 - Management Science through Spreadsheets
Applicable Student Population

INTI International University & Colleges (INTI)

Description

Apply management science techniques to analyze data to inform business decisions that align to strategic organizational objectives.

Credits

3

Requisites

- Complete:
    - MAT240 - Applied Statistics (3)

Academic Level

Undergraduate

QSO322 - 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

QSO330 - 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)

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)
    - MAT241 - Modern Statistics with Software (3)

Academic Level

Undergraduate

QSO370 - Predictive Analytics
Applicable Student Population

INTI International University & Colleges (INTI)

Description

This course introduces the techniques of predictive modeling and analytics in a data - rich business environment in order to predict future business outcomes and associated risks. It covers multivariate and other techniques to implement predictive models for a variety of practical business applications.

Credits

3

Requisites

- Complete:
    - MAT240 - Applied Statistics (3)

Academic Level

Undergraduate

Science

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

Sociology

SOC112 - Introduction to Sociology
Applicable Student Population

INTI International University & Colleges (INTI)
Vietnam National University – University of Languages & International Studies (VNU-ULIS)

Description

Is one's identity individually or socially constructed? Are all stereotypes invalid or can there be value in generalizations? Is globalization widening the gaps or homogenizing the world? In this course, students will grapple with these essential questions in examining the world through the lens of a sociologist. Sociology offers an empirically-based methodology for critically evaluating society-from issues of individual agency to the roots of global institutions. Culture, norm stratification, systems, structure, social institutions, social change, the organization of social behavior and its relationship to society and social conditions are emphasized. Students will challenge their own preconceived notions and evaluate these constructs in terms of their relevancy to contemporary issues and problems.

Credits

3

Academic Level

Undergraduate

SOC213 - Sociology of Social Problems
Applicable Student Population

INTI International University & Colleges (INTI)

Description

Students in this course analyze contemporary social problems in America and other societies. Issues include economic limitations, class and poverty, race and ethnic relations, sexism, ageism, and environmental and population concerns.

Credits

3

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

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

Requisites

- Complete:
    - SOC112 - Introduction to Sociology (3)

Academic Level

Undergraduate

Southern New Hampshire University

SNHU107 - Success Strategies for Online Learning
Applicable Student Population

Global Education Movement (GEM)

Description

This course focuses on student success strategies for students who are new to higher education or online learning. Skill areas include critical thinking, self-advocacy and support services, and the empowerment of students to utilize their strengths in order to improve the likelihood of academic success.

Credits

3

Academic Level

Undergraduate

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

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