





## **ACADEMIC CATALOG 2025-2026**

**FIRST EDITION**

*effective 6/30/2025*

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## **Administrative Notice**

The purpose of this Academic Catalog (or “Catalogue”) is to present academic programs and services, and those policies, procedures, and regulations of the institute that are likely to apply to our learning community. The Academic Catalog is reviewed monthly and published annually. The Institute may publish other manuals or handbooks that define further policies or resources related to their specific units. In the event of any discrepancies between these various handbooks relating to issues of student and academic services, the policies and procedures stipulated in the most recent edition of the Academic Catalog (including any associated addenda) shall supersede the statements mentioned in others.

All students, staff, and faculty are required to read, understand, and follow the requirements as outlined in the academic catalog. This includes institutional policies, programmatic requirements, and provisions outlined herein.

## **Limitations on Catalog Provisions**

This Academic Catalog is current as of the time of printing. From time to time, it may be necessary or desirable for The Institute to make changes to the Academic Catalog due to the requirements and standards of the institute's accrediting body, state licensing agencies, the US Department of Education, and market conditions, among other reasons. The Institute publishes an online version of the Academic Catalog, which is the most up-to-date version and supersedes any printed version as it includes all subsequent addenda. As changes to the Catalog are warranted between editions, the online version is updated throughout the academic year. The online version of the catalog (current and former) can be found on our website:

<https://fellowship.newlinesinstitute.org/>

Institute officials reserve the right to make changes to any provision of the Academic Catalog, including the amount of tuition and fees, academic programs and courses, institute policies and procedures, faculty and administrative staff, the Academic Calendar and other dates and provisions. Institute officials reserve the right to make changes in equipment, instructional materials, modify curricula, and when size and curriculum permit, to combine classes.

## **Publication Information**

The Academic Catalog is published at least once every two years, with the first edition of the new catalog published to correspond with the new Academic Year (starting in the Summer Semester). The Office of Institutional Effectiveness maintains the catalog and is responsible for its contents at the institute. The Office should be contacted for information concerning any such changes. If any error, mistake, or clear discrepancy with state and federal laws is found, contact the Office of Institutional Effectiveness, which welcomes any suggestions regarding how to improve institutional policies and procedures to conform to recognized educational standards. Any department or institute body may request changes to occur to the Academic Catalog by emailing [oie@newlinesinstitute.org](mailto:oie@newlinesinstitute.org) including the original content with new language underlined, and deleted language struck out. Changes will be added as an addendum to the Catalog, which serves as public notice, and will be published on the institute's website.

New Lines Institute for Strategy and Policy reserves all rights over the content of the catalog, and no part of this catalog and/or its materials may be reproduced in any form by any means without prior written consent.

## **Mission Statement**

New Lines Institute for Strategy and Policy's mission is to provoke principled and transformative leadership based on peace and security, global communities, character, stewardship, and development.

# Table of Contents

<b>ABBREVIATION TABLE .....</b>	<b>8</b>
<b>1. GENERAL INFORMATION .....</b>	<b>9</b>
1.1 INTRODUCTION & HISTORY .....	9
1.2 MISSION AND VISION STATEMENT .....	10
1.3 INSTITUTE LEARNING OUTCOMES .....	10
1.4 A COMMITMENT TO DIVERSITY AND INCLUSION.....	11
1.5 LENSURE.....	11
1.6 PROGRAM OFFERING .....	11
1.7 GOVERNANCE.....	11
1.8 SENIOR ADMINISTRATORS.....	12
1.9 ADMINISTRATIVE STAFF .....	12
1.10 FULL-TIME FACULTY.....	12
1.11 ACADEMIC CALENDAR SUMMER 2025 – SPRING 2026 .....	12
1.12 HOLIDAYS .....	14
1.13 ONLINE COURSE DELIVERY IN EMERGENCY SITUATIONS .....	15
1.14 LOCATION .....	15
<b>2. ADMISSION INFORMATION .....</b>	<b>18</b>
2.1 ADMISSION POLICIES & PROCEDURES .....	18
2.2 GENERAL ADMISSION REQUIREMENTS.....	18
2.3 WITHDRAWN STUDENT RE-ADMISSION REQUIREMENTS.....	20
2.4 SUBMISSION OF ADMISSION DOCUMENTS.....	20
2.5 CHANGES IN ADMISSION CRITERIA .....	21
2.6 ENGLISH PROFICIENCY REQUIREMENTS FOR GRADUATE PROGRAMS.....	21
2.7 APPLICATION FEE .....	22
2.8 RECOGNITION OF FOREIGN DEGREES .....	22
2.9 FOREIGN DEGREE/TRANSCRIPTS EVALUATION.....	22
2.10 ADMISSION DECISIONS.....	23
2.11 READMISSION.....	24
2.12 U.S. SERVICE MEMBERS OR VETERANS .....	25
2.13 SPECIAL CIRCUMSTANCES POLICY.....	25
2.14 NON-DISCRIMINATION STATEMENT AND POLICY.....	25
2.15 PLAGIARISM, ORIGINALITY AND USE OF AI-GENERATED CONTENT .....	25
<b>3 FINANCIAL INFORMATION.....</b>	<b>26</b>
3.1 GENERAL GUIDELINES .....	26
3.2 TUITION RATES.....	26
3.2.1 INSTITUTE FEES.....	26
3.3 LIVING AND OTHER EXPENSES .....	27
3.4 PAYMENT INFORMATION.....	27
3.5 TUITION PAYMENT PLANS .....	28
3.6 DELINQUENT ACCOUNTS.....	29
3.7 CANCELLATION AND REFUND POLICY .....	29
3.8 FINANCIAL AID .....	30
3.9 FINANCIAL AID OFFICE CONTACT INFORMATION .....	30
3.10 1098-T TUITION STATEMENT .....	30
3.11 GI BILL EDUCATIONAL BENEFITS .....	31
3.12 TUITION CHARGED FOR CONDITIONAL ENROLLMENT DURING ACADEMIC DISMISSAL APPEAL PROCESS .....	31
<b>4 STUDENT LIFE AND SERVICES.....</b>	<b>32</b>
4.1 NEW STUDENT ORIENTATION .....	32
4.2 STUDENT ID CARDS.....	32
4.3 OFF-SITE ACTIVITIES .....	32
4.4 STUDENT SUCCESS INITIATIVE.....	32
4.5 STUDENT RETENTION PLAN .....	32
4.6 STUDENT HEALTH INSURANCE .....	33

4.7	STUDY ROOMS .....	33
4.8	INSTITUTE VIRTUAL LIBRARY.....	33
4.9	RESEARCH SERVICES .....	34
4.10	CAREER SERVICES .....	34
4.11	INFORMATION TECHNOLOGY DEPARTMENT AND SERVICES.....	35
4.12	SOFTWARE REQUIREMENTS .....	40
4.13	USE OF PERSONAL LAPTOPS .....	41
<b>5</b>	<b>ACADEMIC REGULATIONS .....</b>	<b>43</b>
5.1	STUDENT ENROLLMENT STATUS .....	43
5.2	BIO-DEMOGRAPHIC INFORMATION POLICY.....	43
5.3	TRANSCRIPTS.....	44
5.4	SEMESTERS IN THE ACADEMIC CALENDAR.....	45
5.5	CONTACT AND CREDIT HOUR SYSTEM.....	45
5.6	GRADING SYSTEM AND GRADE POINT AVERAGE.....	45
5.7	TRANSFERABILITY OF CREDITS, COURSES, OR CREDENTIALS TO OTHER INSTITUTIONS .....	49
5.8	INSTITUTIONAL WITHDRAWALS.....	49
5.9	MILITARY ACTIVATION POLICY .....	50
5.10	ACADEMIC ADVISING .....	51
5.11	COURSE REGISTRATION.....	51
5.12	ATTENDANCE POLICIES .....	51
5.13	DEGREE CONFERRAL AND GRADUATION REQUIREMENTS.....	53
5.14	ACADEMIC HONORS.....	54
5.15	SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY .....	55
5.16	LEAVE OF ABSENCE (LOA) .....	59
5.17	LANGUAGE OF INSTRUCTION .....	59
5.18	LEARNING MANAGEMENT SYSTEM .....	59
5.19	LEARNING BEYOND THE CLASSROOM.....	59
5.20	IDENTITY VERIFICATION, PRIVACY, AND ACCESS.....	59
5.21	TRANSFER CREDIT .....	60
5.22	INDEPENDENT STUDY.....	60
5.23	STUDENT FACULTY RATIO AND AVERAGE CLASS SIZE.....	60
<b>6</b>	<b>STUDENT RIGHTS PRIVILEGES, &amp; RESPONSIBILITIES .....</b>	<b>61</b>
6.1	ACADEMIC FREEDOM .....	61
6.2	GROUND FOR WARNING, SUSPENSION, OR DISMISSAL .....	61
6.3	ACADEMIC INTEGRITY POLICY AND PROCEDURES .....	61
6.4	STUDENT HONOR CODE.....	71
6.5	EXPECTATIONS OF SCHOLARSHIP & ACADEMIC WORK.....	71
6.6	NON-ACADEMIC MISCONDUCT .....	75
6.7	CIVIL RIGHTS AND SEXUAL HARASSMENT.....	76
6.8	TITLE IX COMPLIANCE .....	77
6.9	AMERICANS WITH DISABILITIES (ADA) POLICY .....	78
6.10	SEXUAL MISCONDUCT POLICY AND NOTICE OF NON-DISCRIMINATION.....	78
6.11	DRUG AND ALCOHOL POLICY .....	79
6.12	NON-SMOKING POLICY .....	81
6.13	WEAPONS POLICY .....	81
6.14	COPYRIGHT & FAIR USE POLICIES .....	82
6.15	EDUCATIONAL RECORDS .....	82
6.16	FEDERAL EDUCATION RIGHTS AND PRIVACY ACT (FERPA).....	83
6.17	UNDUE HARDSHIP APPEAL .....	86
6.18	INSTITUTIONAL GRIEVANCE PANEL.....	87
6.19	FORMAL COMPLAINT PROCEDURE.....	87
<b>7</b>	<b>ACADEMIC PROGRAM .....</b>	<b>90</b>
7.1	CAREER EDUCATION STATEMENT.....	90
7.2	PROGRAM OVERVIEW .....	90
7.3	PROGRAM MISSION.....	90
7.4	PROCESS FOR SELF-ASSESSMENT.....	90

<b>7.5</b>	<b>PROGRAMMATIC ADVISORY BOARD.....</b>	<b>91</b>
<b>7.6</b>	<b>PROGRAM LEARNING OUTCOMES.....</b>	<b>91</b>
<b>7.7</b>	<b>PROGRAM ORGANIZATION .....</b>	<b>91</b>
<b>7.8</b>	<b>SUMMARY OF COURSES.....</b>	<b>93</b>

## **Abbreviation Table**

BA	Bachelor of Arts
BS	Bachelor of Science
MA	Master of Arts
MS	Master of Science
Ph.D.	Doctor of Philosophy
ED	Doctor of Education
JD	Juris Doctor
cGPA	Cumulative Grade Point Average
GPA	Grade Point Average
ID	Identification
IELTS	International English Language Testing System
PTE	Pearson Test of English
TOEFL	Test of English as a Foreign Language
WRMC	Writing, Research, and Media Center



# 1. GENERAL INFORMATION

## 1.1 Introduction & History

New Lines Institute for Strategy and Policy, also referred to as The Institute, is a single-member LLC wholly owned by the Washington Institute for Education and Research (WIER), which is recognized as a public charity under Section 501(c)(3) of the Internal Revenue Code. As a disregarded entity for federal tax purposes, New Lines Institute inherits WIER's tax-exempt status and operates under its charitable designation. The institute provides quality education that prepares students for relevant and meaningful careers in strategy and policy. The location of the institute, in Washington, DC, makes it a prime location for students interested in studying in the field of geopolitical strategy and policy, providing many opportunities for experiences outside of the classroom to enrich their learning experience.

### The Institute's Timeline

Below are some historical milestones achieved by New Lines Institute for Strategy and Policy:

#### The Institute's Founding 2019

In 2019, the Institute began as a nonpartisan think tank in Washington D.C., working to enhance U.S. foreign policy based on a deep understanding of the geopolitics of the different regions of the world and their value systems. In the recent past, we have witnessed extraordinary feats of human courage, dashed revolutionary hopes, genocide, war, and the largest refugee crisis since World War II. We believe that conventional wisdom and policy advice, based on abstraction, ideology, and superficial understanding of other regions, have not served our policymakers well.

As political, territorial, and philosophical "lines" shift so must our approach to grappling with them and developing new lines of thinking. Out of this desire to provide our policymakers with sound, unbiased policy advice came the hope that New Lines Institute could share this new approach with future policymakers and advisors.

New Lines Institute for Strategy and Policy opened as a post-secondary degree-granting institution in August 2023 and is licensed to operate in Washington D.C. by the District of Columbia Higher Education Licensure Commission (HELC). The sole program offered by the institute is a Master of Arts in Strategy and Policy – Residency Program.

The Institute was recertified by HELC and moved to its new location in August 2024.

#### 1.1.1 Symbols and Iconography

##### 1.1.1.1 Institute Iconography

The five rays of the sun in the New Lines Institute's Logo represent our values.



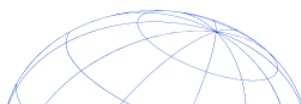
These values provide the basis for all that we do at the institute:

- **Character:** The expectation that all leaders should make brave decisions in good faith and in a principled way.
- **Community:** A sense of belonging to something bigger than we - be it global, national, or local.
- **Development:** The process by which we reach our potential, as human beings, and societies.
- **Stewardship:** A sense of responsibility and care towards all people and things that depend on us.
- **Peace:** The foundations on which we build collective prosperity, healthy communities, and human fulfillment.

At the graduation ceremony, the Book of Knowledge represents the learning that takes place at The Institute in students' studies, but it also represents the continued learning that is expected of well-rounded individuals throughout their lives.



The Globe represents the institute's focus on empowering its learning community and educating future leaders who will be positive changemakers across the globe. Whether making local impacts that improve the lives within a single community, or having a wider impact, our graduates serve as inspiration for innovation aimed at improving lives.



### **1.1.1.2 Institute Colors**

The Institute's colors are Midnight Blue and Gold.

- Midnight Blue symbolizes the Institute's goal to be trustworthy and unbiased to produce transformative leaders who will work towards global harmony and balance.
- Gold symbolizes the power and strength that education can provide to empower leaders of positive change. The diversity at the institute and in the curricular offerings provides graduates with varied experiences and professional connections that will last them throughout their professional careers.

## **1.2 Mission and Vision Statement**

### **Mission Statement**

The Institute's mission is to provoke principled and transformative leadership based on peace and security, global communities, character, stewardship, and development.

### **Vision Statement**

The Institute envisions a world that fulfills its potential and in which people and nations can thrive. The Institute's vision is inspired by a holistic view of the world, one that recognizes human interconnectedness and aims to achieve harmony and balance. We see a universal connection among people based on our core principles regardless of race, color, origin, ethnicity, or anything else.

## **1.3 Institute Learning Outcomes**

Upon graduation from The Institute, students will be able to:

- Employ critical thinking and evidence-based reasoning to design creative, strategic solutions to complex real-world issues.
- Communicate effectively with diverse audiences and collaborate productively with multiple stakeholders to lead teams toward the realization of shared goals.
- Demonstrate leadership skills and competencies to sustainably lead organizational change for social impact.
- Contribute to the betterment of human society as global citizens and agents of change and empowerment, exemplifying the values of character, community, development, stewardship, and peace.
- Shape U.S. foreign policy based on a deep understanding of regional geopolitics and the value systems of those regions.
- Demonstrate the academic knowledge, technical competencies, and professional skills necessary for success in today's workforce.

## 1.4 A Commitment to Diversity and Inclusion

The New Lines Institute for Strategy and Policy has a deep and abiding commitment to diversity and inclusion. We strive to promote an environment that understands and accepts different viewpoints, abilities, and backgrounds. As a community made up of many “multi-” statements (multilingual, multicultural, multinational, etc.), we believe that our diversity brings us to a better understanding of the world around us in a way that mirrors the wider global community and experiences around the world. Therefore, we are a learning community dedicated to fostering and leveraging the diversity of our members, and all individuals are expected to uphold this commitment.

## 1.5 Licensure

New Lines Institute for Strategy and Policy is licensed to operate in the District of Columbia by the DC Higher Education Licensure Commission:

DC Higher Education Licensure Commission  
1050 First St. NE  
Washington, DC 20002  
(202) 727-6436  
[HELC \(dc.gov\)](http://HELC(dc.gov))

## 1.6 Program Offering

All the programs listed within this catalog are included within the institute’s certificate to operate from the District of Columbia Higher Education Licensure Commission (HELC).

List of approved programs:

### Master of Arts in Strategy and Policy

## 1.7 Governance

New Line Institute for Strategy and Policy is a private non-profit corporation governed by a Board of Managers. The main function of the Board of Managers, as mandated in the Institute’s Operating Agreement, is two-fold: to develop policies for the advancement of the institute and to support the president of the institute in the implementation of those policies. In addition, the Board of Managers provides guidance, monitoring, and assistance to the President of the institute in fundraising, public affairs, and building key alliances to assist in and support the growth of the institute.

The current Board of Managers includes:

Ahmed Alwani, Ph.D. .... President  
Hasan Altalib ..... Director

Article 5.1 in the Institute’s Operating Agreement states that “*The academic affairs of the Company shall be managed by a board of managers (the “Board of Managers”) through the exercise of the following specific power:*

- (a) *To approve, with the concurrence of the Sole Member, the establishment or disestablishment of a school or college or other institution by the Company;*
- (b) *To set and approve the degree programs offered by the Company, including programs of study, offered areas of concentration, and degree requirements;*
- (c) *To approve the awarding of degrees in course and all honorary degrees;*
- (d) *To set and approve academic rules and regulations concerning such matters as admission standards, grading policies, policies on academic integrity, and transfer of academic credits; and*
- (e) *To set and approve policies concerning the appointment, promotion, tenure and duties of faculty.”*

## 1.8 Senior Administrators

Staff Name	Title	Degree
Dr. Ahmed Alwani	President	Ph.D., HR Development
Designated School Official	Executive Dean	
Nicholas Heras	Program Chair	MA, International Communications
Mustafa Mustafa	Chief Finance Officer	BS, Accounting
Byron Turner	IT Manager	BA, Business Technology
Heather Albarano	HR Director	MA, Human Resources Development

## 1.9 Administrative Staff

Staff Name	Title	Degree
Designated School Official	Registrar	
Namuuntuya Munkh-Erdene	Director of Finance	MAFM, Accounting
Designated School Official	Librarian/Learning Resource Manager	
Designated School Official	Academic Support Coordinator	
Nicholas Heras	Fellowship Program Advisor	MA, International Communications
James Hong	Senior Instructional Designer	M.Ed., Curriculum and Instruction
Hiba Ismeail	Director of Curriculum Development and Instructional Design	M.Ed., Curriculum and Instruction
Jessica Peyton	Admissions and Enrollment Manager	BA, Business Administration
Designated School Official	Accreditation and Regulatory Compliance Coordinator	
Emily Zheng	Fellowship Program Assistant Advisor	MA, Education; MBA

## 1.10 Full-Time Faculty

Name	Degrees Earned	Specialty
Dr. Kamran Bokhari	Bachelor of Arts	Political Science
	Master of Arts	International Affairs and Administration
	PhD	Politics and International Relations
Eugene Chausovsky	Bachelor of Arts	International Relations
	Master of International Public Policy	Conflict Management
Faysal Itani	Bachelor of Arts	Business Administration
	Master of Arts	International Relations and Economics
Nicholas Heras	Bachelor of Arts	International Relations
	Master of Arts	International Communications
Kareem Makhlof	Bachelor of Science	Economics
	Master of Arts	Education and Human Development
	Master of Arts	Organizational Leadership and Learning

## 1.11 Academic Calendar Summer 2025 – Spring 2026

Summer, Fall, and Spring semesters are 16 weeks in length. All three semesters are “required” terms for attendance purposes, and students must maintain continuous attendance to remain enrolled. New cohorts only start in the Summer semester.

The tables below outline the major time periods and events in the academic year:

<b>Summer 2025</b>	<b>June 30, 2025- October 17, 2025</b>
Registration Opens	<b>June 1, 2025</b>
New Student Orientation	<b>June 27, 2025</b>
First Day of Classes	<b>June 30, 2025</b>
Course 1 NLSP510 Foundations of Strategy and Policy I: Worldviews and Models of Thinking	<b>June 30-July 25, 2025</b>
Independence Day Holiday – The Institute is closed	<b>July 4, 2025</b>
Make-up day for Independence Day	<b>July 3, 2025</b>
Last day to withdraw with a grade of “W”	<b>July 14, 2025</b>
Grades due by faculty	<b>July 29, 2025</b>
Changes to incomplete grades are due to Registrar	<b>August 8, 2025</b>
Course 2 NLSP520 Strategic Analysis for an Interconnected World	<b>July 28-August 22, 2025</b>
Last day to withdraw with a grade of “W”	<b>August 11, 2025</b>
Grades due by faculty	<b>August 26, 2025</b>
Changes to incomplete grades are due to Registrar	<b>September 5, 2025</b>
Course 3 NLSP530 Foundations of Strategy and Policy II: Learning and Being	<b>August 25-September 19, 2025</b>
Labor Day – The Institute is closed	<b>September 1, 2025</b>
Make-up day for Labor Day	<b>September 2, 2025</b>
Last day to withdraw with a grade of “W”	<b>September 8, 2025</b>
Grades due by faculty	<b>September 23, 2025</b>
Changes to incomplete grades are due to Registrar	<b>October 3, 2025</b>
Course 4 NLSP540 Decision-Making in U.S. Foreign and National Security Policy	<b>September 22-October 17, 2025</b>
Last day to withdraw with a grade of “W”	<b>October 6, 2025</b>
Columbus/Indigenous People’s Day – The Institute is closed	<b>October 13, 2025</b>
Make-up day for Columbus/Indigenous People’s Day	<b>October 14, 2025</b>
Grades due by faculty	<b>October 21, 2025</b>
Changes to incomplete grades are due to Registrar	<b>October 31, 2025</b>
Fall Break – The Institute is closed	<b>October 20-October 24, 2025</b>

<b>Fall 2025</b>	<b>October 27, 2025-February 27, 2026</b>
Course 5 NLSP610 Global Citizenship and Social Impact	<b>October 27-November 21, 2025</b>
Last day to withdraw with a grade of “W”	<b>November 10, 2025</b>
Veterans’ Day – The Institute is closed	<b>November 11, 2025</b>
No make-up day for Veterans’ Day (no class scheduled that day)	<b>n/a</b>
Grades due by faculty	<b>November 25, 2025</b>
Changes to incomplete grades are due to Registrar	<b>December 5, 2025</b>
Course 6 NLSP620 The Global Architecture	<b>November 24-December 19, 2025</b>
Thanksgiving – The Institute is closed	<b>November 27-28, 2025</b>
Make-up day for Thanksgiving Friday	<b>November 25, 2025</b>
No make-up day for Thanksgiving Thursday (no class scheduled that day)	<b>n/a</b>
Last day to withdraw with a grade of “W”	<b>December 8, 2025</b>
Grades due by faculty	<b>December 23, 2025</b>
Changes to incomplete grades are due to Registrar	<b>January 2, 2026</b>
Winter Break – The Institute is closed	<b>December 22, 2025-January 4, 2026</b>
Course 7 NLSP630 Connectivity and the Global Commons	<b>January 5-January 30, 2026</b>
Martin Luther King Jr. Day – The Institute is closed	<b>January 19, 2026</b>
Make-up day for Martin Luther King Jr. Day	<b>January 20, 2026</b>
Last day to withdraw with a grade of “W”	<b>January 20, 2026</b>

Grades due by faculty	<b>February 3, 2026</b>
Changes to incomplete grades are due to Registrar	<b>February 13, 2026</b>
Course 8 NLSP640 The Middle East as Challenge and Opportunity	<b>February 2-February 27, 2026</b>
Presidents' Day – The Institute is closed	<b>February 16, 2026</b>
Make-up day for Presidents' Day	<b>February 17, 2026</b>
Last day to withdraw with a grade of "W"	<b>February 17, 2026</b>
Grades due by faculty	<b>March 3, 2026</b>
Changes to incomplete grades are due to Registrar	<b>March 13, 2026</b>

<b>Spring 2026</b>	<b>March 2, 2026-June 26, 2026</b>
Course 9 NLSP710 Analytical Development	<b>March 2-March 27, 2026</b>
Last day to withdraw with a grade of "W"	<b>March 16, 2026</b>
Grades due by faculty	<b>March 31, 2026</b>
Changes to incomplete grades are due to Registrar	<b>April 10, 2026</b>
Course 10 NLSP 720 Impact-Driven Project Management	<b>April 6-May 1, 2026</b>
Spring Break – The Institute is closed	<b>March 30, 2025-April 3, 2026</b>
Last day to withdraw with a grade of "W"	<b>April 20, 2026</b>
Grades due by faculty	<b>May 5, 2026</b>
Changes to incomplete grades are due to Registrar	<b>May 15, 2026</b>
Course 11 NLSP 730 Capstone Project Presentation	<b>May 4-May 29, 2026</b>
Last day to withdraw with a grade of "W"	<b>May 18, 2026</b>
Memorial Day – The Institute is closed	<b>May 25, 2026</b>
Make-up day for Memorial Day	<b>May 26, 2026</b>
Grades due by faculty	<b>June 2, 2026</b>
Changes to incomplete grades are due to Registrar	<b>June 12, 2026</b>
Course 12 NLSP 740 Designing Your Career and Life	<b>June 1-June 26, 2026</b>
Last day to withdraw with a grade of "W"	<b>June 15, 2026</b>
Jubilee Day/Juneteenth	<b>June 19, 2026</b>
Make-up day for Jubilee Day/Juneteenth	<b>June 18, 2026</b>
Commencement	<b>June 27, 2026</b>
Grades due by faculty	<b>June 30, 2026</b>
Changes to incomplete grades are due to Registrar	<b>July 10, 2026</b>

**NOTE:** The Academic Calendar is subject to change without prior notice. The latest version of the calendar is available on the institute's website.

## 1.12 Holidays

For the 2025-2026 Academic Year, The Institute will observe the following holidays, on which there will be no classes and our administrative offices will be closed:

- New Year's Day
- Birthday of Martin Luther King, Jr.
- Presidents' Day
- Memorial Day
- Jubilee Day (Juneteenth)
- Independence Day
- Labor Day
- Columbus/ Indigenous People's Day
- Veterans Day
- Thanksgiving Day
- Christmas Day



## Religious Holiday Policy

The Institute's Policy seeks to extend hospitality to all persons regardless of race, ethnicity, sexual orientation, and economic or social background. Diversity is valued, and the institute is committed to assuring that all persons who enter this community are welcomed and respected. The Institute, a non-religiously affiliated institution of higher education, stands at the same distance to all world religions and does not observe religious holidays of any type other than what the state and federal governments observe officially in the United States. Therefore, all scheduled educational activities and institute-sponsored events will take place as scheduled and publicized by our Academic Calendar.

## 1.13 Online Course Delivery in Emergency Situations

In the event of an emergency, classes may be taught online for the duration of the emergency as determined by the Program Chair or designated school official. Such emergencies include, but are not limited to, inclement weather, state of emergency declared by the DC Government, shutdown of the building housing New Lines Institute, and health emergencies, such as a Covid 19 outbreak. In such a situation, students will be alerted by NLI staff as advanced as possible. Unless determined by the Program Chair otherwise, students who miss an online class will be marked absent.

**SMS Alert System:** An SMS Alert System is used to enable our entire learning community to receive emergency alerts via an SMS Text Message to mobile devices. To enroll in the SMS Alert System text "JOIN The Institute" to 30890.

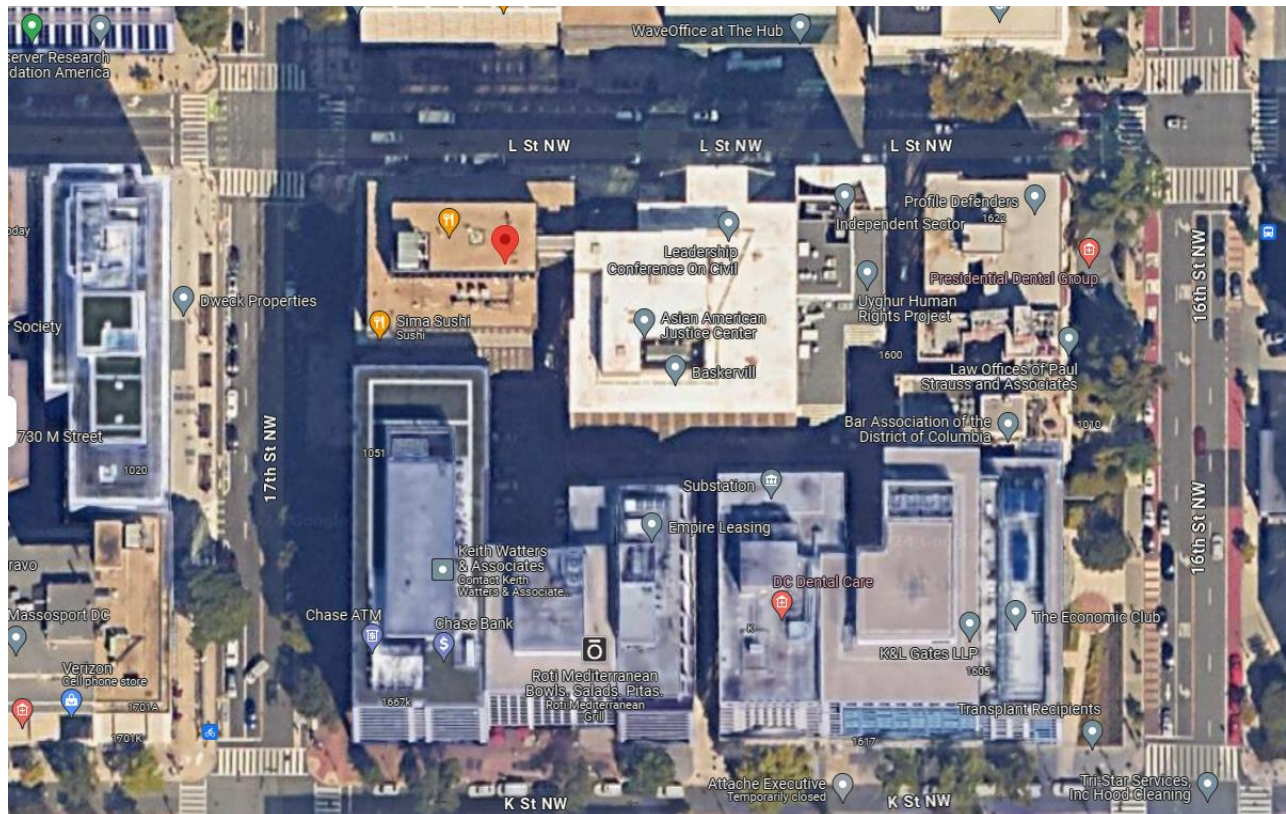
For other policies or procedures related to emergency situations, please refer to the Emergency Preparedness Plan on the website: <https://fellowship.newlinesinstitute.org/resources/>.

## 1.14 Location

New Lines Institute for Strategy and Policy is located at:

**1660 L St. NW, Suite 450  
Washington, DC 20036**

The institute is conveniently located in the heart of Washington, DC.



**From DCA (Ronald Reagan National) Airport: By car,** Get on I-395 N from George Washington Mem Pkwy, Take US-1 to 14th St NW in Washington, Continue on 14th St NW. Turn left onto L St and drive to the corner of L St. and 17<sup>th</sup> St.

**By metro/bus:** Visit [Home](#) | [WMATA](#) for schedules and instructions.

**From IAD (Dulles International) Airport: By car,** Follow Dulles Access Rd, Saarinen Cir and Dulles Access Rd to VA-267 E in Hunter Mill District. Take exit 10-11 from Dulles Access Rd, Follow VA-267 E and I-66 E to E St. Expressway in Washington. Take the exit toward E Street from I-66 E. Continue on E St. Expressway. Take 18th St NW to L St. NW and turn right. Drive to the corner of L St. and 17<sup>th</sup> St.

**By metro/bus:** Visit [Home](#) | [WMATA](#) for schedules and instructions.

**From BWI (Baltimore-Washington International) Airport: By car,** Take BWI Departures and Friendship Rd to I-195 W, Head southeast on Friendship Rd, Use the 2nd from the right lane to continue on Service Rd Lower Level, Slight right toward BWI Departures, Continue onto BWI Departures, BWI Departures turns left and becomes Friendship Rd, Keep left to stay on Friendship Rd, Follow MD-295 S and Baltimore-Washington Pkwy to US-50 W/New York Ave NE in Prince George's County. Take the US-50 W exit from Baltimore-Washington Pkwy, Continue onto I-195 W (signs for MD-170/MD-295/Interstate 95/Annapolis/Baltimore/Washington), Take exit 2B for MD-295 S/Balt/Wash Pkwy toward Washington, Merge onto MD-295 S, Continue onto Baltimore-Washington Pkwy, Exit onto US-50 W/New York Ave NE toward Washington, Continue on New York Ave NE. Turn right onto L St. NW and drive to the corner of L St. and 17<sup>th</sup> St.

**By metro/bus:** Visit [Home](#) | [WMATA](#) for schedules and instructions.

### 1.14.1 Parking

Street level parking is available for students and staff; however, public transportation is highly recommended.

### 1.14.2 Hours of Operation

Office Hours: 9 am – 6 pm Monday through Friday

Instructional Hours: 9 am – 6 pm on Monday, Wednesday and Friday

### 1.14.3 Facility Interior

The institute's facilities include classrooms, study rooms, meeting rooms, offices, and a large break room. The institute is equipped with computers, big screen TVs, projectors, and sound systems. The computers have high-speed internet connections and can accommodate USB/USBs, CDs, DVDs. Students have access to the entire facility during their interning hours. All rooms are equipped with up-to-date hardware and software. A floor plan of the institute can be found below:





401	Meeting Room	407	Office	413	Office
402	Meeting Room	408	Office	414	Office
403	IT Server	409	Office	415	Office
404	Office	410	Podcast Room	416	Office
405	Office	411	Office	417	Study Room
406	Office	412	Office	422	Conference/Classroom

## 2. ADMISSION INFORMATION

### 2.1 Admission Policies & Procedures

New applicants must provide all the documents described in detail below. An application will not be considered complete, and thus, will not be reviewed, until all application documents and any fees have been received. Once the completed application and any fees are received, the application is carefully reviewed for admission. Applicants meeting the admission criteria are evaluated with respect to other qualified applicants and are selected accordingly. The following sections outline the admissions requirements.

### 2.2 General Admission Requirements

The following materials are required for admission to the Master of Arts in Strategy and Policy program at New Lines Institute. All materials must be submitted in English or accompanied by an official third-party translation by a credentialed translator recognized by the American Translators Association, unless otherwise noted. By submitting materials for consideration, applicants are attesting to the validity of these materials.

The Institute uses a holistic evaluation model and understands that every applicant has their own unique qualities and abilities that would contribute to our learning community. Our goal is to recruit a diverse student body that reflects diversity of thought, mind, and worldview, but that also has a goal of making a positive impact on the world around them. To this end, we look for candidates who wish to be positive changemakers and have a drive and passion to help uplift others within their communities. Accepted candidates will clearly understand our mission and values.

Graduate Admission Materials	General Admission Requirements	
	New Graduate Students	
Admission Application		
Completion of Admission Application Form	√	
Minimum Education Requirements		
Completion of an accredited post-secondary degree or advanced degree	Official transcripts from colleges or universities attended	
Minimum Program Eligibility		
English Proficiency	√	
Character and Experiential Readiness		
Statement of Purpose	√	
Argument	√	
Resume/CV	√	
References	√ Contact information for 2 references	
Proof of Identity and Eligibility		
Documentation of Legal Identification	√	
Enrollment Agreement		
Enrollment Agreement	√	

A student may be admitted into the graduate program (degree or certificate) of study offered by the institute upon satisfying all the requirements applicable to that program of study, as follows:

1. **Application Form:** All applicants must submit a fully completed online application form. Incomplete applications will not be considered for admission until all necessary information has been received by the Admissions Office; and
2. **Minimum Education Requirements:** All applicants must provide evidence of a baccalaureate degree or higher awarded by an educational institution located in the U.S. that is accredited by an accrediting agency recognized by the U.S. Department of Education, or an educational institution located outside the U.S. that is accredited or similarly acknowledged by an agency deemed acceptable at the discretion of the institute. The degree

should be in a field related to the program, such as International Relations, Political Science, Public Administration, History, Government Studies, etc. Unofficial transcripts may be submitted in the application process, but official transcripts must be received to be fully admitted to the program. There is no formal cutoff for a GPA; rather, a candidate's transcript will be viewed in a holistic manner as one part of the overall application; and

- a. Applicants submitting international education credentials must provide an official course-by-course evaluation from a member of Association of International Credential Evaluators (AICE), or a member of the National Association of Credential Evaluation Services (NACES) to validate equivalency with graduation from an undergraduate or graduate program and eligibility to be admitted in graduate program in university in the United States. If transcripts from the institution are issued in a foreign language as well as in English, applicants will only be required to submit the English version.
3. **Minimum Program Eligibility:** Applicants must demonstrate college readiness as evidenced by the following:
  - a. Demonstration of English proficiency (see English Proficiency Requirements).
4. **Character and Experiential Readiness:** The Institute is looking for committed students who wish to be changemakers and innovators who make a positive impact on the world around them. To understand an applicant's potential, the following must be provided:
  - a. **Statement of Purpose:** Each applicant is expected to write a statement of purpose, which includes two parts. While there is no specific word limit, we recommend that the statement be at least 500-1,000 words, double-spaced. Avoid vague responses, as this may not provide a full picture of the committee reviewing your materials. Also remember that your statement of purpose and any other written documents represent you on paper, so you should proofread your work. Make sure your name is included in the statement.

The applicant should thoroughly respond to the following prompt:

- Explain your motivation for pursuing the Master of Arts in Strategy and Policy at New Lines Institute.
  - Why have you chosen a career in foreign policy?
  - What have you done to develop that passion academically or otherwise?
  - How will this program advance your goals?
- b. **Argument:** In 1,000 words or fewer, identify and analyze what you consider to be the primary threat to global security and why. What short- and long-term approaches would you suggest to best mitigate the threat?
  - c. **Resume/CV:** Applicants must submit a current version of their resume or CV in any format that might be used for a traditional job search. We recognize that there are a variety of global templates for CVs, as well as levels of experience with creating one. While customary in some settings, please do not include your photo, date of birth, gender, marital status, or other similarly protected statuses, as these are not used as a basis for admission. Minimally provide your prior work experience, education level, and any relevant skills.
  - d. **References:** Provide contact information for two references, i.e. individuals who can speak to your unique qualities and ability to be a changemaker. At least one should be from someone qualified to speak about your academic performance.
5. **Government Issued Identification:** A scan or photocopy of a government-issued photo identification (for example, a passport or state issued license or identification). Upon admittance and before the first day of class, students must present this official legal document to their admissions officer to verify the student's identity.
6. **Enrollment Agreement:** Applicants must complete the following:

- a. Enrollment Agreement: Applicants must read, understand, and agree to the terms of the enrollment agreement.
7. **OPTIONAL**: Applicants who wish to supply more information about their application, including any of the following, can do so to supplement their materials:
- a. Applicants may request an interview to address any other items that may not already be evident from the documents submitted.
  - b. If you faced difficulties or circumstances that might help the admissions committee to understand your transcript(s) or grades from your prior education, please submit a statement explaining these circumstances.
  - c. Submit a portfolio of work that you have done that might enhance our understanding of your professional abilities. This could include materials created as part of your work experience, special projects that you worked on as part of your employment, or other similar items.
  - d. Submit a portfolio of academic work that you have done that might enhance our understanding of your academic abilities. This could include materials created as part of your high school experience, including any special projects that you may have participated in.

## **2.3 Withdrawn Student Re-Admission Requirements**

Students who have withdrawn from the institute need to re-apply to the institute as a new student by the regular admission process. These students must meet all admission requirements at the time of their re-application and would be bound by the program requirements at the time of their re-admission under the Academic Catalog at the time of re-entry.

### **2.3.1 Re-admission Process**

To be re-admitted, the student would need to complete a new enrollment agreement and submit a clearly defined Completion Plan. This statement must explain the circumstances behind the initial withdrawal, any mitigating circumstances that have occurred since the withdrawal, how the student intends to overcome any previous obstacles to complete the degree in a timely manner, and a clearly defined anticipated plan for degree completion with timelines and goals.

Students who were on an academic warning, or academic probation at the time of their withdrawal, will be placed back on those statuses and the same requirements will apply, upon successful re-admission. Students who were on academic probation will be conditionally accepted with the understanding that the student will submit a revised academic plan, approved by their academic advisor, to the Registrar's Office to complete enrollment.

## **2.4 Submission of Admission Documents**

Documents submitted as part of the application process are done electronically via email ([admissions@newlinesinstitute.org](mailto:admissions@newlinesinstitute.org)) and/or physically in the case of certain documents that may not be transmissible in electronic format (for example, some official transcripts, letters of recommendation, etc.).

All materials submitted to New Lines Institute for Strategy and Policy as part of the admission process must be true and original documents (in submission of documents including transcripts, credentials; legal identification, any submitted test results, letters of recommendation, etc.), of the candidate's own work (in submission of documents intended to be created by the candidate including the statement or purpose, required essays, resume/CV, or other supplemental materials), and that all otherwise submitted/transmitted to the institute be truthful and accurate. All submitted materials become educational records, regardless of acceptance status, and are maintained by the institute following its record retention policy. The institute may reevaluate applications/admitting materials, and if found to be inaccurate, misleading, or otherwise dishonest, may move to revoke a candidate's admission and/or cancellation of registration or enrollment any time after admittance.

## 2.5 Changes in Admission Criteria

On rare occasions, admission requirements could change after a student is accepted but prior to the semester in which they enroll. While the institute wishes to honor its acceptance, the admission criteria must be met for the semester in which an applicant would begin their program. Should a change in the admissions requirements occur after the time of acceptance but prior to the start of the semester, the applicant must meet the new admissions requirements. Admission officers will work with the applicant to help with collecting their admission materials.

## 2.6 English Proficiency Requirements for Graduate Programs

### 2.6.1 Evidence of Sufficient English Language Proficiency

English is the language of instruction at New Lines Institutes for Strategy and Policy, and therefore applicants must provide evidence of English language proficiency to ensure that their communication skills are sufficient for effective class participation and completion of course assignments. New Lines Institutes for Strategy and Policy English language proficiency requirements may be demonstrated through any of the following options:

**Option 1: Submit a valid test score from an acceptable standardized test.** Official language proficiency scores more than two years old will not be accepted as proof of language proficiency. Applicants can submit TOEFL, IELTS, and PTE scores directly to The Institute. To send scores to The Institute, use the following methods:

2. **TOEFL:** When scheduling/completing the TOEFL, applicants can enter New Lines Institute institutional code:7137. The scores will be sent directly to New Lines Institute for Strategy and Policy.

3. **IELTS:** When scheduling an IELTS exam, applicants can elect to send the scores directly to New Lines Institute. Applicants can search for “New Lines Institute for Strategy and Policy” or they can directly enter in the information for the institute: New Lines Institute for Strategy and Policy, Office of Admissions, 1660 L St. N.W. Suite 450, Washington, DC.20036.

If an applicant has already taken the exam, they can contact the testing center to have the record released directly to New Lines Institute.

4. **PTE:** Through Pearson’s PTE portal, applicants can search for “New Lines Institute for Strategy and Policy” or they can directly enter in the information for the institute: New Lines Institute for Strategy and Policy, Office of Admissions, 1660 L. St. N.W. Suite 450, Washington, DC 20036.

NOTE: The Institute offers the Accuplacer English Proficiency/Placement Test. For tests scheduled by The Institute, scores are obtained by The Institute from the ACCUPLACER portal and submitted to the admissions officer directly.

#### Graduate Level English Proficiency Requirements:

Test	Minimum Score
Test of English as a Foreign Language (TOEFL)	Internet-based (iBT): 80 (or equivalent); sub-scores must be 20 or higher
International English Language Testing System (IELTS)	Academic overall band score: 6.5, with no less than 6.0 on all subtasks
Pearson Test of English (PTE)	59 or higher
Accuplacer English Proficiency/Placement Test	Degree Track: 90%

**Option 2: Proof of prior study in English.** Provide an official transcript indicating completion of a minimum of 18 credit hours (graduate level) or 24 credit hours (undergraduate level) from an accredited United States post-secondary institution at which the language of instruction was English, including at least one course in English composition, academic writing, or a similar subject. The GPA for those credits must not be lower than C-level.

**Option 3: Completion of a High School Curriculum.** Completion of four years of study in a United States accredited high school, or International Baccalaureate, a Caribbean Examinations Council Secondary Education Certificate, or a United Kingdom high school. The entire curriculum must be offered exclusively in English (not in ESL). Official proof of high school completion must be provided.

**Option 4: Provide evidence that the applicant attended high school or college in selected English-speaking countries or educational systems of the following countries.** If you earned your bachelor's, master's, or doctorate degree in its entirety in one of the following countries, and can provide an official transcript, you meet the English Proficiency requirements. The Institute reserves the right to require a student to take the English Placement Test when there are reasonable doubts as to the authenticity of either submitted standardized test scores or the degree of the English proficiency evidenced by other documentation. Specific countries include: the United States, Puerto Rico, the U.S. Virgin Islands, Guam, Northern Mariana Islands, and American Samoa, anglophone Canada (except Quebec), Australia, Ireland, Ghana, Kenya, Liberia, New Zealand, South Africa, the United Kingdom, and following Caribbean countries: Anguilla, Antigua & Barbuda, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, Saint Helena, Saint Kitts & Nevis, Saint Lucia, Saint Vincent & Grenadines, Trinidad & Tobago, and Turks & Caicos Islands.

**Please note:** Applicants must meet the English proficiency requirements prior to acceptance.

### 2.6.2 Accuplacer English Proficiency Exam

The English proficiency exam, ACCUPLACER, is used to determine if a student has sufficient English proficiency for their degree. The required percentage that a student would need to meet to demonstrate English proficiency is 90% for graduate applicants. The ACCUPLACER test result is valid for 12 months.

The ACCUPLACER test for English proficiency includes standard multiple-choice questions that are randomized so that a student is unlikely to receive the same question if they were to take it more than once. The exam includes four parts:

- Grammar (multiple choice)
- Reading (multiple choice)
- Vocabulary (multiple choice)
- Writing (written portion)

The multiple-choice portions of the exam are scored by the ACCUPLACER system automatically. The written portion requires an individual to evaluate the written work. This is done by an ACCUPLACER grader. The Institute receives the results from the ACCUPLACER system.

### 2.7 Application Fee

The application fee is \$50.00.

### 2.8 Recognition of Foreign Degrees

In recognition that education systems around the world differ, The Institute wishes to ensure that students having received degrees or diplomas from non-US universities are treated in a way that is considerate of how these systems vary, while also ensuring the quality of students entering programs offered by the Institute. In doing so, the institute recognizes degrees or coursework from non-US universities as outlined below.

Bachelor's degrees from foreign universities must come from institutions that are accredited by the host country's government or proper higher education authority and must be equivalent to the completion of a four-year program of study at a US college or university with a minimum of 120 semester credits. Bachelor's degrees from abroad with less than 120 semester credits will be evaluated by a third-party National Association of Credential Evaluation Services member, such as World Education Services.

### 2.9 Foreign Degree/Transcripts Evaluation

All applicants seeking admission at the institute with a degree from a non-U.S. institution must comply with the following requirements:

- Applicants being admitted to a program leading to a graduate degree shall include graduation from bachelor's degree program, its equivalent, or a higher degree (i.e., master's degree) from an institution accredited by an agency recognized by the U.S. Department of Education. Applicants submitting international education credentials must provide an official **course-by-course** evaluation from a

member of Association of International Credential Evaluators (AICE), or a member of the National Association of Credential Evaluation Services (NACES) to validate equivalency with graduation from an undergraduate or graduate program and eligibility to admit in graduate program in university in the United States. If transcripts from the institution are issued in a foreign language as well as in English, applicants will only be required to submit the English version.

- When submitting an evaluation based upon an official transcript from one of the aforementioned organizations, the institute will recognize the evaluation as proof of the official transcript. In this instance, the selected vendor would indicate whether the evaluation was done based upon original/verified/authenticated/validated and secure documents received directly from or verified by the issuing institution, or otherwise viewed as an “official” transcript”.
- When submitting an evaluation based upon an unauthenticated/unverified copy of transcript from one of the aforementioned organizations, the student will be required to submit an official transcript to the institute Registrar’s Office before the program starts.
  - i. the institute will recognize transcripts as official if they are provided physically to the Office of the Registrar in a sealed envelope directly from the issuing institutions; or if they are provided electronically to the Office of the Registrar (registrar@newlinesinstitute.org) from a secure site or email address formally linked to the issuing institution or trusted sender. The official transcript will be reviewed against the evaluated version. If the two documents match, the Office of Registrar will include the transcripts with the evaluation and consider them to be verified documents.
  - ii. If a student is unable to provide an official, sealed transcript (following the above), the student may provide an opened, original transcript for review to the Office of the Registrar.
    - 1. The opened, original transcript must be printed on authentic, secure transcript paper issued by the applicant’s prior educational institution.
    - 2. The opened, original transcript will be reviewed against the evaluated version. If the two documents match, the Office of Registrar will use the opened/original version of transcript as verified documents.
    - 3. The student will also be required to submit a notarized attestation of the originality of the documents. The registrar will keep an electronic copy of the transcript, evaluation, and a copy of the attestation in the institute student system (for example, transcript, diploma, etc.).

NOTE: The institute is unable to accept electronic transcripts that are not from an issuing institution’s official secure site, email address, or another trusted sender (known and approved electronic credential services). Email strings that include an attachment of a transcript, even if they appear to have originated at the issuing institution, cannot be accepted for security reasons.

## 2.10 Admission Decisions

Admission decisions are made using a variety of factors including the merits of an applicant’s dossier, completeness of the application, space, and availability in the program, etc. The decision is made by the Admissions Committee composed of New Lines Institute Faculty. Each application is evaluated using the Holistic Evaluation for Graduate Admissions Form. This form is used to evaluate all of the documents the applicant provided. Students are evaluated on how well they address the following in their SOP:

- Explain academic interests, extracurricular interests, or unique talents and how they will enhance the New Lines community.
- Express motivation for entering program and concept on leveraging New Lines education as a positive changemaker.
- Describe professional work experience and professional trajectory.
- Representation of New Lines values in their own life and how they are applied to make a positive impact.
- Convey information about social justice efforts, community service, or other representations of self as an agent of positive social change.
- Relay quality communication and attention to detail (focusing on grammar, punctuation, spelling, formatting, ability to clearly communicate ideas).

### 2.10.1.1 Acceptance of Admission

Students who best meet the program requirements and demonstrate their professional goals align with the New Lines' Mission Statement will be offered admission into the program. Acceptance Letters and Enrollment Agreement Forms are sent via email from the Admissions Department as soon as the admission decision is made after the application file has been approved by the Registrar.

### 2.10.1.2 Provisional Acceptance

Applicants who do not meet all requirements for full admission may be considered for provisional acceptance at the discretion of the Admissions Committee. Provisional acceptance may be granted to students whose academic records or supporting documents are incomplete at the time of review.

Students admitted on a provisional basis must submit all required documents listed below by 5 pm EST on the Monday following the start of the program.

Graduate Admission Materials	General Admission Requirements
	New Graduate Students
<b>Admission Application</b>	
Completion of Admission Application Form	√
<b>Minimum Education Requirements</b>	
Completion of an accredited post-secondary degree or advanced degree	Official transcripts from colleges or universities attended
<b>Minimum Program Eligibility</b>	
English Proficiency	√
<b>Character and Experiential Readiness</b>	
Statement of Purpose	√
Argument	√
Resume/CV	√
References	√ Contact information for 2 references
<b>Proof of Identity and Eligibility</b>	
Documentation of Legal Identification	√
<b>Enrollment Agreement</b>	
Enrollment Agreement	√

Failure to fulfill the stated conditions may result in the suspension of registration, academic hold, or revocation of admission. Once all conditions are met, the student's status will be converted to regular (full) admission.

### 2.10.1.3 Denial of Admission

Automatic denials of admission may occur if an applicant knowingly falsifies, alters, or plagiarizes elements of their application dossier.

If an applicant is denied admission to a program of study, the Admissions Office will communicate the denial to the student promptly. In most cases (except for those related to an applicant falsifying, altering, or plagiarizing elements of their previous application), applicants are welcome to reapply if they have been denied previously. If a previously denied applicant reapplies to the institute, they are encouraged to take care in addressing any potential deficiencies in their original application.

## 2.11 Readmission

A student whose studies are interrupted for any reason for a period of more than 180 days, and who has been placed in a withdrawn status from the institute, must reapply for admission to the institute. Students who are



readmitted to the institute are subject to the academic requirements and regulations in effect at the time of their readmission. See the Withdrawn Student Re-admission Requirement for more details.

## **2.12 U.S. Service Members or Veterans**

U.S. Service Members or Veterans who apply to become students must meet the same Admissions criteria that applies to all applicants. Transfer credit is not currently awarded at The Institute for any applicant. Upon the student's ability to satisfy of all the above requirements with respect to their selected program of study, The Institute will promptly notify the student that they are admitted into that program of study at the school and correspond with the Department of Veterans Affairs for education benefits to be used.

## **2.13 Special Circumstances Policy**

For students who may not be able to present required official transcript(s) and/or diploma(s) for credential evaluation due to political refugee or asylum status, fear of persecution in requesting documentation, or political (or otherwise) situations that result in closure of previous institution(s). As such, it may be necessary to employ an alternative method of educational verification. These methods include accepting copies of transcripts and degrees and/or accepting certified statements from the issuing institution, Ministry/Department of Education, or Embassy of the foreign country. Please contact the Office of Admissions for additional information.

## **2.14 Non-Discrimination Statement and Policy**

New Lines Institutes for Strategy and Policy does not discriminate on the basis of race, color, creed or religion, language identity or mother tongues, national or ethnic origin, ancestry, sex, sexual orientation, gender identity, gender expression, marital or other familial status, age, genetic information, physical or mental disability, status as a protected veteran, or any other non-merit factor in the admission to, participation in, or employment in the programs and activities which the institute operates.

## **2.15 Plagiarism, Originality and Use of AI-Generated Content**

New Lines Institute maintains a zero-tolerance policy toward plagiarism, including the use of content generated in whole or in part by generative AI tools. All written materials submitted as part of the admissions process must be original and authored solely by the applicant.

This policy is in place to:

- Uphold academic integrity and honesty
- Ensure fairness and equity among applicants
- Preserve the authenticity of the applicant's voice and expression
- Support holistic admissions decisions based on the applicant's own critical thinking and communication skills
- Promote readiness for graduate-level academic work
- Address potential intellectual property concerns

Applications found to contain AI-generated content may be disqualified from consideration. This policy aligns with New Lines Institute's commitment to maintaining academic standards and fostering an environment of originality and academic honesty.

## 3 FINANCIAL INFORMATION

### 3.1 General Guidelines

By registering for classes, the Institute's students accept responsibility for all semester charges that should be paid in full by the payment deadline each term to avoid financial penalties. Students are responsible for checking their billing information through their Student Portal and keeping their contact information up to date. Please refer to The Institute's withdrawal policy in this catalog. Students can access their financial records at any time through the Student Portal.

### 3.2 Tuition Rates

The following tuition and fee structure are effective for the 2025-2026 academic year. Tuition and fees are subject to change.

#### On-Ground Degree and Certificate Programs

Level/Program	Cost Per Credit	Cost Per 3-Credit Course
Graduate	\$333.33	\$1,000.00

During each semester, students will take four (4) in-classroom courses for a total of twelve credits. Each 3-credit course consists of 24 hours of lecture and 63 hours of fellowship. Each week, students will take 6 hours of lecture, and they will also spend 15.75 hours interning at the New Lines Institute for Strategy and Policy, in one of the think tank's research units.

A full-time course load will consist of 12 credits per semester.

The total number of credits for the graduate degree is 36 semester credits.

#### 3.2.1 Institute Fees

All fees are non-refundable.

FEE	DESCRIPTION	APPLIES TO:	AMOUNT
Application Fee	This fee is due at the time of application submission. The application will not be reviewed until the fee has been paid.	All Applicants	\$50.00
English Proficiency Test Fee	This fee is charged if a student takes the English proficiency/placement exam. There is a charge for each time that a student takes the exam.	Remote English Proficiency Test	\$55.00
Tuition Payment Plan Fee	Applies to students who wish to finance their tuition in installments. This fee is charged per installment.	All Students	\$30.00
Transcript Request Fee	This fee is charged to students who request an official New Lines Institute for Strategy and Policy transcript. This fee is charged per transcript. Processing refers to internal production of the transcript in preparation for mailing; mailing times vary based upon the student's chosen mailing speed. Factor in mailing time on the order.	Standard processing (5 business days)	\$10.00
		Expedited processing (2 business days)	\$25.00
Document Mailing Fee	This fee is charged when students request official documents to be sent via mail (for example, I-20 documents, transcripts, diplomas or certificates, etc.).	Regular USPS Mailing (domestic only)	No charge
		Domestic Courier Service	\$35.00
		International Courier Service	\$100.00

Program Exit Application Fee	This fee is charged when the student nears completion of their program and intends to complete or graduate. This fee is not associated with the commencement ceremony and is charged regardless of the student's intention to participate in the commencement. The fee covers the costs of diploma/certificate creation, processing, and mailing. Any diplomas or certificates returned to the school as undeliverable will incur an additional Document Mailing Fee if the institute needs to send the diploma/certificate to the student.	All Graduates	\$150.00
Diploma Replacement Fee	This fee is charged if the student requests an additional or replacement diploma.	All Students	\$50.00
New Lines Institute ID Replacement Fee	This fee is charged per replacement card.	All Students	\$10.00
Late Payment Fee	This fee is charged for tuition payments paid after the payment deadline. This fee may not exceed \$500.00.	All Students	3% of outstanding balance due at the time of payment
Check Return Fee	Applies only if check received is unpaid by the bank.	All Students	\$45.00
Credit Card Charge-Back Fee	Applies if payment made by credit card is charged-back.	All Students	3% of the charged-back amount
Wire Transfer Refund Fee	Charged if a refund is requested to be paid via a wire transfer.	International Wire	\$45.00
Wire Transfer Refund Fee	Charged if a refund is requested to be paid via a wire transfer.	Domestic Wire	\$35.00

### 3.3 Living and Other Expenses

Funds for living and other expenses (supplies, room and board, etc.) are not included. Students should plan to cover these expenses based on their individual projected needs. The below is a rough estimation, intended only as guidance. Actual expenses and fees will vary depending on individual needs.

Expenses	Explanation	Estimated Amount
Living	The approximate cost for an individual student living in the Washington, D.C. metropolitan area.	\$16,907 per academic year (12 months)
Textbook	Textbook expenses are not included in the cost of tuition. Students must obtain their textbooks before the course starts.	Students are encouraged to order their textbooks from their preferred vendor after price comparing new, used, and rental options. Textbook lists can be found on The Institute's Textbook List: <a href="http://www.newlinesinstitute.org">www.newlinesinstitute.org</a>

### 3.4 Payment Information

#### 3.4.1 Payment Procedures

Student tuition and fees are due in full by the first day of classes each semester. Students must pay the billed amount in full as scheduled to avoid financial penalties. The student must review the Student Portal to verify class registration, balance due, and payment deadlines. A student may not proceed from one semester to the next without having fully paid all outstanding tuition, fees and other charges or payments owed to the institute. Any exceptions must have prior approval of the administration.

Students are responsible for activating and checking their institute e-mail accounts to receive official institute communications. *Failure to receive an email reminder about pending charges does not waive the requirement for making payment by the payment deadline each semester.*

Payments received are first applied to the oldest outstanding balance. Ample time should be allowed for payments to be processed.

### 3.4.2 Making a Payment

The Student Accounts Office strives to make bill payments easy for students. For convenience, students can make payments in the following ways:

#### ***Payment via the Student Portal***

The most convenient way to make payments is through the Student Portal. 11:59 p.m. EST must complete credit or debit card payments made through the Student Portal for the transaction to be considered processed on that day's transactions.

#### ***Payment via Mail***

Students who submit their payments by sending checks or money orders via mail should do so at least 10 business days before the due date to account for weekends, holidays, or delivery delays. Postmarks will not be considered a receipt of payment. **Please DO NOT send cash payments via mail.**

Payments should be mailed to the following address:

New Lines Institutes for Strategy and Policy  
ATTN: Student Accounts Office  
4401 Village Drive, Fairfax, VA, 22030  
United States

### 3.4.3 Payment Methods

Payments can be made using the following methods:

**Credit and/or Debit Cards:** We accept credit and/or debit card payments online through the Student Portal. We accept Master Card, Visa, Discover, and American Express.

**NOTE:** Multiple cards can be used for online payments. However, the same card cannot be used more than once in the same 24-hour period.

**Checks:** All checks should be made payable to New Lines Institute for Strategy and Policy, with the student's New Lines Institute ID number and name written on the memo line. Checks that are already endorsed are not accepted. Checks must be payable in U.S. dollars with an intermediary bank in the U.S.

**Traditional Wire Transfers:** To make a traditional wire transfer to the institute, please contact the Student Accounts Office for further instructions. When sending a wire transfer, include the student's full name and student ID number.

**Money Orders:** Money orders should be made payable to New Lines Institute for Strategy and Policy. Money orders must be payable in U.S. dollars. Please be sure to include the student's full name and student ID number with the money order.

**NOTE:** The Student Accounts Office does not accept payments over the phone.

### 3.5 Tuition Payment Plans

The Institute offers tuition payment plans to eligible students who wish to finance their tuition in multiple installment payments. There is a non-refundable fee of \$30.00 **per installment**. Failure to pay any outstanding installment payment or balance by the payment deadline(s) will result in a financial hold placed on the student's account, accrual of late fees, and the potential ineligibility to apply for a payment plan for future semesters.

#### ***Applying for a Tuition Payment Plan***

You are eligible to apply for a payment plan if:

1. There is no financial hold on your account;
2. You are enrolled in a graduate degree program;
3. You have registered for courses in the current term and your total bill is more than \$1,000;
4. You are not on the waiting list for any courses; and

5. The installment application deadline has not passed.

Applications for installment payment plans can be made through the Student Portal and must be received by the installment application deadline for the applicable semester. After you have received confirmation of approval of your Tuition Payment Plan Application, you can make your first installment payment online through your Student Portal.

### **3.6 Delinquent Accounts**

#### **3.6.1 Financial Holds**

If a student fails to pay the full amount as scheduled, New Lines Institute is authorized to take the following action until the outstanding balance is paid in full:

- a) Apply financial penalties, including late fees.
- b) Place a financial hold on the student's account and limit access to the Student Portal and SharePoint.
- c) Withhold the release of the student's academic records or any information based upon or included in the records.
- d) Withhold issuance of the student's transcripts and/or diploma.
- e) If the student's account remains delinquent, New Lines Institute reserves the right to terminate enrollment.

The Institute may require payments toward a delinquent account to be in the form of certified funds, such as cash, certified check, or money order, or wire transfer to the Institute's bank account.

### **3.7 Cancellation and Refund Policy**

#### **3.7.1 Student's Right to Cancel**

An applicant who has not visited the school prior to enrollment may cancel without penalty by requesting cancellation within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided.

An applicant requesting cancellation within three days after signing an enrollment agreement and making an initial payment is entitled to a refund of all monies paid by the applicant.

An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus a registration fee of 15% of the contract price of the program, but in no event may the school retain more than \$150.

#### **3.7.2 Refund Policy for Graduate Programs**

If a student elects to withdraw from the institute, the following refund schedule will be used to determine any outstanding financial obligation for which the student may be responsible:

<b>Last Day of Attendance Notice</b>	<b>Tuition Refund Amount*</b>
During the first week of the semester	100% of the tuition
During the second week of the semester	75% of the tuition
During the third week of the semester	50% of the tuition
During the fourth week of the semester	25% of the tuition
After the fourth week of the semester	No refund will be issued

*\*Excludes any fees*

The Student Accounts Office shall review student accounts periodically and contact students with an overpayment. Students may decide to keep the overpayment balance in their account or request a refund by credit/debit card or wire transfer by submitting a Refund Request Form. Any bank transaction fees will be deducted from the total. Students may download the form on the institute's website or obtain a hard copy from the Student Accounts Office. Students, who do not submit the Refund Request Form to the Student Accounts Office upon the overpayment notification, will receive the tuition deposit credit in the same manner as it was paid to The Institute (credit card payment, bank wire transaction, or check). If the Student Accounts Office to process the payment, the Institute will mail a refund check to the student's attention at the most recent address

listed in the Student Portal. Please note that the institute will only issue tuition refunds to the organization or person who made the original payment.

All tuition refunds will be made within forty-five calendar days following the official withdrawal date. Student fees (application fee, postage fee, student service fee, etc.) and service charges rendered during the refund process are not refundable.

The official withdrawal date, for the purpose of a refund calculation, will be the last date on which the student was recorded present in attendance for a class. If no payment was made, or if the student was participating in a payment plan and the payments are insufficient to cover the student's obligations according to the schedule above, the institute will send the student a bill for the difference.

If a student fails to pay the full amount as scheduled, the institute is authorized to take the following actions until the outstanding balance is paid in full:

- a) Apply financial penalties including late fees.
- b) Place a financial hold on the student's account and limit the access to Student Portal and SharePoint.
- c) Withhold the release of the student's academic records or any information based upon or included in the records.
- d) Withhold issuance of the student's transcripts.

To initiate the institutional withdrawal process, the student may submit an *Institutional Withdrawal Form* to New Lines Institute for Strategy and Policy. Students may download the form from our website or obtain a hard copy from the Program Chair.

### **3.8 Financial Aid**

The Financial Aid Office provides a variety of services to help students pay for their education, including financial aid advising, exploring funding resources, and financial assistance. Federal student financial aid is not available currently.

### **3.9 Financial Aid Office Contact Information**

Financial Aid Office  
1660 L St. N.W., Suite 450  
Washington, DC.20036  
Phone: 703.591.7042  
Email: [studentaccounts@newlinesinstitute.org](mailto:studentaccounts@newlinesinstitute.org)

### **3.10 1098-T Tuition Statement**

The 1098-T tax form is a Tuition Statement provided by higher education institutions to all eligible students who pay enrollment fees (including non-resident tuition) during the calendar year. This form may be used by students or parents to claim the American opportunity tax credit (formerly "Hope credit") or Lifetime Learning Credit on their federal income tax returns.

Related expenses do not include charges for room, board, insurance, health fees, transportation, or similar expenses.

Not all students are eligible to receive a 1098-T. Forms will **not** be issued under the following circumstances:

- Nonresident alien students, who are international students and paid enrollment fees and non-resident tuition last year. If requested, the Student Accounts Office can provide a student account statement.
- Students whose qualified tuition and related expenses are entirely waived or paid entirely with scholarship.
- The amount billed for qualified tuition and related expenses in the calendar year is paid in full by a third-party organization.
- Per IRS regulations, educational institutions cannot produce this form for students who are not eligible to receive one.

Institute staff cannot determine if someone qualifies for a tax credit or respond to tax questions. Those with questions about whether they qualify should contact the IRS for more information at [www.irs.gov](http://www.irs.gov) or at 1-800-829-1040 or consult a tax preparer.

The form is generally made available around late January for the previous calendar year.

### **3.11 GI Bill Educational Benefits**

New Lines Institute for Strategy and Policy is not currently approved to offer GI Bill® educational benefits.

### **3.12 Tuition Charged for Conditional Enrollment During Academic Dismissal Appeal Process**

Due to the structure of the program, a student is allowed to continue the program while waiting for a decision on an appeal of an Academic Dismissal. If the appeal is approved and the student is allowed to continue the program on an Academic Probation, regular tuition is charged. If the appeal is denied and the student is withdrawn from the program, no tuition is charged for attendance in the new semester while waiting for a decision on the appeal. For further information please see the policy on appealing Academic Dismissal.

## **4 STUDENT LIFE AND SERVICES**

### **4.1 New Student Orientation**

New Lines Institute for Strategy and Policy seeks to integrate students into the institute community and to support and complement student learning inside and outside of the classroom. To support the needs of our new and returning students, a **mandatory** New Student Orientation program is held prior to the beginning of classes in June for each new cohort. During this program, students are introduced to institute policies and procedures, including academic advising, and standards of satisfactory academic progress (SAP). The program and staff encourage students' self-growth, learning, and understanding of their own relationship to the intellectual, social, and cultural climate of the institute. During this orientation, new students have an opportunity to meet fellow students, tour the facility, and meet with admissions officers and their faculty. Students who miss orientation must attend a make-up orientation conducted by the Program Chair to review information covered at the original orientation. For more information, students may email [admissions@newlinesinstitute.org](mailto:admissions@newlinesinstitute.org).

### **4.2 Student ID Cards**

New students are eligible to receive their student ID card once their identity is verified at the beginning of the program (usually during student orientation), free of charge.

US Citizens and Permanent Residents need to bring with them the following documents:

- One form of government-issued identification
- Tuition payment receipt

Students are required to have a New Lines Institute ID card in order to make photocopies, and to receive any available student discount for which they may qualify. Temporary ID cards can be provided to the student until new student ID cards are provided. If a student's ID card is lost or stolen, students must pay a \$10.00 replacement fee to the accounting office before a new Student ID can be provided to the student.

### **4.3 Off-site Activities**

From time-to-time, students may engage in off-site activities that may either be related to their courses or for official sanctioned events and activities. For any off-site, officially sanctioned activity, an Indemnification and Hold Harmless Form will be required. The institute shall not be liable or responsible for, and shall be saved, indemnified, and held harmless from and against any and all claims and damages of every kind, for injury due to death of any person or persons and for damage to or loss of property, arising out of or attributed, directly or indirectly, from Students use of this premises.

### **4.4 Student Success Initiative**

The Student Success Initiative is designed to provide extra assistance to students who either (a) request assistance for themselves or (b) have been referred by staff or instructors. Our goal is to enhance learning and development for improving academic performance.

Available programs include but are not limited to goal setting (academic and professional), organizational skills, learning theories and learning styles, time management and scheduling, note-taking strategies, reading strategies, memory strategies, memory strategies, exam preparation, test-taking strategies, dealing with test anxiety, motivation, and concentration, dealing with and overcoming procrastination, stress management skills, managing finances, multicultural awareness, etc.

The program is managed by Career Services.

### **4.5 Student Retention Plan**

New Lines has created a retention plan to identify risk indicators that academic recovery efforts could address. It is expected that these efforts will lower the chance of a student dropping out of school.

The plan has two components:

1. The Student At-Risk Committee is charged with the responsibility of identifying students who are experiencing barriers to their success. The committee meets regularly to create actionable academic



recovery plans for addressing student issues. Members of the Committee are the Program Chair, Registrar, and Student Services Coordinator. Other New Lines staff may also join the Committee on an as-needed basis.

2. The Student At-Risk Intervention Program includes steps that institute departments take to assist students identified by the Committee as needing academic recovery assistance. The goal of the program is to obtain expanded understanding of issues that students are experiencing and to create new policies and procedures that address issues, such as student attendance violations, as well as unpaid balances and financial holds.

The program also includes techniques well-established in higher education that assist with the retention efforts of the institution, such as:

- Advising: At the beginning of the first semester, each student is assigned to an academic advisor. The advisor assists students with their academic plans and progress, course schedules, academic activities, academic challenges, and career goals. Students are encouraged to meet with their advisors at least one time each semester:
- Tutoring: Tutoring is available on an as-needed basis. Students may schedule an appointment by sending an email to our Writing, Research, and Media Center: [wrmc@newlinesinstitute.org](mailto:wrmc@newlinesinstitute.org).
- Surveys: Feedback from students plays a vital role in the continuous improvement of programs and services. The End-of-Semester Survey is administered each semester and provides valuable input on how students feel about the program, instructors, resources and methodologies. The Graduate Exit Survey is administered upon completion of the program and provides information on overall satisfaction of the program and services. The Annual Student Satisfaction Survey polls students about their opinion on the services provided by the various departments of the institution.
- Guest Speakers: The Program Chair coordinates with instructors to invite guest speakers in the classroom settings. Guest speakers are invited (1) from New Lines' service departments such as WRMC, Career Center, and Student Experience to share important updates on research writing skills, best practices in career development, and student success strategies, respectively; and (2) external guest speakers share experiences that integrate academic theories with real-life and business situations.

## **4.6 Student Health Insurance**

Health insurance is not mandatory for students. However, it is strongly encouraged for students to obtain health insurance. Visiting a doctor and/or emergency room in the United States can be very expensive. It is even more expensive when you do not have insurance. All students are encouraged to ensure they obtain coverage for themselves and their family members.

The institute has created a list of insurance companies that are offering affordable health care to students. Please visit [www.newlinesinstitute.org](http://www.newlinesinstitute.org) to learn more about the different insurance options, benefits and prices. We encourage students to call several of the insurance companies to find out what insurance policy is best for their situation. Students are not limited to the insurance companies that are listed on this page. Students can find their own insurance. Students with questions should contact [studentservices@newlinesinstitute.org](mailto:studentservices@newlinesinstitute.org).

## **4.7 Study Rooms**

Students are permitted and encouraged to use all available classrooms as study rooms when classroom space is available. You do not need to make a reservation to use unoccupied classrooms as study rooms.

## **4.8 Institute Virtual Library**

The New Lines Library provides students, faculty, and staff with access to a broad range of information, reference materials, and research resources to supplement classroom instruction, complete assignments, and conduct research projects. Library staff assist users in navigating electronic resources, including full-text journals, databases, online journals, and eBooks. In addition to supporting academic success, the New Lines

Institute Library fosters the development of information literacy and critical thinking, and research skills that prepare students for the workplace.

#### **4.8.1 Hours of Operation**

The library is open and staffed by the Library & Learning Resource Manager during the days and times posted on the library's website. Virtual research consultations are available during these hours on a drop-in basis or by appointment. After-hours/weekend assistance is available by appointment. Extended hours may be offered during exam periods.

#### **4.8.2 New Lines Online Library Collection**

The New Lines Institute Library's Canvas page provides access to a wide range of online resources for students, faculty, and staff to support study, reference, and research. Students can access the library resources both on-site and remotely. Through the library's online database collection, including EBSCO and Columbia International Affairs Online (CIAO), students can search for journal articles, reports, and other resources that cover subjects related to their program of study. Additionally, a collection of helpful research guides as well as virtual support from the Library and Learning Resources Manager are available. For assistance, please email the library staff at [library@newlinesinstitute.org](mailto:library@newlinesinstitute.org).

#### **4.8.3 Circulation Policy**

All materials accessed, viewed, or downloaded from the institute's online library must comply with the specific vendor's terms of use. Access is restricted by licensing agreements to current faculty, staff, students, affiliated researchers, and independent contractors associated with the institute.

#### **4.8.4 Reference Services**

Our library staff is available to assist students, faculty, and staff with their research needs. Additional support is provided to help students navigate and use online resources. Assistance may be requested via phone, email, or through a one-on-one Microsoft Teams meeting during library hours. After-hours and weekend appointments are also available upon request. To contact the library, call (703) 865-8735 or email [library@newlinesinstitute.org](mailto:library@newlinesinstitute.org).

#### **4.8.5 Writing, Research & Media Center (WRMC)**

The Writing, Research & Media Center (WRMC) is the institute's dedicated tutoring hub, offering individualized support to help students strengthen their writing, research, and communication skills. Whether you are working on an essay, a research project, homework, or a presentation, our staff is here to assist at any stage of the process—from brainstorming and outlining to revision and citation. Appointments are available online via MS Teams. To schedule an appointment, please contact the WRMC at [wrmc@newlinesinstitute.org](mailto:wrmc@newlinesinstitute.org).

### **4.9 Research Services**

Research is an integral part of understanding the world around us and making a positive impact on the community, both locally and globally. New Lines Institute faculty come from a diverse array of backgrounds and have contributed to a growing body of knowledge through book publications, research publications, professional workshops, conference presentations, and many other endeavors. As such, New Lines Institute for Strategy and Policy shares the commitment of providing opportunities to faculty and graduate program students to engage in scholarly research for personal, professional, and institutional growth.

### **4.10 Career Services**

Career Services provides individual counseling and professional development resources to help students and eligible alumni learn the skills needed to obtain volunteer, internship, and employment opportunities. The goal is to help graduating students secure post-graduation employment that is compatible with their field of interest, preparation, and expectations. The Career Service Advisor holds sessions for groups and individuals concerning employment opportunities, résumé writing, dressing for success, and interviewing techniques. Career services are provided to all eligible graduates and while this assistance is readily available, the institute does not guarantee or promise employment to any graduate.

While Career Services provides access to and information on finding jobs, the responsibility of applying for and securing interviews is up to the graduate. These career-finding skills are an important part of every graduate's success, and the Career Services Department is available to assist in the further development of these skills. Of course, graduates' independence and self-motivation are essential to their long-term success.

Staff will follow up with graduates about their employment and the benefits of their education and are available as partners post-graduation to assist further. Information about graduate job placement is stored in the student information system. This information is kept up to date through the use of surveys that are sent out to alumni annually.

Career Services also facilitates the Placement Verification Program. The Retention and Placement Calculator (RPC), an internal monthly report, is completed at the end of each month. Each graduate eligible for placement is entered into the PVP spreadsheet with all required information on an annual basis. Relevant information is their name, contact information of student, program of study, visa status, and whether they are employed in job related to their academic major. A student is considered “placed” when they are employed in a field related to their area of study. This process starts prior to a student’s graduation. Initial contact with the student is made via @newlinesinstitute.org email. In the initial contact, the upcoming graduate’s personal email address and phone number should be confirmed to ensure we are able to keep in touch with our alumni then personal email, and finally via phone if necessary.

All students are encouraged to meet with the Career Services Advisor in their very first semester and throughout their studies to familiarize themselves with the services offered. Students are encouraged to work on developing their career finding skills throughout their program, so that they can more easily transition to the next stage of their career post-graduation.

Below is an overview of the services offered by the Career Services Department:

- **Cover Letter and Résumé Reviews:** All students will need a North American-style cover letter and résumé to apply for on- and off-campus jobs and internships. Students should schedule an appointment in their first semester with the Career Services Department.
- **Off-campus Employment Counseling (Academic Internship and OPT):** The Career Services offers resources to help students in their job search process. Several resources include employer database, the CSM, employer binders that contain information about companies hiring, and job boards.
- **Professional Development Opportunities:** Throughout the year, New Lines Institute provides several workshops and information sessions on those skills required to find employment. Sessions may include cover letter and résumé writing, introductions, elevator pitch, networking, job fair preparation, interviewing, LinkedIn, American business culture, business communication, employment benefits, and work visas.

## 4.11 Information Technology Department and Services

The Information Technology (IT) Department is the primary provider of computing and information technology resources, services, and support to the New Lines Institute community. The IT Department exists to ensure that all students, faculty, and staff have the IT tools, services, infrastructure, and support needed to carry out the institute’s mission. Working in conjunction with the entire institute community, the IT department provides the direction, planning, and deployment of IT and communication services and networks that are reliable, capable, and scalable.

The IT Department supports New Lines Institute’s pursuit to achieve its objectives by providing the technology infrastructure and services that advance teaching and learning, enable research, enrich the student experience, and effectively manage institutional information.

### 4.11.1 Contacting IT

For non-urgent requests, students and faculty may email [it@newlinesinstitute.org](mailto:it@newlinesinstitute.org). For urgent requests, IT can be contacted via telephone at (703) 591-7042.

### 4.11.2 IT Policies

The purpose of these policies is to outline the acceptable and unacceptable use of institute technology resources and to provide guidelines for appropriate use by students, faculty, and staff as well as to educate users regarding their responsibilities.

This is not a comprehensive list of policies covering all aspects of technology use. These policies are intended to be viewed as principles to help guide members of the learning community. Any specific policy statements are meant to serve as reference points. Policies will continue to be modified as new questions and situations arise; changes may occur at any time without prior notice.

While the proliferation of computers and information technologies does not alter basic codes of behavior in academic life, it does place some issues in new contexts. Using these technologies enables people to do varied things, both ethical and unethical, more easily. These technologies are an enormously rich resource for innovation and the furtherance of the institute's mission. However, in spite of many positive aspects, these technologies also increase the risks of actions, deliberate or not, that are harmful in various ways, including: (a) interference with the rights of others; (b) violation of the law; (c) interference with the mission of the institute; and/or (d) endangering the integrity of the institute's computer and information network.

Considering the risks addressed above, some of these guidelines call for respectful and responsible use of computer networks to protect the rights of individuals; other guidelines warn against actions that may violate the law. Users must understand the perils of illegal use, exchange, or display of copyrighted, deceptive, defamatory, or obscene materials on a web page or through other electronic communication channels.

Finally, these guidelines seek to protect the integrity of the institute's information systems themselves. Computing or networking resources need to be accessible and secure for appropriate uses consistent with the mission of the institute. The usurpation of these resources for personal gain, commercial gain, or without authorization is unacceptable. Moreover, even the individual right to privacy may, when personal files may need to be accessed for troubleshooting purposes, be overridden by authorized personnel to protect the integrity of the institute's computer systems.

#### **4.11.2.1 Acceptable Use of Technology**

The computer network is the property of New Lines Institute and is to be used for legitimate purposes only. Institute resources, including technology resources available to staff, faculty, and students, are not to be used for anything other than their intended purpose. Resources should always be used in ways consistent with furthering the institute's mission of promoting education and research. All users have a responsibility to use New Lines Institute's technology resources and the Internet in a professional, lawful, and ethical manner. Abuse of the computer network or the Internet may result in internal disciplinary action within the institute or civil and/or criminal liability.

##### **Computer Use**

- Today's information technology is a shared resource. Users should respect the needs of others when using computer and network resources. Users should not tamper with facilities and should avoid any actions that interfere with the normal operations of computers, networks, and facilities.
- Users should avoid excessive use of computer resources. They are finite and others deserve their share.
- Making institute computing resources available to individuals not affiliated with New Lines Institute without approval of an authorized institute official is strictly prohibited.
- Intentional waste of human or electronic resources is strictly prohibited.
- Intentionally disturbing use of electronic networks or information systems is strictly prohibited.
- It is strictly prohibited to deface IT facilities and/or to misuse computing equipment. All individuals are prohibited from taking any action that may cause damage to such property including, but not limited to, moving equipment, unplugging equipment, or breakage by any means. The IT hardware and computers are private property of New Lines Institute and any damage to IT property as a result of violation of this policy will carry financial penalty equal to the cost of repair or replacement of such property as a consequence for all offenders.

##### **Internet Use**

- The institute does not monitor the content of outside web pages and is not responsible for the views expressed by individual users.
- Web pages that are accessed to an excessive degree can be a drain on computer resources.

##### **Email Use**

- The institute does not monitor the content of electronic mail or other online communications and is not responsible for the views expressed by individual users.
- “Spamming” and similar inappropriate uses of institute resources are not acceptable.
- Sending of electronic chain mail and the inappropriate sending of “broadcast” messages to large numbers of individuals or hosts is also strictly prohibited.
- The interception or attempted interception of communications by parties not explicitly intended to retrieve them without approval of an authorized institute official is strictly prohibited.

### **Personal Electronic Device Use**

- Employees are not permitted to bring personal computers or data storage devices (such as external hard drives, flash drives\*, or other data storage media) to the workplace or to connect them with the institute’s electronic property or network unless expressly given written permission to do so by the institute.  
\* *Faculty members are permitted to use this device for instructional purposes in the classroom.*
- Personal cellular devices are permitted in the workplace but must be kept stored away from the working area/desk during office hours and should only be used in emergency situations.

### **Software Use**

Software piracy is the installation, use, or distribution of unauthorized copies of software, which is protected property under intellectual property laws. Purchased commercial software packages include license agreements that indicate how the software should be used. Pirating software or failure to comply with restrictions in license agreements is illegal and may result in substantial fines for the institute. The institute has adopted the following computer software policies on the use of computer software.

- New Lines Institute, in purchasing computer software, commits to specific licensing agreements. Misuse or unauthorized uses, including duplication of licensed software for backup or archival purposes or duplication of related documentation may be a violation of United States copyright laws.
- New Lines Institute employees shall use computer software only in accordance with the terms of the licensing agreement. New Lines Institute does not condone or support the use of any unauthorized copies of software. All software used by employees to perform their institute responsibilities shall be purchased through appropriate procedures.
- Any employee who makes, acquires, or illegally reproduces software may be subject to civil and criminal penalties, including fines and imprisonment. Further, employees who violate this policy will be subject to appropriate disciplinary actions.

### **Consequences of Misuse**

- An individual’s computer use privileges may be suspended immediately upon the discovery of a possible violation of any of the above policies. Such suspected violations will be confidentially reported to the appropriate member of management at the institute. The appropriate member of management will judge an offense as either major or minor. A first minor offense will normally be dealt with by the IT Department or management after consultation with the user. Additional offenses will be regarded as major offenses and dealt with accordingly. Violations of the policies will be dealt with in the same manner as violations of other institute policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available, including the loss of computer use privileges, dismissal from the institute, and/or legal action.
- Systems managers or other individuals within an academic or administrative unit may be empowered to suspend some or all privileges associated with computer use in cases of misuse or threat to the integrity of all or part of the institute’s information management resources.
- Before any permanent action is taken against a user, the user will be advised of the basis for the proposed action and will be given an opportunity to respond. Concerns about such actions may be raised through the usual administrative or academic channels associated with the Program Chair, facility, or resource in question.
- Where a violation of institute policies or applicable law appear to warrant action beyond a suspension or elimination of computer privileges, the matter may be referred to a supervisor, administrator, or institute disciplinary body with appropriate authority or to law enforcement authorities.
- Complaints or concerns about another’s use of computer resources should be directed to the administrator responsible for the facility or resource in question.

### **4.11.2.2 IT Security**

#### **Guidelines for Passwords**

Users are responsible for all activities involving their user accounts. User accounts should be kept secure and private. Users should not use identifying data or common words as passwords. Passwords should be difficult to crack or otherwise guess by individuals or by sophisticated computer programs. It is recommended that users change passwords for all user accounts every 120 days in order to secure access to accounts. Users are strictly prohibited from revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access.

#### **Levels of Access to the Network**

Users are provided access to the computer network and related tools to assist them in the performance of their jobs or studies. The institute is the custodian of a wide array of personal and financial data concerning its students, staff, and faculty, as well as the institute itself. Users should respect the institute's obligations of confidentiality as well as their own confidentiality. Only users with authorization may access, communicate, or use confidential information. The institute has the right to expect that computer users will properly identify themselves. Computer accounts are assigned and identified to individuals. Privileges and responsibilities granted to users vary between groups. Some have additional and sometimes more restrictive guidelines applicable to the user. The use of restricted-access institute computer resources or electronic information without or beyond one's level of authorization is strictly prohibited.

#### **Virus Protection**

Interference with or disruption of the computer or network accounts, services, or equipment of others through the propagation of computer worms and viruses is strictly prohibited. Unauthorized scanning of networks for security vulnerabilities is strictly prohibited.

#### **Confidentiality**

Although respect for privacy is fundamental to the institute's policies, almost any information can be read or copied and some user information is maintained in system logs as part of a responsible computer system maintenance plan. The institute reserves the right to examine computer files, and, in rare circumstances, the institute may be compelled by law or policy to examine even personal and confidential information maintained on institute computing facilities.

#### **Usage of Data**

Unauthorized copying and/or use of licensed computer software is strictly prohibited. Unauthorized access, possession, or distribution – by electronic or other means – of electronic information or data that is confidential under the institute's policies regarding privacy or the confidentiality of student, administrative, personnel, archival, or other records is strictly prohibited. Intentionally compromising the privacy or security of electronic information is strictly prohibited. Intentionally infringing upon the intellectual property right of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is strictly prohibited. Altering or attempting to alter files or systems without authorization is strictly prohibited. Intentionally damaging or destroying the integrity of electronic information is strictly prohibited.

### **4.11.2.3 Hardware Protection Policy**

#### **Rationale**

The Institute provides designated study areas. All activities which disrupt, attempt to disrupt, or support the disruption of a study environment will not be tolerated and corrective action will be taken. Eating and drinking are not permitted in the study areas because such actions can result in personal injury and/or can pose a threat to the computing equipment or damage IT property. This policy applies to all staff, faculty, students, and institute guests entering the facilities.

Hardware and IT equipment issued to staff, faculty, or students by the institute is also subject to this policy. This includes laptops, printers, copy machines, overhead projectors, tablets, desktop computers, and all other pieces of IT equipment that is considered property of New Lines Institute.

#### **General Rules**

No food, drink, gum, or tobacco is permitted in the study areas. Any food or drink must be left outside in designated areas or concealed in a backpack or other bag. Food or drink that is concealed may not be

consumed while inside the study areas. Any individual found consuming food or drink in the study areas may be asked by an IT Department staff or student staff to discard the item(s) immediately. Refusing to comply or arguing with institute staff will result in suspension of the individual's computer privileges.

For the protection of personal life and facilities, the following rule of punishment is provided and must be followed:

- Study area users in violation of this policy for the first time will be given verbal and electronic (institute email) warnings.
- If the same person continues to violate the policy, he/she will receive a second warning and will be charged \$25.
- For the third and all future violations, the person will be charged \$30.

These fees will be assessed on the student's account and can result in inability to register for classes or receive other services if the balance is not paid.

Staff and faculty violators' fines may be assessed on the violator's paycheck.

### **Damage to Institute Property**

It is strictly prohibited to deface IT facilities and/or to misuse computing equipment. All individuals are prohibited from taking any action that may cause damage to such property including, but not limited to, moving equipment, unplugging equipment, or breakage by any means. The IT hardware and study areas are private property of New Lines Institute for Strategy and Policy and any damage to IT property as a result of violation of this policy will carry financial penalty equal to the cost of repair or replacement of such property as a consequence for all offenders.

### **4.11.2.4 Technology Standards**

#### **Guidelines for Software, Hardware, and Systems**

Requests from employees for software, hardware, or network privileges should be relative to their positions at the institute and should reflect the scope of their responsibilities. Before granting any privileges to employees, the IT Department may request approval from the employee's supervisor and/or management. Most software, hardware, and systems must receive final approval from the executive committee of the institute before they are purchased and implemented.

All torrent, password-generating, and otherwise malicious software is strictly prohibited.

#### **Maintenance of Software, Hardware, and Systems**

The IT Department maintains a current inventory of all software installed on computers/networks in the institute. A yearly inventory is conducted and spot checks/audits are performed periodically to ensure that illegal software has not been inadvertently or deliberately installed on institute -owned computers. Software will not be installed on a network unless specifically allowed in the licensing agreement. If a software package is licensed to be operated across a network, the IT Department will make sure that any usage limits are observed and copying is disabled unless explicitly allowed under the license. The IT Department will ensure that software is not copied for use on more than one computer and that software user manuals are not copied. The IT Department will also ensure that backup copies of software are not used to run the software on additional computers.

#### **Software Upgrades**

When software upgrades are purchased, previous versions and associated user manuals should be destroyed if no longer needed. Some upgrades require that previous versions be installed before the upgrade is installed, so previous versions must be maintained.

### **4.11.2.5 IT Services Policy**

New Lines Institute computing facilities are used by departments, offices, and faculty members for a number of purposes. This creates a complex environment for providing a reliable, useful facility for all involved. Pieces of software added into the environment become part of an integrated system the IT Department must maintain. For this reason, there are a number of policies regarding software requests and installation.

#### **Addressing Misuse by Users**

Failure to comply with requests from appropriate institute officials to discontinue activities that threaten the operation or integrity of computers, systems, or networks will result in disciplinary action. (Please refer to the appropriate use policies for more details.)

### **Requests for Support**

Most requests for support (troubleshooting, installation of tools, etc.) should be entered into New Lines Institute's help desk ticketing system. Urgent requests (such as system failure or inability to connect to the network) may be directed to the IT Department via telephone or in person.

### **Software Support**

Departments wanting updates to the software they have purchased must make requests through the IT Department. The IT Department must be provided with proof of purchase of any non-free updates before the update will be installed. Departments may request updates to IT Department-purchased software; such requests will be evaluated. Such requests must also be submitted via the help desk four weeks before the start of the semester.

### **Software Maintenance**

The IT department will maintain the original installation of software for one academic year from its initial installation or until the license expires, whichever occurs first. Software packages must be retested after each semester as new software, hardware, or operating systems may be installed. The IT Department will notify the department of any new conflicts and make all efforts to resolve those conflicts. If unavoidable conflicts arise, the IT Department will work with the affected department to find the best solution. The IT Department will not provide students, faculty, or staff with technical support for software not purchased by the IT Department. This means that instructors intending to use department-requested software are expected to be proficient in said software; the IT Department will not provide training, support, or documentation for software not purchased by the IT Department.

## **4.11.3 Computer and Internet Access**

The campus has wireless Internet access, so students and faculty can access the Internet using their own wireless-enabled laptop and other devices. A network copier/printer/scanner is also available for use in the work area.

## **4.11.4 Institute E-mail Accounts**

All students and faculty are provided an @newlinesinstitute.org email. All institute correspondence and notifications are sent via institute email; therefore, it is required that all students and faculty use it. Everyone is expected to log into their institute email regularly. No institute communication (communications about classes or academic administrative matters should occur student-to-student, faculty-to-student, faculty-to-faculty, student-to-staff, etc.) should occur via personal email.

## **4.11.5 Institute Wi-Fi**

All students can access free Wi-Fi while at the institute. Either access the Student or Guest networks. Upon acceptance of the terms of service, the Wi-Fi is accessible throughout the building.

## **4.12 Software Requirements**

Given the multimodal nature of the learning environment, New Lines Institute recommends the following applications and to maintain them within working conditions:

- Current virus detection software that must be installed and kept up to date (i.e. MS Defender)
- To view and create resources for SharePoint, the use of [Microsoft Office 365](#) and its applications are encouraged.
- Adobe Acrobat Reader/Microsoft Edge to open and save PDF files
- Anydesk (Remote Desktop software)
- VLC Media Player
- Quick Time Player (for MAC users with 10.6 or higher)
- Photos app or Clipchamp (The Photos app that comes pre-installed on Windows 10 and 11 also has a video editor that you can use to edit videos. Clipchamp comes with Windows 11 and you can also use it in your browser at <https://clipchamp.com>)



## **4.12.1 Recommended Hardware Items**

The following are examples of suggested products that will meet the hardware needs described above.

### **4.12.1.1 Laptops**

- Lenovo IdeaPad Laptop
- Dell Inspiron 15
- HP Pavilion 15

### **4.12.1.2 Cameras**

- Logitech Brio 101 Full HD 1080p Webcam
- Logitech C920x HD Pro
- NexiGo N60 1080P Webcam

### **4.12.1.3 Headsets**

- Logitech Clear Chat Style
- ClearChat PC Wireless
- Logitech H330 USB Microphone

## **4.13 Use of Personal Laptops**

Student Fellows are required to bring and use their own laptops/devices for all academic activities, including classes, assessments, and project work. This ensures consistent access to digital tools, secure login credentials, and personalized settings that support efficient learning. Devices must be fully charged and capable of connecting to the school's Wi-Fi network. The Fellows are responsible for maintaining their laptops and ensuring they meet the minimum technical specifications provided by the school. The IT Department staff are available to assist with any software applications that are officially provided and supported by the department.

### **4.13.1 Privacy and the Internet**

E-mail is provided to each MA Fellows for educational purposes only. The only email account that students are allowed to access while using a school-issued laptop has been assigned by New Lines Institute. The following rules will apply when using an email account:

- Always use appropriate language.
- Do not transmit language/material that is profane, sexual, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters, or spam. Fellows should maintain high integrity with regard to email content.

There is an increasing number of malicious activities on the internet. Users are the best defenders who help protect our devices and networks from being corrupted by malicious activities. Here are the tips for you:

- **Exercise Caution with Emails:**

Be wary of suspicious emails, especially those with unexpected attachments or links. Avoid clicking on them unless you're certain of their legitimacy.

- **Be Careful with Downloads:**

Only download files from trusted sources. Avoid downloading cracked software or files from unknown websites.

- **Use Caution with Ads and Websites:**

Be cautious when interacting with online ads. Some may lead to malicious websites.

Stick to reputable websites and avoid clicking on suspicious links.

- **Use Antivirus Software:**

Install reliable antivirus software and keep it updated. Regularly scan your system for threats.

- **Keep Software Updated:**

Regularly update your operating system, browsers, and other software. Updates often include security patches.

- **Create Strong, Unique Passwords:**

Use complex passwords for your accounts. Consider using a password manager to keep track of them securely.

#### **4.13.2 Suspension of Laptop Privileges**

The use of any Institute technology is a privilege and not a right. Fellows are expected to use the devices in accordance with the laptop policy and procedures. Failure to use this laptop in an appropriate manner will result in the following consequences as determined by the administration of New Lines Institute.

The following actions are NOT permitted on school-issued laptops:

- Attempting to bypass or bypassing the Internet filter.
- Physically altering or disassembling a computer in any way.
- Accessing or attempting to access inappropriate material on the Internet.
- Giving your username and password to another student to use (Remember - you are responsible for whatever they do with your account!)

Any of these violations could lead to any or a combination of the following:

- Removal of take home privileges.
- Permanent removal of school technology privileges.
- Financial payment for damages.
- Other consequences deemed necessary.
- Criminal charges being filed against the student.

## **5 ACADEMIC REGULATIONS**

### **5.1 Student Enrollment Status**

The Registrar's Office is responsible for the certification of students' enrollment status. After the conclusion of week 2 of the first semester following the academic calendar, the Registrar's Office certifies the enrollment status of students.

All three semesters are 16 weeks in length and are all required. Continuous attendance must be maintained for all three semesters.

A full-time status is required for all three semesters (12 credits per semester).

#### **5.1.1 Continuous Enrollment**

All students are required to maintain enrollment in consecutive semesters until completion of the academic program. An authorized leave of absence is the only acceptable exception to this rule. If a student fails to enroll by the enrollment certification deadline of the first semester, their status as a student at New Lines Institute for Strategy and Policy will be terminated.

### **5.2 Bio-Demographic Information Policy**

The Registrar's Office maintains the academic records of students while in attendance at the institute. This includes bio-demographic information submitted by the student beginning with the admissions process, and includes information like a student's legal name, date of birth, address, phone number, social security number, gender, prior education, etc. These records are included in the student information system and are based upon legally documentable information.

Some bio-demographic information is represented on official institute documents like an official transcript or diploma. Students who wish to change some aspect of their bio-demographic information must request and submit documentation related to updates in their official academic record.

#### **5.2.1 Legal Name and Name Change**

For official academic records, the institute uses a student's legal name. This would include all official institute documents (transcripts and diplomas) and official institute business in which a student's name may be required (enrollment certification, billing statements, payroll, and where required by law) The legal name is defined as a verifiable, government issued form of identification including a civil-issued birth certificate, marriage license, divorce decree, social security card, passport, alien registration card, naturalization or citizenship certificate, state issued license or identification, or court order. Current students who wish to change their legal name after admission can do so by completing and submitting a Change of Bio-Demographic Information Form and notarized copies of one of the required supporting legal documents to the Registrar's Office. Such documents must reflect the new legal name exactly as it will be entered into the official records for the institute.

Changes cannot be made retroactively once a student leaves or completes their program because academic records are sealed at graduation and no changes can be made to official records; therefore, an alumnus/a or a former student is not able to change their name after completion. The name on diplomas and transcripts will reflect the name at the time of degree completion or when they left the institution.

#### **5.2.2 Preferred Name Policy**

Occasionally, students wish to go by a preferred name that may differ from their legal name, and they can do so without documenting it with the institute. Legal last names cannot be changed in any of the systems used by the institute without a formal legal name change. However, inappropriate use of the preferred name policy that might be intended to avoid legal obligations, misrepresent one's identity, fraud, evasion, or other similar attempts at misrepresentation will not be tolerated and can result in disciplinary actions including, but not limited to suspension or expulsion. The Institute reserves the right to deny or change any systems or documentation where a preferred name may be used if used inappropriately and/or if offensive language is used.

Preferred names are limited to the use of alphabetical characters (including accented and non-accented), hyphens, and spaces. No special characters, emojis/emoticons, or other similar characters or pictorial representations can be used.

Students should inform their instructors/school officials of their preferred name, with a clear understanding that the information in the student information system, learning management system, etc., will include their legal name. In addition, the legal name will be used for all official documentation including those related to transcripts, diplomas, identifications, class rosters, etc.

### **5.2.3 Name Changes and Institute Email**

All students have an institute email account given to them upon enrollment. This is the institute's official communication tool for currently enrolled students. If a student legally changes their name and it has been fully processed and updated in the student information system by the Office of the Registrar, then they can request for their email address to be updated/changed to reflect their new legal name. This can be done by submission of the Change of Bio-Demographic Information Form.

### **5.2.4 Bio-Demographic Correction or Changes**

Much of the students' information is either self-reported in the admissions process, and/or verified using official, legal documentation. Occasional errors occur, and corrections are required.

#### **5.2.4.1 Date of Birth Correction**

If a student's date of birth has been recording incorrectly, the student can submit a Change of Bio-Demographic Information Form with the correct information, as well as notarized copies of the student's birth certificate or other civil issued documentation of the date of birth.

#### **5.2.4.2 Ethnicity Correction**

If a student's reported ethnicity has been recorded incorrectly, the student can submit a Change of Bio-Demographic Information Form with the correct information. Since ethnicity is self-reported, it does not require other documentation/proof.

#### **5.2.4.3 Social Security Number Correction**

If a student's social security number has been recording incorrectly, the student can submit a Change of Bio-Demographic Information Form with the correct information, as well as notarized copies of the social security card or other civil issued documentation including the social security number.

#### **5.2.4.4 Citizenship Status Updates or Corrections**

If a student's citizenship status changes while in attendance, the student can submit a Change of Bio-Demographic Information Form with the correct information, as well as notarized copies of the residency card, passport, or naturalization papers.

#### **5.2.4.5 Address and Phone Number**

Students are required to keep the institute informed of their addresses and any subsequent changes that may occur. The Registrar's Office, and the wider institute, are not at fault for any returned mail or documentation if a student changes their address but does not update it with the institute. Students can update their address via the Student portal, or by submitting a Change of Student Address Form available on the website.

## **5.3 Transcripts**

Official transcripts serve as formal and official academic records of a student's courses taken. Transcripts contain the name of student, the program or programs of study, semesters enrolled, enrollment status at the time of issuance, grades, and credit hours.

The institute issues paper-based transcripts and does not deliver/remit transcripts in an electronic format. A scanned copy of the transcript would be considered unofficial, as would faxed, photocopied, or other similar forms of creating/replicating copies in a digital or paper manner.

For a transcript to be released, a student's financial account must be free of financial holds, including clearance of all fines, fees, and tuition balances.

Other special notations may also be applied depending upon specific circumstances in which a specific violation of the institute's policies occurred. The notation would include the following type of statement, "[Suspended, Dismissed, or Withdrew while under investigation] for a violation of [insert name of institution's code, rules, or set of standards]." Refer to the Non-Academic Misconduct section of the catalog for further information.

Transcripts can be requested through contacting the Registrar's Office via email: [registrar@newlinesinstitute.org](mailto:registrar@newlinesinstitute.org)

## 5.4 Semesters in the Academic Calendar

New Lines Institute operates on a calendar in which the academic year is divided into three main semesters: summer, fall, and spring. Each semester spans 16 weeks.

## 5.5 Contact and Credit Hour System

Federal regulation (§600.2 of the Department of Education Federal Code) defines a credit hour as the 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 twelve weeks for one semester 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 internships and other academic work leading to the award of credit hours.

For students to complete any program, they must complete a specified number of credit hours as required by their respective programs of study. One credit hour can be earned by successful completion of 10 contact hours of learning. One contact hour of learning is defined as a minimum of 50 minutes of supervised or directed instruction and appropriate break(s). For example, for three graduate credit hours, a student must receive 45 contact hours of classroom instruction or a combination of lab and class work. Two hours of lab is equal to one hour of classroom teaching. Additionally, three hours of internship is equal to one hour of classroom teaching.

## 5.6 Grading System and Grade Point Average

### 5.6.1 Explanation of Grades

For graduate level courses, the grades of A, A-, B+, B, and B- are passing grades, and C+, C, C-, D+, D, D-, and F are failing grades. The grade of "I" (Incomplete) is given to a student whose work has been of passing quality but who has, for compelling reasons, been unable to complete all his or her required coursework within 2 weeks of the beginning of next course. For the purpose of SAP evaluation, a grade of "I" is included in the calculation of the cGPA as a failing grade and counts as credit hours attempted for calculating the completion rate. The quality of performance in any academic course is reported by a letter grade. These grades denote the character of work and are assigned grade points as follows:

Percentage	Letter Grade	Grade Points	cGPA	Academic Standing
94.00-100.00	A	4.00	4.00	
90.00-93.99	A-	3.70		
87.00-89.99	B+	3.30		
83.00-86.99	B	3.00	3.00	
80.00-82.99	B-	2.70		<i>Lowest passing grade for graduate level course</i>
77.00-79.99	C+	2.30		<i>Failure</i>
73.00-76.99	C	2.00	2.00	<i>Failure</i>
70.00-72.99	C-	1.70		<i>Failure</i>
67.00-69.99	D+	1.30		<i>Failure</i>

63.00-66.99	D	1.00		<i>Failure</i>
60.00-62.99	D-	0.70	0.70	<i>Failure</i>
0.00-59.99	F	0.00	0.00	<i>Failure</i>
--	I	0.00	--	<i>Incomplete</i>
--	InP	--	--	<i>In Progress</i>
--	NR	--	--	<i>Not Reported</i>
--	R	--	--	<i>Repeated Course</i>
--	SP			<i>Satisfactory Progress (credit awarded for thesis work)</i>
--	TC	--	--	<i>Transfer Credit</i>
--	W	--	--	<i>Withdrawn</i>

### 5.6.1.1 Incomplete Grade (“I”)

The grade of “I” (Incomplete) is given to a student whose work has been of passing quality but who has, for compelling reasons, been unable to complete all their required coursework by the end of the course. The situation should rise to the level of and meet the threshold of extraordinary circumstances that were beyond the student’s control.

The incomplete is a temporary assignment of an “I” grade to the student’s transcript while they are actively enrolled at the institute. Students who withdraw from the institute prior to the changing of an incomplete grade from an “I” to a letter grade will be assigned a failing (“F”) grade for the course upon withdrawal. An incomplete grade cannot be applied in a student’s final course.

The instructor of the course completes an Incomplete Grade Request Form available at the website and submits this to the Program Chair. The Program Chair approves or denies the request and submits the form to the Registrar’s Office. Any amendments to parameters outlined in the form require resubmission. If the Program Chair also happens to be the course instructor, they can request approval from the Executive Dean. A grade of “I” must be evaluated and changed within 50% of the immediate consecutive course. At this time, all work from the previous course must be completed and submitted to the instructor. If a grade is not submitted within the allotted period, or if a student withdraws from the institute while an incomplete grade is on their transcript, the grade will be changed from “I” to “F” with the assumption that the student has not fulfilled their requirements for the course.

The impact of an “I” grade on a student’s satisfactory academic progress is as follows:

- A grade of “I” is included in the calculation of the cGPA as a failing grade and counts as credit hours attempted for calculating the completion rate.
- Courses that remain as an “I” at the end of the 2nd week of the beginning of the next course will automatically become an “F” grade.
- Incomplete and Withdrawal grades may have an adverse effect on the successful course completion percentage of a student if he/she has been charged tuition for any part of the course.
- The “I” grade is only issued for verifiable, unavoidable reasons. Since the “I” grade extends enrollment in the course, requirements for satisfactory completion will be established through student/faculty consultation.

A Grade Change Request Form available at the website must be submitted to change the “I” to a letter grade. Upon receipt of the Grade Change Form, the Registrar changes the grade in the student database.

### 5.6.1.2 In Progress (“InP”)

Indicates a course for which a student is currently registered in an active term.

### 5.6.1.3 Not Reported (“NR”)

An “NR” grade means that a grade has not yet been reported by an instructor at the time of grade processing. If an instructor does not submit grades by the deadline of grade submission, the Registrar’s Office records a temporary grade of “NR” to the student records. An actual letter grade will replace the NR grade once final grade processing takes place.

“NR” grades are not calculated in the cGPA; however, they will be considered credit hours attempted for academic satisfaction progress calculation. At the time “NR” changes to the letter grade, the student’s SAP will be re-evaluated.

The “NR” grade is a temporary assignment designated on the student’s transcript while they are actively enrolled at the institute. Students who withdraw from the institute prior to the changing of an NR grade to a letter grade will be assigned a failing (“F”) grade for the course upon withdrawal. A temporarily assigned NR grade must be evaluated and changed within 50% of the immediate consecutive course. If a grade is not submitted within the allotted period, or if a student withdraws from the institute while an NR grade is on their transcript, the grade will be changed from “NR” to “F” with the assumption that the student has not fulfilled their requirements for the course.

#### **5.6.1.4 Transfer Credit (“TC”)**

Please see transfer credit policy on page 63.

#### **5.6.1.5 Course Failure (“F”)**

Due to the lockstep and sequential nature of the program, each course is foundational and builds upon the preceding coursework. As such, students are expected to maintain satisfactory academic performance throughout the program.

A student who fails a course will be withdrawn from the program and must apply for re-admission to resume studies in the next academic year, beginning with the failed course. Re-admission is not guaranteed and is subject to the terms outlined in the Re-Admission Policy.

Students are permitted to fail no more than one course during the entirety of the program. A second course failure, whether occurring before or after re-admission, will result in permanent dismissal from the program without the option for re-admission.

For more information on eligibility to return following a course failure, please refer to the Re-Admission Policy in this catalog

#### **5.6.1.6 Official Withdrawal (“W”)**

A grade of “W” (indicating official withdrawal) will be recorded on the student’s transcript. “W” grades are not calculated in the cGPA; however, they will be considered credit hours attempted if the student has incurred a financial obligation for the course. “W” grades affect the required minimum completion rate.

### **5.6.2 Grade Point Average (GPA)**

The GPA is determined by dividing the total number of grade points earned in courses by the total number of credits attempted. The GPA is carried out to two digits past the decimal point (example 1.00). No rounding up or down shall be done to arrive at the GPA. When a course is repeated, only the highest grade earned is counted in the computation of the GPA and the cGPA for graduation.

#### **5.6.2.1 Cumulative GPA (cGPA)**

cGPA is defined as the overall GPA attained so far in an ongoing education period.

#### **5.6.2.2 Term GPA**

The term GPA refers to the cGPA for a given term.

### **5.6.3 Receiving Grades**

Students will receive their grades within one week of the submission of their grades to the Registrar’s Office. Students can view their grades via the Student Portal.

### **5.6.4 Grade Change Policy**

Faculty members are responsible for and have the authority to assign grades due to their position to evaluate the student’s academic work and performance in a course. It is the responsibility of the instructor to initiate any grade change if one is required. All grade change requests require approval from the Program Chair.

After final grades are submitted and finalized, an instructor must seek approval from the Program Chair, providing a rationale for the grade change request. This is done by completing the Grade Change Request Form available on the website and submitting it to the Program Chair via email. The relevant form must also include a copy of the gradebook showing the student’s original grade for the course/assignment in question and the work that was used to justify the change in grade.

If approved, the Program Chair will submit the form and coursework used to justify the grade change to the Registrar's Office. The Registrar will enter the new grade in the student database. Faculty should maintain a copy of the form and coursework for their own records.

Once the grade change has been processed, the registrar will inform the faculty member, the Program Chair, and the student of the change.

#### **5.6.4.1 Timelines for Grade Changes**

Grade changes for:

- Incomplete grades must be submitted to the Registrar's Office within 2 weeks of the beginning of the next course as stated in the Academic Calendar.
- Other allowable reasons as defined in the policy must be submitted to the Registrar's Office no later than the end of the following course.

Any grade change submitted after the deadline will not be accepted by the Registrar's Office. Once a degree is conferred, the record is permanently closed for that degree; therefore, no grade changes can occur after conferral.

#### **5.6.4.2 Grade Change**

Grades are earned based upon the quality of and timeliness of work submitted for a course, and as such, grade change requests must be based upon the student's submitted work for the course based upon the course syllabus. Typically, this work is submitted during the semester in which the student has taken the course, but this work could be submitted upon reasonable approval of an Incomplete ("I") grade as allowable by the Incomplete Grade policy. Work should not be included that was not submitted on time, or that is meant to provide an unjustified boost in the student's grade that would give them an unequal advantage over other similarly circumstance students.

The following are examples of appropriate reasons for grade appeals:

- Arithmetical errors, typos, or incorrect calculations in the gradebook
- Coursework submitted was excluded in grade calculation
- Coursework has been submitted to remove an incomplete ("I") grade as permitted in the Incomplete Grade policy
- Grade appears to be based on impermissible factors such as discrimination, bias, or retaliation

The following are non-exhaustive examples of reasons for a grade change request to be denied. Grade changes intended to modify a grade so that a student:

- Can have a high enough grade to graduate, or to materially improve a GPA/cGPA
- Could be awarded a scholarship, President's/Dean's List inclusion.
- Avoids receiving an academic warning, probation, or dismissal
- Can comply with internal and/or external requirements (for example receiving an award or scholarship from outside of the institute)

Additionally, grade changes should not be considered for the following non-exhaustive examples:

- Personal issues that are not related to their academic coursework
- Demonstration of not having completed course requirements

Under no circumstances should a faculty member feel obligated to assign or change a grade from factors outside of the coursework submitted as part of the class. For example, faculty should never feel pressured to modify or change a grade because of a request from an administrator. Such requests would violate the Institute's Code of Academic Excellence and Code of Ethics and should be reported to the Office of Institutional Effectiveness.

#### **5.6.4.3 Grade Change Initiated by an Instructor**

A grade can be changed by an instructor regardless of whether the change was requested by the student. After final grades are submitted, an instructor must provide written justification to the Program Chair with a clear and justifiable reason for the change. The Program Chair will approve or deny the change accordingly.

If approved, the Registrar will change the grade in the student database.



#### **5.6.4.4 Grade Appeal Initiated by a Student**

A student who wishes to question a grade must contact the instructor of the course in writing within the first two weeks of the next course. The request should include a clear indicator of what the student is requesting to be reviewed. The instructor will review the request and reply to the student regarding the decision. The Program Chair and Registrar may be copied on the written request and decision. If the Program Chair is also the course instructor, the Executive Dean can replace the Program Chair.

If the instructor does not respond within 2 weeks or the issue remains unresolved after receiving the instructor's determination, the student may appeal in writing to the Executive Dean within seven (7) days. The Executive Dean will initiate the formation of a grievance panel, which consists, at minimum, of the Program Chair (or designee), one disinterested faculty member, and a representative from the Office of Institutional Effectiveness. The student and faculty member will be invited to provide written statements and supporting documentation to the grievance panel regarding the matter; otherwise, the existing information will be reviewed. The student's request must include a clear indicator of the reason for requesting that the grade be reviewed. The grievance panel will then determine an appropriate resolution; both the student and faculty member will be notified of the decision within seven (7) days. The decision made by the grievance panel is final and cannot be further appealed.

### **5.7 Transferability of Credits, Courses, or Credentials to Other Institutions**

Transfer of New Lines Institute credits, courses, diplomas, certificates, or degrees earned to another institution is at the discretion of the receiving institution and no guarantee of transfer can be made by the institute. Students accept the risk that credits earned at New Lines Institute may not be accepted by any other institution. Prior to enrolling at New Lines Institute, students are strongly encouraged to consult the admissions office of any prospective institution.

### **5.8 Institutional Withdrawals**

New Lines Institute distinguishes between official, student-initiated withdrawals from unofficial, administrative withdrawals.

#### **5.8.1 Official Withdrawals**

A student may withdraw from the institute when circumstances beyond the student's control make it impossible for him or her to complete their coursework for the semester. A student wishing to withdraw from the institute must complete the relevant section of the Institutional Withdrawal Form, obtain the school officials' signatures, and submit the completed form to the Registrar's Office. This is considered an official withdrawal from the institute. A student who wants to be re-admitted to the program must wait until the next cohort. Re-admission to the program is not guaranteed. For more information on re-admission to the program, see the Admissions section of this catalog.

#### **5.8.2 Administrative Withdrawals**

If a student fails to attend for a period of 14 consecutive calendar days of classes for which they are registered in each semester, the institute will decide as to whether the student intends to return to classes or should be administratively withdrawn (unofficial withdrawal) from their program of study. The decision to maintain a student in an active status beyond the determination on the 14<sup>th</sup> day will be made on a case-by-case basis.

Students who do not attend class within the first 14 calendar days of the term will be administratively withdrawn from their course(s) and will not be permitted to re-register for that academic year.

Students who fail to register by the end of week 2 of the first semester are automatically considered administratively withdrawn from the Institute.

#### **5.8.3 Withdrawals and Course Grades**

The student will receive a grade of "W" if they withdraw by the Monday of the third week in a 4-week course. A student who does not withdraw from the institute before the deadline will receive a failing grade or a letter grade based upon their performance in the course. The institutional refund policy is applied to determine if the institution is required to provide a refund to the student.

## **5.9 Military Activation Policy**

New Lines Institute for Strategy and Policy considers individuals to be uniformed services if they are on active duty in the armed force and Reserves, and National Guard.

### **5.9.1 Uniformed Services Students and Call to Active Duty**

New Lines Institute provides several options for its uniformed services students who are required to withdraw or have prolonged absence from their studies. If a student is under call or order to active duty once the semester begins can choose to withdraw from their courses, receive a grade of incomplete for all their courses, or to earn a grade for their courses. The administrative and academic departments will do as much as possible to accommodate the needs of active-duty students while enrolled at the institute.

A copy of a student's military orders must be provided to the Program Chair and the Office of the Registrar. Students should consult with and ensure that the Program Chair is appraised of their requirements for active duty and should keep them informed of any intended decisions throughout the entire process. The Program Chair will work with students and provide them with guidance on navigating their studies leading up to their active duty/deployment.

#### **5.9.1.1 Course Withdrawal for Active Duty**

Students can elect to withdraw from their courses as of the effective date of the call or order to report for active duty. Following the Academic Calendar, students are eligible to withdraw from courses through the "W" (withdrawal) period and would receive a "W" grade for their courses.

Active-duty students who withdraw from their courses receive a full refund for any tuition and fees incurred for the semester in which they withdraw from their course/courses.

#### **5.9.1.2 Incomplete Grades for Active duty**

Students who may be far enough in the course and wish to receive an incomplete grade may make arrangements with their course instructor and Program Chair regarding affordances for making up any missed work. A specific plan must be established in writing regarding such arrangements, and all provisions of the Incomplete Policy must be followed.

#### **5.9.1.3 Earning a Grade for Active Duty**

Some students may find themselves at a point in the semester where they are far enough along in the course that they can complete any outstanding items and accelerate their coursework in time to being Active Duty. If a student wishes to seek this option, they must work with their course instructor(s) and Program Chair to make a written plan for completing the course during the remainder of the semester and/or prior to beginning active duty. A specific plan must be established in writing regarding such arrangements. Failure to adhere to the plan would result in the grade for the course being assessed based solely upon the work provided up to the point of the end of the course.

### **5.9.2 Leave for Military Duty**

Following the Higher Education Opportunity Act (HEOA) of 2008, New Lines Institute will reinstate a previously enrolled student to the same program of study if it is still available. If a program of study has significantly changed from the time that the student was enrolled, the institute will make every effort to maximize prior coursework taken in the program toward the newer version of the program. It is possible that not all courses will apply to the new program, but the institute will make every effort to assist the student. In some cases, especially if the program of study is no longer offered or has significantly changed from the time the student was enrolled, the institute will admit the student to the most similar program available unless the student requests or agrees to be admitted to a different program.

#### **5.9.2.1 Notice of Call to Active Duty**

Students who are called to active duty must provide a copy of their military orders to their Program Chair and the Office of the Registrar. Failure to provide this written notice may impact their ability to return.

U.S. military veterans are eligible if they began a leave of from school to participate under an active-duty order/call on or after August 14, 2008, if they performed active duty for a period of more than 30 consecutive days and received a discharge other than dishonorable or bad conduct. The cumulative absence shall not be more than five years and notice to return to the institute of no later than three years after completion of the

period of service. If a student is recovering from service-related injuries, they must inform the institute no later than two years after recovery.

These students will not need to reapply and would not be required to pay an application fee (if generally required by the institute) upon readmittance. Students who wish to be reinstated should contact the Institute School Certifying Official for Education Benefits regarding the process for reinstatement.

## **5.10 Academic Advising**

Clear and direct advising is a crucial part of the out-of-class experience and provides vital resources and support for students throughout their academic journey and beyond. The Program Chair has ultimate responsibility for registering all students, and they serve as the academic advisors for students throughout their program. This individual is credentialed, and course qualified to serve as content experts who can advise students on their academic and professional progress. Students can contact their advisor by any method (in-person, phone, email, etc.), and advisors will response within a reasonable timeframe. Students who are unsure of the name and contact information for their advisor can find this information by contacting the Office of the Registrar.

Academic advising includes but is not limited to providing additional guidance and resources for student success, assisting students with navigating the policies and procedures of the institute, tracking academic progress, ensuring compliance with the outlined program requirements, developing an academic plan, advising the student on how to improve their GPA, and providing guidance on career planning or further academic studies. Students can contact their advisor via email, phone, or in-person, and can expect a follow-up from their advisor in a reasonable timeframe.

Upon admission to New Lines Institute's program of study, but before the beginning of classes, students are required to meet with their academic advisors. This initial advising session includes the following:

- A review of the requirements for the program of study;
- A review of the student's prior academic record (if any) and other areas of concern;
- A discussion of the career and/or graduate study options open to the student; and
- Further evaluation of any areas in which the student might need additional support or resources.

Students returning, re-enrolling at the institute, or returning from a Leave of Absence must schedule a meeting with their advisors to take place no later than one week before the start of classes.

Students with course-specific issues (for example, questions about a homework assignment) should contact their course instructor directly; however, if a student wants to discuss long-term plans, next classes, programmatic progress or requirements, the advisor would be the best contact.

## **5.11 Course Registration**

Students meet with their advisor each semester to ensure that they are on track for program completion, register for courses, and to discuss their general academic progress.

Due to the lockstep structure of the program, students register only once at the beginning of the program.

## **5.12 Attendance Policies**

### **5.12.1 General Attendance Policy**

In recognizing the correlation between attendance and academic achievement as well as student retention, regular and punctual attendance is mandatory for students enrolled at the institute.

#### **5.12.1.1 Absences**

Students should strive to maintain satisfactory attendance and should miss class only when it is absolutely necessary. In instances in which personal circumstances sometimes keep students from attending all classes, it is the student's responsibility to notify the course instructor prior to missing class. In cases where advance notification is not feasible (e.g., accident or emergency), the student must provide notification as soon as possible after the absence. This notification should include an explanation of why a notice could not be sent prior to the class.

### 5.12.1.2 Excused Absences

Some absences can be determined to be "Excused" absences and permit the student to make up missed coursework or receive an equivalent amount or type of work that would have been received in class. The following are the only five acceptable reasons for an absence to be an "Excused" absence:

- 1) **Serious illness or serious medical emergencies on the part of the student or a dependent.** The student must submit a doctor's note explaining the reason for the absence to the instructor(s).
- 2) **Family emergency.** The student must submit a note and supporting documents to their instructor explaining the reason for their absence. In case of a death in the family, a death certificate must be submitted as supporting documents.
- 3) **Legal.** The student must submit the official documentation to their instructor explaining the reason for their absence.
- 4) **Military duty.** Student must provide an official government, state, or civic document indicating conditions and length of required service.
- 5) Authorized and approved events that are of significant relation to course content as approved by the faculty member and/or Program Chair.

#### 5.12.1.2.1 Proof of Excused Absence(s)

Students must submit proof of the reason for an absence (outlined above) to be excused to their course instructor. The instructor can require additional documentation substantiating the excused absence from the student and has established timeframe for such submission.

#### 5.12.1.2.2 Make-up Work

To make up for the excused absence course work, the student must initiate communication with the instructor to determine the deadline and what will constitute the make-up of the course work. If an excused absence is warranted, the instructor will provide the student an opportunity to make up any in-class quizzes, exams, or other assignments or activities that contribute to the final grade or provide a reasonable alternative by a date agreed upon by the student and instructor. Given the nature of some in-class assignments or work, some assessments may not be made up in their original form, and alternate forms of assessment may be required that provide a similar or equivalent evaluation of knowledge or skills (for example, an alternate form of a test if a standardized test was used in class, a paper instead of an in-class group project, etc.).

The final decision on the content and deadline of the make-up must be communicated to the student in writing, by the instructor, via the institute email. If the student does not follow the make-up plan (e.g., does not appear at the prearranged time or misses the deadline for make-up work), they forfeit their rights for further make-up of that work. Timely communication between the student and instructor is important.

#### 5.12.1.2.3 Appealing Denials of Excused Absences

If the student feels that they have been unfairly denied an excused absence, the student may appeal to the Program Chair, who will consider the case and attempt to resolve the problem. If the case cannot be satisfactorily resolved at that level, a final appeal may be made to the grievance panel.

#### 5.12.1.2.4 Unexcused Absences

Absences for unexcused reasons will result in not being able to make up in-class work, quizzes, exams, or other assignments and may negatively affect the student's final course grade. The instructor is under no obligation to provide an opportunity for a student to make up work due to an unexcused absence.

#### 5.12.1.2.5 Lateness

All students are expected to be in class on time. Late attendance is disruptive to both the instructor and students. If a student is late for class more frequently than what the instructor(s) considers acceptable, the instructor will report the issue to the Program Chair for appropriate disciplinary action.

#### 5.12.1.2.6 Left Early

All students are expected to be in class on time and remain for the duration of the class. As with late attendance, leaving early can be disruptive to both the instructor and students. Students who leave class early

more frequently than what the instructor(s) consider acceptable, the instructor will report the issue to the Program Chair or designee for appropriate disciplinary action.

#### **5.12.1.2.7 Appealing Attendance Designations**

A student who wishes to question his/her attendance designation (absent, present, late, or left early) must contact the instructor of the course in writing before the course ends or within the first two weeks of the next course. The instructor will review the request and reply to the student regarding the facts of the student's attendance record. The Executive Dean, Program Chair, and Registrar may be copied on the written request and facts regarding the attendance record.

If the instructor does not respond within 2 weeks or the issue remains unresolved after receiving the instructor's determination, the student may appeal or request an exception to the attendance policy in writing to the Program Chair 15 days after emailing their instructor. The Program Chair will call a meeting with a grievance panel, which consists, at minimum, the Program Chair or Executive Dean, one faculty member. The student and faculty member will be invited to present their perspectives of the issue to the grievance panel. The grievance panel will then determine an appropriate resolution; both the student and faculty member will be notified of the decision within seven (7) days. The decision made by the grievance panel is final and cannot be further appealed.

#### **5.12.2 Non-Attendance**

Students are expected to attend class as scheduled. Students who do not attend risk being withdrawn for non-attendance.

Students who do not attend class within the first 14 calendar days of the term will be withdrawn from their course(s) and will not be permitted to re-register for that academic year.

#### **5.12.3 Institute's Official Census**

Although the institute tracks status changes and student numbers throughout the year the official Census date, for administrative purposes is October 15<sup>th</sup>. The number of students attending the institute is used for a variety of reasons, including for federal reporting for the Integrated Postsecondary Education Data System (IPEDS) reporting requirement for the institute.

### **5.13 Degree Conferral and Graduation Requirements**

Degrees are conferred based upon the final semester in which the student completes all course, programmatic, and institutional requirements. All requirements must be completed, including all course grades, prior to the degree conferral date.

#### **5.13.1 Graduation Requirements**

Students are responsible for tracking their progress toward degree/program completion, and also for notifying the Registrar's Office that they intend to graduate via completion of the Program Exit Process. Students who do not notify the Office of the Registrar of their intent to graduate, but who meet all graduation requirements, will be changed to an "Alumni" status once the Office of the Registrar deems that the degree requirements have been met.

##### **5.13.1.1 Degree Program Graduation Requirements**

The following minimum requirements must be met in order to qualify for a degree:

	<b>Graduate Degree</b>
<b>Minimum Passing Grade Per Course</b>	B-
<b>cGPA</b>	3.00
<b>Total Required Credit Hours</b>	36

### 5.13.2 Program Exit and Process

All students must complete the Program Exit Process in their final semester of study. All students who are nearing program completion must complete the Program Exit Form via the institution website. Failure to do so could result in a delay in processing the conferral of the degree, which also has an impact upon when diplomas/certificates are created.

The fee for exiting the program is \$150 for all students. The cost covers the diploma for the program. See the program information and/or the Program Chair for information. The fee is non-refundable.

Failure to complete the Program Exit Process will result in a delay in processing the creation of the diploma. No transcripts or other proof of program completion will be issued unless/until the Program Exit Process is completed.

### 5.13.3 Degree Conferral versus Commencement

Degree conferral is the act of awarding credentials for successfully completing the programmatic requirements outlined in the Academic Catalog. This is distinct from the Commencement Ceremony, which is the formal celebration that the entire learning community participates in to honor those who have graduated.

The date that a degree is conferred and the date of graduation (program completion) is the final day of the semester in which the student is registered and completes all graduation requirements.

### 5.13.4 Student Records Upon Graduation

Records are sealed at graduation and no changes may be made to the academic record (transcript) after a degree has been awarded.

On rare and extreme occasions, the institute may retroactively revoke the degree/credential if significant violations are deemed to have led to the awarding of the degree. This could occur, for example, if the institute determines that the degree was unjustly granted in cases where the student plagiarized their thesis or final project and would have otherwise not been awarded credit for the artifact.

## 5.14 Academic Honors

### 5.14.1 President's and Dean's Lists

The President's and Dean's Lists are compiled at the end of all semesters to recognize New Lines Institute's high-achieving academic students. The list consists of names of students who meet the criteria for that semester as outlined below.

President's List		
#	Requirements	Graduate Students
1	Minimum GPA	4.00
2	Minimum credit hours attempted and earned	12
3	Minimum grade	A
4	Other requirements	<ul style="list-style-type: none"><li>• No I, U, or F</li><li>• Only required grades for the intended program are considered</li></ul>

Dean's List		
#	Requirements	Graduate Students
1	Minimum GPA	3.90
2	Minimum credit hours attempted and earned	12
3	Minimum grade	B+
4	Other requirements	<ul style="list-style-type: none"><li>• No I, U, or F</li><li>• Only required grades for the intended program are considered</li></ul>

A letter from either the Office of the President or the Dean's Office is sent to students noting their accomplishments and placement on the list. The President's and Dean's list are published on New Lines Institute's website semesterly.

## **5.15 Satisfactory Academic Progress (SAP) Policy**

The Satisfactory Academic Progress (SAP) Policy monitors and measures whether the students are maintaining satisfactory academic progress in their educational programs. The standards and requirements of satisfactory academic progress apply to all enrolled students. The lockstep structure of the program allows each course to be offered only once a year. A failed course must be repeated in the next academic year.

### **5.15.1 Satisfactory Academic Progress Standards**

The satisfactory academic progress (SAP) standards are measured after the final grades are recorded at the end of Summer, Fall, and Spring semesters which are called "evaluation points". SAP is measured by the following three criteria.

1. Maximum Time Frame for Program Completion (MTF)
2. Qualitative Standard: a required minimum cumulative grade point average (cGPA)
3. Quantitative Standard: a required minimum completion rate (CR)

If SAP is met, a student will continue in good academic standing with no other indications in the student's record.

Students who fail to meet any of the above-mentioned criteria will be considered not meeting the SAP requirements and will be put on "probation." If SAP is not met, a letter will be sent to the student's official institute email of record and a copy will be placed in the student record based on the category.

At the time of SAP review, students will fall into one of the following categories:

- **GOOD STANDING:** Student has met all required SAP standards and is eligible for aid for the following semester or academic year provided that all other requirements are met, no administrative action is taken if SAP is deemed "met".
- **ACADEMIC WARNING:** Student has not made progress standards for the first time. The student must make improvements on all SAP standards in order to be removed from Academic Warning.
- **ACADEMIC DISMISSAL:** Student fails to meet the required SAP standards at the end of an academic warning period or fails to comply with the Academic Plan during or at the end of an Academic Probation period, or who again does not meet SAP standards.
- **ACADEMIC PROBATION:** Students who face an Academic Dismissal (having been on Academic Warning in the prior semester) who, for compelling reasons, are able to justify to the SAP Appeal Committee that they are able to make significant changes in future terms to overcome any potential areas of academic concern. If the SAP Committee agrees with the student's justification and potential plan for improvement, the student can continue on Academic Probation for one semester or length of Academic Plan.
- **FINAL ACADEMIC DISMISSAL:** Student received an Academic Warning and then an Academic Dismissal in a subsequent, consecutive term. The student appealed to continue in the program and was placed on Academic Probation to make improvements, following an Academic Plan. The student failed to meet the terms of the Academic Plan and receives a Final Academic Dismissal. This Final Dismissal cannot be appealed. The student will be dismissed and will not be allowed to re-enter. The student can be admitted as a new student after 365 days from the dismissal. No credit will be given for previously completed courses. The Program Chair may make an exception in accepting previous credits in extenuating circumstances. In these cases, no more than 50% (up to 18 credits) of the program credits required for graduation will be accepted.

SAP is calculated by Registrar's Office at each "evaluation point" and the actual calculation is maintained by the Registrar.

### **5.15.2 Qualitative Standard: Cumulative Grade Point Average (cGPA)**

Students must meet the qualitative standard of a minimum cumulative grade point average (cGPA) requirement at each SAP evaluation point, as shown in the "SAP Requirement Charts" by program level below.

Graduate students must have a minimum cGPA of 3.00 at the end of each semester and at the end of the graduate program.

There are only certain mitigating circumstance(s) that can be considered for an appeal. Please refer to Procedure to Appeal Academic Dismissal for the exhaustive list.

### 5.15.3 Quantitative Standards: Completion Rate (CR)

Students must meet the quantitative standard of a minimum completion rate (CR) requirement of 100% at each SAP evaluation point, as shown in the “SAP Requirement Charts” below.

There are only certain mitigating circumstance(s) that can be considered for an appeal. Please refer to Procedure to Appeal Academic Dismissal for the exhaustive list.

### 5.15.4 SAP Requirement Charts

Semester	Required Minimum cGPA	Required Minimum CR	Result if SAP Not Met
Summer	3.00	100%	<ul style="list-style-type: none"> <li>• Academic Warning if first time</li> <li>• Academic Dismissal if on Academic Warning in the previous semester</li> </ul>
Fall	3.00	100%	
Spring	3.00	100%	

### 5.15.5 Maximum Time Frame (MTF)

Students must complete the entire program within 150% of the original program length. The program is 36 credits, so the maximum allowed program length is 54 credits. Students may repeat a failed course only once. Failing the same course twice will result in academic withdrawal.

If a student is unable to complete the program within the MTF indicated above, the individual will be dismissed from the program. No academic warning or probation is allowed at this point, and the student will not be eligible to receive the original credential (e.g., master’s degree).

### 5.15.6 Probation Statuses and Procedures

#### 5.15.6.1 Academic Warning

Failure to achieve the required SAP standards rate at the required evaluation point(s) will result in Academic Warning (See the “SAP Requirement Charts”). The academic warning period is one semester. A notification to students on Academic Warning will be sent to the student’s official institute email. While notification is sent to students, each student is responsible for monitoring their own academic progress. Failure to receive the notification does not negate the student’s SAP result and its implications.

Students on Academic Warning are required to meet with their academic advisor prior to registering for the upcoming semester to create an academic plan and must work toward improving their SAP standing by the end of the next semester to be in good academic standing.

If a student fails to meet the SAP requirements at the end of the Academic Warning period, the student will be dismissed from the program and the institute.

#### 5.15.6.2 Academic Dismissal

There are four (4) reasons that a student can be on Academic Dismissal due to the SAP requirements:

1. Failure to meet the required SAP standards at the end of an Academic Warning period
2. Failure to meet the required SAP standards at the end of an Academic Probation period
3. Failure to comply with Academic Plan during or at the end of an Academic Probation period
4. If the review of a student’s SAP evaluated at any time indicates that it is mathematically impossible for the student to meet the minimum requirements of the Standards of SAP policy at the next mandatory evaluation point the result will be an Academic Dismissal from the program and the institute.

Students will be notified of Academic Dismissal by the Registrar’s Office via their institute email within five calendar days after the final grades are posted. However, all students are responsible for monitoring their own academic progress. Failure to receive the notification does not negate the student’s SAP result and its implications.



Any student who is dismissed may appeal to the Program Chair within 2 business days of the notification by writing if a mitigating circumstance resulted in the dismissal. Refer to Procedure for Appealing Academic Dismissal for more details on this process.

#### **5.15.6.2.1 Procedure for Appealing an Initial Academic Dismissal**

A student being dismissed for not meeting SAP requirements can appeal the Academic Dismissal if they have mitigating circumstances that contributed to the dismissal. The following is a list of conditions that may be considered as mitigating circumstances, which have negatively impacted academic progress:

- Student illness or injury that led to hospitalization or a documented serious illness or injury of the student (including mental health issues)
- Death of an immediate family member (a parent, spouse, sibling, or child)
- Illness of an immediate family member where the student is the primary caretaker or the family member is the primary financial support
- Work-related major changes during the period (e.g., Military deployment)
- Natural disaster
- Other circumstances that resulted in undue hardship to the student

The appeal must be submitted to the Program Chair within 2 business days from the notification, in writing via the institution's official student email account, and must include the following documents:

1. Letter of appeal, explaining the mitigating circumstances that resulted in the academic dismissal, and an explanation on how the circumstances have been remedied or changed to ensure that they will be able to meet SAP requirements
2. Supporting documentation of the mitigating circumstance, and its remediation or change.
3. An academic plan approved by academic advisor: See Academic Probation section for further information on academic plans.

The Program Chair will convene an SAP Appeals Committee and notify the student about the decision within 3 business days.

#### **5.15.6.3 Academic Probation**

A student whose academic dismissal appeal is approved by the SAP Appeals Committee will be placed on academic probation and can continue their study under the condition of an approved academic plan. The statement "Academic Probation" will be entered into the student's permanent record.

The academic probation is one semester in length. The "academic plan" is defined as a written agreement between a student and an academic advisor in order for the student to improve their academic progress. The academic plan includes a course schedule plan during the academic plan period to ensure that the student has a realistic achievable academic plan. The plan includes the required minimum cGPA and minimum completion rate that the student must achieve at the end of the academic plan period.

If the student on academic probation attains the minimum SAP requirement at the end of or during the probationary period, the academic probation status will be lifted and the student will be considered in a good academic standing. If a student fails to meet the SAP requirement at the end of the probationary period or fails to follow and meet the academic plan goals, the student will be dismissed from the program and the institute. "Academic Dismissal" will be entered into the student's permanent record.

#### **5.15.6.4 Final Academic Dismissal**

If a student is dismissed for the second time (following an initial Academic Warning designation, an Academic Dismissal, followed by an approved appeal and placement on an Academic Probation) and does not meet the SAP standards and and/or the Academic Plan goals again, the student receives a Final Academic Dismissal. This Dismissal cannot be appealed. The student will be dismissed and will not be allowed to re-enter. The student can be admitted as a new student after 365 days from the dismissal. No credit will be given for previously completed courses. The Program Chair may make an exception in accepting previous credits in extenuating circumstances. In these cases, no more than 50% (up to 18 credits) of the program credits required for graduation will be accepted.

#### **5.15.7 SAP Dismissal and Re-entry**

##### **Withdrawal and Application for Re-entry**

Students who have withdrawn from the institute in good standing may apply to be re-admitted to the same program from which they withdrew by following the regular admission process defined above, with the addition

of a clearly defined Completion Plan. Refer to the Admission Requirements section for more detailed re-admission requirements.

Students who were on an academic warning, or academic probation at the time of their voluntarily withdrawal, will be placed back on those statuses and the same requirements will apply, upon successful re-admission. Students who were on academic probation will be conditionally accepted with the understanding that the student will submit a revised academic plan, approved by their academic advisor, to the Registrar's Office to complete enrollment.

#### **Termination Due to Academic Dismissal**

Students must successfully complete the regular admission process first to receive conditional acceptance. After which the student must successfully appeal the Academic Dismissal to be enrolled back in class. Refer to Procedure for Appealing Academic Dismissal for information on how to appeal.

#### **Termination Due to Non-Academic Reasons**

Students who have had their status as a student involuntarily terminated due to non-academic reasons must apply to be re-admitted through the admission process. A written petition may be requested during the re-admission process. All students who have had their student status terminated for any reason must clear all outstanding financial balances with the Accounting Office prior to applying for re-admission into the institute.

### **5.15.8 Special Letter Grades and SAP evaluation**

**Incomplete Grade ("I"):** For the purpose of SAP evaluation, a grade of "I" is included in the calculation of the cGPA as a failing grade and counts as credit hours attempted for calculating the completion rate. Courses that remain as an "I" at the end of 14 calendar days after the final grade submission date will automatically become an "F" grade. If the student's SAP is not met while receiving an "I" grade, SAP will be re-evaluated after the "I" grade changes to an actual letter grade.

**Repeat Course ("R"):** The original grade, credit hours, and subsequent repetitions must be calculated as credits attempted for the purpose of SAP evaluation. When a course is repeated, the lower grade will be excluded in the cumulative GPA calculation and the higher grade will be included in the cumulative GPA calculation. A course may be repeated only once. Failing the same course twice will result in dismissal from the institute.

**Non-Punitive Grades:** "W", "NR" grades are considered as Non-Punitive Grades.

**Withdrawal ("W") – Withdraw without penalty:** A student must maintain a full-time course load (12 credits). If a student wishes to withdraw, they must withdraw from the program. They will not be eligible to re-start the program until the following year as only one section of each course is taught per year. Students may withdraw only after obtaining the Executive Dean's or Program Chair's signature on the Institutional Withdrawal Form. Forms must be received within 5 business days from the start of the course to be considered withdrawal without penalty. Any withdrawal after that will result in a failing grade.

A grade of "W" (indicating official withdrawal) will be recorded on the student's transcript. "W" grades are not calculated in the cGPA; however, they will be considered credit hours attempted if the student has incurred a financial obligation for the course. "W" grades affect the required minimum completion rate. Please refer to the Withdrawals ("W") section in the academic catalog for further information.

**Not Reported ("NR"):** An "NR" grade means that a grade has not yet been reported by an instructor at the time of grade processing. "NR" grades are not calculated in the cGPA; however, they will be considered credit hours attempted for academic satisfaction progress calculation. At the time "NR" changes to the letter grade, the student's SAP will be re-evaluated.

<b>Grade</b>	<b>Impact on SAP</b>
I (Incomplete)	Counts as an F if not resolved within 14 days
W (Withdrawal)	Does not affect cGPA but counts toward attempted credits
NR (Not Reported)	Counted as attempted credits and recalculated upon grade entry
R (Repeat Course)	Only the highest grade is used in cGPA calculation and all credits taken are calculated as credits attempted.

## 5.16 Leave of Absence (LOA)

Federal and accrediting agency regulations require that a leave of absence must not exceed 180 days in a 12-month period.

Due to the lockstep nature of the program—where each of the 12 courses is offered only once per academic year in a fixed sequence—students who miss a course must resume their studies in the same course during the same point in the next academic cycle. For example, if a student misses Course 5 in October 2025, they may return to resume the program with Course 5 in October 2026.

Because the structure of the program described above does not allow students to take a leave and return to the same point in the program where they left within 180 days, **a leave of absence is not permitted.**

If a student needs to suspend their study for any reason, they must withdraw from the program and return in the next academic year. For information about re-entry, see the Admissions Information chapter of this catalog.

## 5.17 Language of Instruction

New Lines Institute for Strategy and Policy proudly maintains an international focus as one of its core values, which is evident in the curriculum and among the wider learning community membership. To facilitate communication and instruction in a manner that would be conducive to all community members, English is used as the official medium of instruction. Community members should strive to communicate in English wherever possible.

## 5.18 Learning Management System

All courses have a course resource page through the learning management system (LMS), Canvas. Courses can be accessed at the LMS website. The LMS is a place where faculty will provide resources to students for their classes as well as accept electronically submitted homework. Therefore, students are expected to log in and use the LMS to access their course resource pages. Students can access their current semester's course(s) under "My Courses". On the course's resource page, students can access resources, submit assignments, participate in discussion forums, etc.

Students will have access to their previous course pages as long as they are actively enrolled in courses.

## 5.19 Learning Beyond the Classroom

New Lines Institute embraces a learning model that allows for continued learning beyond just in-class contact time through use of our learning management system (LMS). The LMS allows for facilitated growth opportunities used to supplement the traditional in-class experience. Unless otherwise specified, all courses are fully conducted in their specified modality/format to include the completion of 12 lectures and 45 practicum/externship hours per credit. Outside or supplemental work through the LMS would be in addition to these hours. All courses utilize the LMS for tasks like assignment submission and other out-of-class activities aimed at engagement beyond the classroom. These additional learning opportunities can include guest lectures, discussion forums, or other similar means of interacting with the course outside of the traditional lecture time. All such work/activities are conducted through the LMS in addition to the traditional contact time in class.

## 5.20 Identity Verification, Privacy, and Access

New Lines Institute for Strategy and Policy has established and will periodically evaluate its process to ensure that a student who has enrolled is the same person who participates in and accesses any virtual coursework through the learning management system, library, or other such resources. When a student first begins their studies, they will be required to demonstrate that they are the person identified who applied for and was accepted to the program. This is done by verifying the identity of the individual using a government issued identification. This identification must be presented for verification, in-person at the orientation or prior to the first day of class.

To authenticate student identification in web-based tools or services used by the institute, New Lines Institute for Strategy and Policy:

- Uses a unique and secure login and pass code to verify the identity of students. This username and password are unique to the student and, following the institute's policies, is not to be shared with anyone other than the student. When students sign their enrollment agreement, they agree to the institute's policies and procedures, one of which is defined in the IT Security Policies.
- Uses a secure web form to reset their user passwords. When LMS username and/or password is forgotten, users will be directed to an online form where they enter their institute email address to receive a new password to regain access to the LMS. Account password will not be sent to the user by any other means. If the student is also having trouble accessing their institute provided email account, student will be required to reset the email account password by scheduling a virtual meeting with someone from IT via video conferencing in which the student would be required to present a photo ID to reset email password. During this session, students will be asked at least two personal and/or demographic questions such as date of birth, Social Security Number, birth city, current address in file to verify identification. There are no additional fees associated solely with the verification of your identity.
- Uses a secure email system and web-based systems. Staff and faculty communicate all user account related messages through the institute -provided student email accounts. Students are expected to follow requirements for always maintaining security of their accounts.
- Adheres to industry standard information security practices and to federal and state regulations and legislation such as the Family Educational Rights and Privacy Act.

Students who may forget their username and password can reset their passwords. When a username and/or password is forgotten, users will be directed to an online form where they enter their institute email address to receive a new password to regain access to their systems. Account password will not be sent to the user by any other means. In case a student is also having trouble gaining access to their institute-provided email account, student will be required to reset the email account password by scheduling a virtual meeting with someone from IT via video conferencing in which the student would be required to present a photo ID to reset email password. During this session, students will be asked at least two personal and/or demographic questions such as date of birth, Social Security Number, birth city, current address in file to verify identification.

Students are not charged any additional fees associated solely with the verification of their identity.

When students sign their enrollment agreement, they agree to abide by the institute's IT Security Policies when accessing course materials and the required information systems to engage in distance education coursework.

## **5.21 Transfer Credit**

Due to the unique curriculum developed for the Master of Arts in Strategy and Policy, no transfer credits will be accepted. All credits for this program must be earned through classes taken at the institute. No credit is granted for life or work experience.

## **5.22 Independent Study**

Due to the lockstep nature of the program, students must take all instructor-led courses sequentially as prescribed by the curriculum. Hence, Independent Study is not allowed in the program.

## **5.23 Student Faculty Ratio and Average Class Size**

The student to faculty ratio is 12:1, and the average class size is twelve students.

## **6 STUDENT RIGHTS PRIVILEGES, & RESPONSIBILITIES**

Students enjoy certain rights but also have certain responsibilities. The submission of an application for admission to the institute represents a voluntary decision on the student's part to participate in the programs offered by the institution pursuant to its policies, rules, and regulations. The institute's approval of that application, in turn, represents the extension of a privilege to join The Institute and remain a part of the institute so long as the student meets the required academic and social standards of the institute.

The Institute is a learning community with specific expectations concerning the conduct of its students. The institute strongly believes that students are adults who are expected to take personal responsibility for their own conduct. Acceptance into any of the institute's programs implies that the student has the following rights and responsibilities:

1. To pursue their educational goals through the resources and the opportunities made available to him/her by the institute.
2. To challenge any institute ruling or other sanction by appealing to due process, except as hereinafter provided.
3. To inquire, express views, and assemble with others as long as the student does not interfere with the rights of others or the institute's effective operation.
4. To receive a professional and non-biased review of their academic ability and performance.
5. To recognize the safety and protection of property and the continuity of the educational process.
6. To help the institute maintain good relations with its neighbors and the surrounding community by, among other things, obeying all traffic regulations, refraining from causing any disturbance, and respecting private property.

### **6.1 Academic Freedom**

Academic freedom relates to the unfettered ability for faculty to conduct professional research and teaching practices in their fields. While faculty are permitted to teach course content and research as it relates to their professional and educational background, they also serve to honor, respect, and cultivate spirit of creativity, inquiry, and respectful criticism in their interactions with students and colleagues. By doing so, the learning community is afforded the free flow of ideas that is a bedrock of the higher education institution.

Because faculty hold a special place in society, they are encouraged to always operate (on and off-campus) in respectful and dignified ways. In doing so, they should be clear to highlight when they are representing their own thoughts versus the thoughts of the institution that they work for.

### **6.2 Grounds for Warning, Suspension, or Dismissal**

Any of the following may be considered as cause for probation, suspension, or dismissal:

1. Academic dishonesty of any kind
2. Failure to maintain satisfactory academic progress
3. Violation of institutional rules and regulations
4. Failure to meet financial obligations

### **6.3 Academic Integrity Policy and Procedures**

#### **6.3.1 Academic Integrity and Code of Academic Excellence**

In the pursuit of academic excellence, it is the policy that all parties associated with New Lines Institute for Strategy and Policy (The Institute) conduct themselves with a high level of honesty and responsibility regarding academic scholarship. The Institute is committed to the establishment of and adherence to high academic and integrity standards to foster reputations that students, faculty, staff, and alumni can be proud of. These reputations directly correlate to the value of the degrees conferred by the institution and are viewed with utmost importance. This requires that students, faculty, and staff understand the importance of integrity and adhere to the highest standards while in class or on internships, at work, and in continuing education.

The Institute commits to preparing students to be academically and professionally prepared for the rigors of the world of work. To ensure that high-quality educational opportunities are offered and to ensure the rigors of academic excellence, The Institute requires that students adhere to the Code of Academic Excellence.

### 6.3.1.1 Academic Integrity

Formal oversight of academic integrity is monitored by the entire New Lines Institute for Strategy and Policy's learning community, including the students, faculty, and staff of the institute. Suspected violations of academic integrity shall be directed to the appropriate Program Chair and/or, where necessary, to the Executive Dean for Academic Programs and Administration (hereafter "Executive Dean") in writing.

### 6.3.1.2 Plagiarism, Originality and Use of AI-Generated Content

New Lines Institute maintains a zero-tolerance policy toward plagiarism, including the use of content generated in whole or in part by generative AI tools. All written coursework must be original and authored solely by the student.

This policy is in place to:

- Uphold academic integrity and honesty
- Ensure fairness and equity among students
- Preserve the authenticity of the student's voice and expression
- Support holistic assessment based on the student's own critical thinking and communication skills
- Promote readiness for graduate-level academic work
- Address potential intellectual property concerns

Coursework found to contain AI-generated content may not be accepted. This policy aligns with New Lines Institute's commitment to maintaining academic standards and fostering an environment of originality and academic honesty.

### 6.3.1.3 Code of Academic Excellence

The Code of Academic Excellence is a commitment by the entire learning community to adhere to, sustain, and build upon the reputation of The Institute by continually focusing on academic integrity and rigor. The following statement has been adopted by The Institute and applies to all members of The Institute learning community:

*"All members of the New Lines Institute for Strategy and Policy learning community are expected to perform with integrity and respect for the high rigors of academic excellence espoused by The Institute. Academic integrity includes the maintenance of a learning environment where everyone is given an opportunity to succeed through their own efforts and violations to the Code of Academic Excellence are not tolerated by the learning community."*

### 6.3.2 Student Academic Misconduct

Violations to the Code of Academic Excellence by students can ultimately lead to the improper evaluation of assessment tasks leading to unjust attribution of grades or course status. Therefore, it is essential to monitor and evaluate any allegations of academic misconduct. While the Code of Academic Excellence applies to all members of the New Lines Institute for Strategy and Policy community, this section focuses on violations of academic integrity by students. Forms of violation can include, but are not limited to the following:

- Cheating and unauthorized use of materials: Cheating assumes taking advantage of people, materials, or other resources that are not your own and/or are not permitted. Unless otherwise instructed, students are expected to use their own ideas, work, and independent research for exams, projects, presentations, etc. The intentional or unintentional use of materials that are outside of the boundaries provided by the instructor or assignments is considered cheating.
- Improper collaboration: Permission to collaborate on homework, assignments, projects, exams, etc. must be authorized by an instructor. When not explicitly granted permission for collaboration, students should assume that they are not permitted to collaborate. In the absence of authorization for collaboration, it is assumed that all submitted work is the result of the student's own understanding and academic research. If submitted work is identical or overwhelmingly similar to another student's work, particularly where individual variation would be expected, the instructor has reasonable suspicion to assume that misconduct has occurred.
- Submission of material for multiple courses: Submission of work to a course (or even for publication) assumes that this material is new and/or full disclosure is made if the work has already been used/printed. This includes submission of assignments for multiple courses or journals. Submission of work for a class should be original work specifically for that course.

- Fabrication, forgery, purchase, alteration, or unlawful use of documents for academic advantage: Any form of lying, forgery, falsification, or unlawful use of data or other information is in direct violation of the Code of Academic Excellence. This can include, but is not limited to, lying to an instructor or administrator; misusing copyrighted information; purchasing, stealing, or misusing documents; or fabricating or falsifying results in order to achieve undue academic advantage.
- Conspiring/attempting/intimidating others to commit academic misconduct: Any student who aids in another's misconduct or attempts to intimidate another student to commit misconduct would be considered to be in violation of the Code of Academic Excellence. This would include, but is not limited to, (1) providing whole or partial work to another student who did not participate in and/or do the work, with a reasonable assumption that the information would be used in a manner consistent with misconduct; (2) attempting to cheat before the misconduct is discovered even if no cheating ultimately occurs; or (3) intimidating others, including threats and/or physical intimidation in order to take or misuse materials from another student.
- Representing the work of others as one's own work: Using the work of others and representing it as one's own work, regardless of whether or not the individual whose original work was used knows of the use, is not permitted. Work submitted is assumed to be the work of the submitter (or submitters, in the case of approved group work).
- Unauthorized access to the work of others: Hacking into accounts or stealing work from another in order to achieve an undue academic advantage is considered to be a violation of the Code of Academic Excellence as well as a cybercrime. This includes unauthorized access to a computer, email account, portal, or other form of storage by an individual with the intent of stealing or copying another's work. Violations can lead to civil or criminal penalties.
- Interference with the work of others: Intentionally harming, deleting, or altering the work of others to gain an undue advantage are acts that are considered to be inappropriate. These sorts of actions undermine the work of others and create an environment where the work of others is not valued. It is expected that scholars and professionals respect the work of others and do not attempt to harm or destroy this work.
- Plagiarism: Plagiarism includes, but is not limited to, the intentional or unintentional use of the ideas of others without properly attributing them to the original owner/thinker. This even includes personally reusing one's own ideas without properly citing them.

Each alleged violation of the Code of Academic Excellence will be evaluated and reviewed by members of The Institute learning community taking into consideration such factors as the student's prior academic history. Therefore, the list above is not intended to be exhaustive and is merely meant to serve as a sample of potential areas for violation.

As one method of identifying overlap between documents, The Institute recommends that assignments be submitted through Copyleaks's plagiarism detection service. Students can also use Copyleaks as a tool for monitoring their own academic integrity and should consider proactively checking all assignments and discussion postings prior to uploading them to the official submission locations. In some courses, instructors may require students to submit an assignment more than once (e.g., if students receive feedback on a draft before resubmitting a revised version). Only final submissions will be submitted to the Copyleaks database; however, draft submissions will be checked against existing information in the database to help both students and faculty members identify potential problems.

### **6.3.2.1 Reporting and Resolving Student Academic Misconduct**

The Institute is committed to the immediate resolution of allegations of misconduct. Wherever possible, if academic misconduct can be stopped prior to the occurrence of a violation, members of the learning community are encouraged to help each other to uphold the institute's ideals of integrity and hold each other accountable. When necessary, students, instructors, administrators and staff members, or other external parties may report misconduct. In doing so, it is crucial to understand both the scope of program oversight regarding allegations of misconduct and the adjudication process for allegations of misconduct.

### **6.3.2.2 Scope of School/Program Oversight**

New Lines Institute for Strategy and Policy has a Program Chair who oversees and manages the adjudication process for allegations of student misconduct. In cases where violations of the Code of Academic Excellence are suspected, the student, staff or faculty member shall notify the Program Chair of the School in which the allegation has taken place. In the rare instance where the Program Chair has a conflict of interest, the

Executive Dean (or their designee) will be made the de facto Designee for the proceedings as selected by the Executive Dean.

### **6.3.2.3 Adjudication of Allegations**

If an instructor or other member of The Institute learning community suspects academic dishonesty, he or she will follow the procedures outlined below to encourage a fair and equitable solution for any and all violations to the Code of Academic Excellence. Instances are cumulative and are recorded in the student's permanent file.

Before taking any other steps, the individual who has identified an academic integrity violation must immediately contact the Program Chair to ascertain whether the student has shown previous academic integrity violations. The Program Chair will check the Student Information System and review all documents to determine how many prior violations have occurred. In most cases, the next step will be to follow the procedures outlined below for the resolution of a first, second, third, or fourth instance.

As the School's designated voice on academic integrity, however, if the Program Chair considers a first, second, or third instance to constitute an egregious offense, the Program Chair may recommend that the matter be sent to an Institutional Grievance Panel, which will consist, at a minimum, of the Program Chair, one or more faculty members, and the Executive Dean. In consultation with the Program Chair, the Executive Dean will determine the exact membership of this Panel and invite members to participate. As described in greater detail below, the Panel will decide whether the remediation plan normally associated with that instance is sufficient to address the serious nature of the violation or whether additional measures might be necessary. This is intended not only as a potential means of escalation, but also as a way of seeking multiple perspectives and ensuring a fair response to an especially serious academic integrity issue.

If a student commits multiple similar violations of the academic integrity policy around the same time, before having a chance to complete and learn from the current remediation plan, the Program Chair may consider allowing the violations to count as part of the same instance. For example, if a new student were to paraphrase insufficiently in papers for two different classes in the same week, both could fall under a single remediation plan with the same consequence (e.g., failing both assignments with the option to redo them). Together, they could count as the student's first allegation of misconduct, and the same remediation tools and resources could be used to address both simultaneously. However, if a student were to plagiarize in one class and cheat on a test in another class, those different types of violations would count as separate instances of misconduct and call for different remediation plans.

It is important to note that academic integrity violations may sometimes be discovered after some time has passed. In such cases, consequences may need to be implemented retroactively. For example, a student might retroactively be given a zero on a previously graded assignment, which could mean failing and needing to retake the course, or a department's previous approval of a thesis might need to be retracted, which could mean revocation of the degree. These examples are not exhaustive. Instances such as these will be handled on a case-by-case basis. To the greatest extent possible, adjudication will follow the usual process outlined below for allegations that are made soon after suspected academic integrity violations have occurred.

#### **FIRST INSTANCE: Resolution for the First Allegation of Misconduct:**

The instructor alleging misconduct must gather proof of the potential violation (e.g., a Copyleaks report, a side-by-side comparison of the student's work against a classmate's work or something found on the internet, a written complaint by another student, or other evidence according to the nature of the violation), then inform the Program Chair. The Program Chair will check the student information system to determine the total number of instances of academic integrity violations on file in the student's record and will share that information with the instructor. If this is the first documented instance, then the following procedures will apply: The instructor has the discretion to decide whether the student should be given a grade of zero (0) on the assignment with no option to redo the work, or whether the student should have the option of resubmitting a revised version of the assignment that adheres to The Institute's Code of Academic Excellence in order to earn a reduced portion of the grade. In deciding what proportion of the grade can be earned on the resubmission, if any, the instructor is encouraged to consider both the severity of the violation and fairness to other students who completed the work with integrity from the beginning. For instance, if a student has inadvertently



missed a citation or insufficiently paraphrased due to a lack of understanding, that might call for allowing a substantial proportion of the grade to be earned on the resubmission, whereas if a student has intentionally copied another person's work, a more severe penalty such as an automatic zero on the assignment would be in order. The instructor is welcome to consult with the Program Chair for guidance.

- a. The instructor must inform the student in writing of the violation and host a meeting with the student to ensure that the student understands the academic integrity policy, the problem with the violation, and ways of avoiding violations of the policy in the future. As part of this meeting, the instructor will have the student sign two documents: The Institute's Academic Integrity Policy and an Academic Integrity Remediation Plan (First Instance) form, which the instructor will also sign. If the student is not willing to sign the policy or remediation plan, the instructor should make a note to that effect on the form and inform the student that the documents will nonetheless be maintained in the student's records. As relevant, the student will be strongly encouraged to visit The Institute's Writing, Research, and Media Center (WRMC) for additional guidance and feedback on avoiding academic misconduct. The instructor may also add further requirements to the Remediation Plan to ensure that it is tailored to the needs of the student.
- b. The instructor must submit the signed Academic Integrity Remediation Plan (First Instance) and all supporting documentation providing evidence of the violation (e.g., Copyleaks report, side-by-side comparison, student complaint, or other evidence) to the Program Chair.
- c. The Program Chair must send all the documentation associated with the academic integrity violation to the Registrar ([registrar@newlinesinstitute.org](mailto:registrar@newlinesinstitute.org)) so that copies can be maintained in the student's permanent record at The Institute. The Program Chair will also CC the instructor and the Office of Institutional Effectiveness ([oiie@newlinesinstitute.org](mailto:oiie@newlinesinstitute.org)) to inform the institute's assessment efforts.
- d. The Program Chair must make notes in the student information system to document the content of all meetings and communication with the student regarding the academic integrity violation and remediation plan. The Program Chair is also encouraged to email the student's other professors to let them know that the student may need additional guidance regarding academic integrity.
- e. If the student has been encouraged to visit the WRMC, the Program Chair will email the WRMC ([wrm@newlinesinstitute.org](mailto:wrm@newlinesinstitute.org)) to notify them of the upcoming appointment request so that they can ensure sufficient staffing is on hand.
- f. Following the student's meeting with a WRMC Coach, the WRMC will email documentation of the visit to the Program Chair, the instructor, and the Registrar ([registrar@newlinesinstitute.org](mailto:registrar@newlinesinstitute.org)) to be maintained in the student's file.

## **SECOND INSTANCE: Resolution for Second Allegation of Misconduct**

The instructor alleging misconduct must gather proof of the alleged misconduct (i.e., a Copyleaks report, a side-by-side comparison of the student's work against a classmate's work or something found on the internet, a written complaint by another student, or other evidence according to the nature of the violation), then inform the Program Chair. The Program Chair will check the student information system, then inform the instructor of the total number of instances of academic integrity violations on file in the student's record. If this is the second documented instance, then the following procedures will apply: The instructor will award a zero, with no option to redo the assignment.

- a. The Program Chair will schedule a meeting with the student to discuss the allegation. In this meeting, the Program Chair will confirm that the student will receive a zero for the assignment with no option to resubmit the work, remind the student of the Code of Academic Excellence and Academic Integrity Policy, discuss the consequences of repeated violations (including what would happen if a third and fourth instance were to occur), and again have the student sign two documents: the Academic Integrity Policy, which the student has already signed, and an Academic Integrity Remediation Plan (Second Instance) form, which the Program Chair will also sign. If the student is not willing to sign the policy or remediation plan, the Program Chair should make a note to that effect on the form and inform the student that the documents will nonetheless be maintained in the student's records. This second remediation plan will contain additional requirements to ensure that the student fully understands what academic misconduct is and how to avoid it. This may include another meeting with The

Institute's Writing, Research, and Media Center for further guidance and feedback. The Program Chair may add requirements to the Remediation Plan to ensure that it is tailored to the needs of the student.

- b. The Program Chair must submit a copy of the signed Academic Integrity Remediation Plan (Second Instance) and all supporting documentation providing evidence of the violation (e.g., Copyleaks report, side-by-side comparison, student complaint, or other evidence) to the Registrar ([registrar@newlinesinstitute.org](mailto:registrar@newlinesinstitute.org)) so that copies can be maintained in the student's permanent record at The Institute. The Program Chair will also CC the instructor and the Office of Institutional Effectiveness ([oiie@newlinesinstitute.org](mailto:oiie@newlinesinstitute.org)) to inform the institute's assessment efforts.
- c. The Program Chair must make notes in the student information system to document the content of all meetings and communication with the student regarding the academic integrity violation and remediation plan. The Program Chair is also encouraged to email the student's other professors to let them know that the student may need additional guidance with regard to academic integrity.
- d. If the student has been encouraged to visit the WRMC, the Program Chair will email the WRMC ([wrmc@newlinesinstitute.org](mailto:wrmc@newlinesinstitute.org)) to notify them of the upcoming appointment request so that they can ensure sufficient staffing is on hand.
- e. Following the student's meeting with a WRMC Coach, the WRMC will email documentation of the visit to the Program Chair, the instructor, and the Registrar ([registrar@newlinesinstitute.org](mailto:registrar@newlinesinstitute.org)) to be maintained in the student's file.

### **THIRD INSTANCE: Resolution for Third Allegation of Misconduct:**

The instructor alleging misconduct must gather proof of the alleged misconduct (i.e., a Copyleaks report, a side-by-side comparison of the student's work against a classmate's work or something found on the internet, a written complaint by another student, or other evidence according to the nature of the violation), then inform the Program Chair. The Program Chair will check the student information system, then inform the instructor of the total number of instances of academic integrity violations on file in the student's record. If this is the third documented instance, then the following procedures will apply: The Program Chair will schedule a meeting with the student to discuss the allegation. In this meeting, the Program Chair will confirm that the student will receive a zero for the assignment with no option to resubmit the work, remind the student of the Code of Academic Excellence and Academic Integrity Policy, discuss the consequences of repeated violations (including what else could happen as a result of this third instance and a potential fourth instance), and again have the student sign two documents: the Academic Integrity Policy, which the student has already signed, and an Academic Integrity Remediation Plan (Third Instance) form, which the Program Chair will also sign. If the student is not willing to sign the policy or remediation plan, the Program Chair should make a note to that effect on the form and inform the student that the documents will nonetheless be maintained in the student's records. The Program Chair will further inform the student that this matter will be handled by a School Grievance Panel, which will consist, at minimum, of the Program Chair, one or more faculty members, and the Executive Dean. The meeting of the School Grievance Panel should occur as soon as possible following the meeting with the student. Prior to that meeting, the student will be given the opportunity to explain the situation and make a case to the School Grievance Panel in writing.

- a. During the School Grievance Panel meeting, the Program Chair will present documentation of all allegations of academic misconduct (the first, second, and current instances). The Panel will then discuss the violation and possible consequences of the violation. Consequences can include but are not limited to:
  - i. Failure of the course with the option to repeat it, or
  - ii. Suspension from the institute for a minimum of one semester.
- b. A formal meeting will be arranged between the Program Chair and the student in which the School Grievance Panel's verdict will be presented to the student in the form of an official letter from the School. If the student is not willing to attend the meeting, the letter will be sent via email. A copy of this letter will also be provided to the Executive Dean and to the Registrar's Office, where it will be added to the student's permanent record. Appeals to decisions can be made to an Institutional Grievance Panel.

- c. The Program Chair must submit a copy of the signed Academic Integrity Remediation Plan (Third Instance) and all supporting documentation providing evidence of the violation (e.g., Copyleaks report, side-by-side comparison, student complaint, or other evidence) to the Registrar ([registrar@newlinesinstitute.org](mailto:registrar@newlinesinstitute.org)) so that copies can be maintained in the student's permanent record at The Institute. The Program Chair will also CC the instructor and the Office of Institutional Effectiveness ([oiie@newlinesinstitute.org](mailto:oiie@newlinesinstitute.org)) to inform the institute's assessment efforts.
- d. The Program Chair must make notes in the student information system to document the content of all meetings and communication with the student regarding the academic integrity violation and remediation plan. The Program Chair is also encouraged to email the student's other professors to let them know that the student may need additional guidance regarding academic integrity.

#### **FOURTH INSTANCE: Resolution for the Fourth Allegation of Misconduct:**

The instructor alleging misconduct must gather proof of the alleged misconduct (i.e., a Copyleaks report, a side-by-side comparison of the student's work against a classmate's work or something found on the internet, a written complaint by another student, or other evidence according to the nature of the violation), then inform the Program Chair. The Program Chair will check the student information system, then inform the instructor of the total number of instances of academic integrity violations on file in the student's record. If this is the fourth documented instance, then the following procedures will apply:

- a. The Program Chair will schedule a meeting with the student to discuss the allegation. In this meeting, the Program Chair will confirm that the student will receive a zero for the assignment with no option to resubmit the work, remind the student of the Code of Academic Excellence and Academic Integrity Policy, discuss the consequences of repeated violations (including a discussion about what could happen as a result of this fourth instance), and again have the student sign two documents: the Academic Integrity Policy, which the student has already signed, and an Academic Integrity Remediation Plan (Fourth Instance) form, which the Executive Dean will also sign. If the student is not willing to sign the policy or remediation plan, the Program Chair should make a note to that effect on the form and inform the student that the documents will nonetheless be maintained in the student's records. The Program Chair will further inform the student that this matter will be handled by an Institutional Grievance Panel, which will consist, at a minimum, of the Program Chair, one or more faculty members, the Executive Dean, and a designee from the Office of the President. In consultation with the Program Chair, the Executive Dean will determine the exact membership of this Panel and invite members to participate. If additional perspectives would be of use, the Panel is welcome to request that the Academic Integrity Committee send a representative as well. The meeting of the Institutional Grievance Panel should occur as soon as possible following the meeting with the student. Prior to that meeting, the student will be given the opportunity to explain the situation and make a case to the Institutional Grievance Panel in writing.
- b. During the Institutional Grievance Panel meeting, the Program Chair will present documentation of all allegations of misconduct (the first, second, third, and current instances). The Panel will then discuss the violation and possible consequences of the violation. Possible consequences can include:
  - i. Failure of the course, internship, or externship with no option to repeat it,
  - ii. Suspension from the institute for a minimum of one semester, or
  - iii. Permanent expulsion from the institute.
- c. The student will be notified of the Institutional Grievance Panel's verdict in writing by an official letter from the Executive Dean. A copy of this letter will also be provided to the Program Chair and to the Registrar's Office, where it will be added to the student's permanent record. Appeals to decisions can only be made to the Institutional Grievance Panel.
- d. The Program Chair must submit a copy of the signed Academic Integrity Remediation Plan (Fourth Instance) and all supporting documentation providing evidence of the violation (e.g., Copyleaks report, side-by-side comparison, student complaint, or other evidence) to the Registrar ([registrar@newlinesinstitute.org](mailto:registrar@newlinesinstitute.org)) so that copies can be maintained in the student's permanent record at The Institute. The Program Chair will also CC the instructor and the

Office of Institutional Effectiveness (oie@newlinesinstitute.org) to inform The Institute's assessment efforts.

**EGREGIOUS VIOLATION: Resolution of Allegation of an Egregious Instance of Misconduct**

Violations of academic integrity can range in severity from, for example, an unintentional lack of citation or inadvertently insufficient paraphrasing to a purposeful and blatant attempt to cheat. In some cases, the severity of the violation might seem to require more punitive measures than the consequences outlined for the instance at hand. (As just one example, if a student's first academic integrity violation was to bully another student into cheating, which might call for a stronger response than the awarding of a zero grade with the option of redoing the assignment for credit, the consequence outlined for a first instance.) In such cases, the instructor and/or Program Chair can recommend that the violation be escalated to count as an egregious instance and request the formation of an Institutional Grievance Panel to help determine the consequences, which may exceed those normally associated with a first, second, or third instance. As needed, the Program Chair is encouraged to consult with the Executive Dean, as well as possibly to seek guidance from the institute's Academic Integrity Committee, to decide whether to pursue this option.

The instructor alleging misconduct must gather proof of the alleged misconduct (i.e., a Copyleaks report, a side-by-side comparison of the student's work against a classmate's work or something found on the internet, a written complaint by another student, or other evidence according to the nature of the violation), then inform the Program Chair. If the Program Chair considers the alleged violation to the Code of Academic Excellence to be an egregious instance of misconduct, then the following procedures will apply:

- a. The Program Chair will schedule a meeting with the student to discuss the allegation. In this meeting, the Program Chair will confirm that the student will receive a zero for the assignment with no option to resubmit the work, remind the student of the Code of Academic Excellence and Academic Integrity Policy, and discuss the specific violation with the student, including why it was designated as an egregious violation and what the consequences of an egregious violation might be. The Program Chair will have the student sign a copy of the Academic Integrity Policy and inform the student that this matter will be handled by an Institutional Grievance Panel, which will consist, at a minimum, of the Program Chair, one or more other Program Chair, one or more faculty members, the Executive Dean, and a designee from the Office of the President. In consultation with the Program Chair, the Executive Dean will determine the exact membership of this Panel and invite members to participate. If additional perspectives would be of use, the Panel is welcome to request that the Academic Integrity Committee send a representative as well. The meeting of the Institutional Grievance Panel should occur as soon as possible following the meeting with the student. Prior to that meeting, the student will be given the opportunity to explain the situation and make a case to the Institutional Grievance Panel in writing.
- b. During the Institutional Grievance Panel meeting, the Program Chair will present documentation of all allegations of misconduct, including previous allegations, if any. The Panel will then discuss the violation and possible consequences of the violation. Possible consequences can include:
  - i. Redesignation of the violation as instance 1, 2, 3, or 4 (if so, follow procedures as above),
  - ii. Failure of the course, internship, or externship with the option to repeat it,
  - iii. Failure of the course, internship, or externship with no option to repeat it,
  - iv. Suspension from the institute for a minimum of one semester, or
  - v. Permanent expulsion from the institute.
- c. If the Panel chooses to redesignate the violation following option (i) above, the student will be notified in writing following the procedures outlined for instances 1-4 above. If the Panel deems that the allegation is egregious and chooses any of the options corresponding to (ii) through (v) above, the student will be notified of the verdict in writing by an official letter from the Executive Dean. A copy of this letter will also be provided to the Program Chair and to the Registrar's Office, where it will be added to the student's permanent record. Appeals to decisions can only be made to the Institutional Grievance Panel.

- d. The Program Chair must submit a copy of the signed Academic Integrity Remediation Plan (as relevant) and all supporting documentation providing evidence of the violation (e.g., Copyleaks report, side-by-side comparison, student complaint, or other evidence) to the Registrar ([registrar@newlinesinstitute.org](mailto:registrar@newlinesinstitute.org)) so that copies can be maintained in the student's permanent record at The Institute. The Program Chair will also CC the instructor and the Office of Institutional Effectiveness ([oiie@newlinesinstitute.org](mailto:oiie@newlinesinstitute.org)) to inform the institute's assessment efforts.
- e. The Program Chair must make notes in student information systems to document the content of all meetings and communication with the student regarding the academic integrity violation and remediation plan. The Program Chair is also encouraged to email the student's other professors to let them know that the student may need additional guidance regarding academic integrity.

The Institute does not excuse any violation of its policies on the basis that the student was not aware of these policies and their subsequent penalties and sanctions.

### **6.3.3 Faculty Oversight**

In addition to serving as mentors and role models, faculty are the primary arbiters and protectors of The Institute's academic integrity, and as such, they are held accountable not only for adhering to The Institute's Code of Academic Excellence, but also for monitoring their students' academic integrity. Faculty who suspects students of violations of academic integrity are required to enforce the institute's policy. Because The Institute takes a learning-oriented approach to academic integrity for our students, we do so for our faculty as well, as represented by the remediation plan described below. However, faculty who fail to enforce The Institute's policy despite education and/or remediation may be sanctioned, removed from their courses, or permanently blocked from teaching at the institution.

#### **6.3.3.1 Resolving Inadequate Faculty Monitoring of Academic Integrity**

Faculty are recommended to use Copyleaks plagiarism detection software for all written assignments submitted electronically and should be aware that administrators are tasked with monitoring the courses in their department. During such monitoring, any faculty member who is found not to have addressed instances of student academic integrity violations in an appropriate way will be put on a remediation plan. Since all faculty are required to complete training on academic integrity and detecting plagiarism, and because faculty are required to acknowledge The Institute's Academic Integrity Policy annually, anyone assigned to teach a course should already be capable of monitoring and detecting violations of the Code of Academic Excellence.

#### **FIRST INSTANCE: Resolution for the First Instance of Inadequate Monitoring or Enforcement**

If an academic integrity violation is found to have gone insufficiently addressed in a faculty member's course for the first time, with reasonable expectations that the instructor should have recognized the violation and enforced the policy (e.g., the violation is clearly identifiable, sufficient time has passed since the submission, the violation was not detected or addressed during grading), the following remediation actions will occur:

- a. The faculty member will be informed in writing that such a violation has been found.
- b. The faculty member will re-read The Institute's Academic Integrity Policy and will sign another acknowledgment of having read and understood the policy.
- c. After re-reading the policy, the faculty member will be required to meet with his/her Program Chair about the insufficiently addressed violation. The Program Chair will provide concrete and specific guidance regarding how the student's academic integrity violation should have been addressed, suggest strategies for identifying and addressing this and other academic integrity problems, answer questions from the faculty member, and point the faculty member toward additional resources as needed.
- d. The faculty member, under the supervision of the Program Chair or another designee, will be required to follow through with the procedures for holding the student accountable for the academic integrity violation, as specified in The Institute's Academic Catalog, as soon as

possible. This will include preparing the student's remediation plan and submitting the necessary paperwork.

- e. The faculty member will be placed on a non-negotiable faculty remediation plan, which will involve the completion of additional training on academic integrity and the writing of a personalized plan for identifying and addressing academic integrity issues in the future (around 300 words or 1 page). The faculty member will sign the remediation plan document, provide documentation of the additional training, and submit the personalized plan to his/her Program Chair within 5 business days of the meeting.
- f. The faculty member's course(s) will be placed on heightened monitoring for the remainder of the semester. In the case of an instance occurring at the end of the semester, courses in the following semester may be monitored as well.
- g. The Program Chair will send all documentation related to the faculty member's violation and remediation plan to the Human Resources Department (HRSupport@newlinesinstitute.org), where it will be maintained as part of the faculty member's employment records.

#### **SECOND INSTANCE: Resolution for the Second Instance of Inadequate Monitoring or Enforcement**

If an academic integrity violation is found to have gone insufficiently addressed in a faculty member's course for a second time, with reasonable expectations that the instructor should have recognized the violation and enforced the policy (e.g., the violation is clearly identifiable, sufficient time has passed since the submission, the violation was not detected or addressed during grading), the following remediation actions will occur:

- a. The faculty member will be informed in writing that such a violation has been found.
- b. The faculty member will re-read The Institute's Academic Integrity Policy and will sign another acknowledgement of having read and understood the policy.
- c. After re-reading the policy, the faculty member will be required to meet with his/her Program Chair and the Executive Dean to discuss the repeated unaddressed violation. The Program Chair will again provide concrete and specific guidance regarding how the student's academic integrity violation should have been addressed, suggest strategies for identifying and addressing this and other academic integrity problems, answer questions from the faculty member, and point the faculty member toward additional resources as needed.
- d. The faculty member, under the supervision of the Program Chair or another designee, will be required to follow through with the procedures for holding the student accountable for the academic integrity violation, as specified in The Institute's Academic Catalog, as soon as possible. This will include preparing the student's remediation plan and submitting the necessary paperwork.
- e. The Program Chair will make a recommendation regarding the faculty member's ability to continue teaching at The Institute to the Academic Integrity Committee and Executive Dean. If the Committee and Executive Dean agree with the initial recommendation, the Program Chair's decision will stand. If not, then the President of the institute or a designee from the Office of the President will decide.
- f. If permitted to return to teach at The Institute, the faculty member will be placed on a non-negotiable remediation plan, to include additional training, continued heightened monitoring, and submission of a new personalized plan for identifying and addressing academic integrity issues in the future. The faculty member's course(s) will also be placed on heightened monitoring for a minimum of eight semesters.
- g. The Program Chair will send all documentation related to the faculty member's violation and remediation plan to the Human Resources Department (HRSupport@newlinesinstitute.org), where it will be maintained as part of the faculty member's employment records.

## 6.4 Student Honor Code

Students at the institute are bound by the institute's Honor Code in their academic activities. As such, students promise...

*"...that all of the assignments I submit in all of my courses will represent my own work.*

*Whenever I make use of resources to inspire, inform, or support my ideas, I will summarize, paraphrase, and/or quote those sources appropriately, citing them in APA style.*

*I will not submit the same work in more than one course unless I have received explicit and specific written permission from the professor to build on related work I have previously completed.*

*Further, I will help to ensure fairness for all students by avoiding improper assistance or collaboration (including, but not limited to, providing, or obtaining answers to assignments or tests, whether in person or online).*

*I understand that it is better to submit incomplete work than to submit an assignment that contains plagiarism or another form of cheating, and I understand that I am responsible not only for following The Institute's Code of Academic Excellence, but also for seeking guidance if I am ever unsure whether my actions will reflect the standards of academic integrity espoused by the institute.*

All students who enroll at the institute are bound by this honor code.

## 6.5 Expectations of Scholarship & Academic Work

In recognizing that New Lines Institute for Strategy and Policy is a multicultural learning community made up of people from different backgrounds and previous educational experiences, it is important that all community members share a common understanding of the expectations of scholarship and academic work that takes place within the institution. As such, The Institute establishes expectations for scholarship & academic work.

The Institute expects that students hold the utmost standards related to academic integrity and academic excellence. Students are expected to adhere to the Code of Academic Excellence in all their work. This includes an emphasis on the communication skills (both oral and in writing) that would be expected in courses and beyond our learning community}. Consequences for violating the Code of Academic Excellence are defined in The Institute's Academic Integrity policy. As such, the institute has adopted high expectations of academic rigor as a means of ensuring the success of our students in class and in their eventual careers.

### 6.5.1 Academic Professionalism

Meaningful and substantive work is defined as demonstrating preparation, reflection, and critical analysis of course content, learning resources, and/or in interactions with others. It also represents meeting the minimum requirements for academic work as outlined in the course syllabus.

Grades for written work will be determined by the quality of their content, formatting, and compliance with grammatical and genre conventions of academic/professional English. If a submitted assignment does not meet the academic and professional writing standards of work at the level of instruction, it may not be accepted.

Superior academic work demonstrates critical thinking and reflection on the part of the student and shows a depth of understanding and/or mastery of the required materials and concepts. It also demonstrates presentation quality that is genre appropriate clearly conveying one's ideas using grammatical language, logical organization, precision and accuracy, and exhibiting meticulous proofreading. Furthermore, superior academic work presents one's own ideas, while appropriately incorporating literature and resources in support of their ideas.

### 6.5.2 Student Engagement and Substantive Student-to-Student Participation

Higher education institutions have traditionally been safe places where members of the learning community share and discuss ideas openly. In fostering this kind of environment, students are expected to actively

engage with their peers in a variety of contexts related to the classroom and generally throughout the facility. All students are expected to adhere to respectful debate/discussion with one another at all times.

Substantive participation is demonstrated through integration of active learning principles that engage and further learning. This can include any interactions in courses that are intended to be live/synchronous (in-class meetings, virtual discussions, phone/streaming voice services, etc.) or those interactions that are asynchronous in nature (i.e., discussion board postings, blogs, wikis, etc.). These interactions are academically meaningful, contribute to or expand student learning, and are done in a way that is timely and efficient.

The teaching model of The Institute emphasizes active learning and collaboration which engages students in a substantive manner challenging them to incorporate all of these areas when learning. Faculty must engage all learners by providing a variety of active learning activities. Active learning activities provide students with multiple perspectives and appeal to diverse learning styles. Active participation is necessary to ensure that these active learning opportunities remain focused on the course content and to provide feedback to guide and shape the development of competence.

Students are expected to be given an opportunity for student-to-student interaction. The Institute students are given the opportunity to discuss and debate and learn and grow as professional colleagues and peer learners.

Any project or activity related should be substantive and reflective of each individual's work. Students are expected to contribute meaningfully and in a substantive way to all learning activities. Although this applies to all work, projects, or activities some special cases are highlighted below to provide examples:

- Group Work: In recognizing that some professions place special emphasis on working in groups or collaborating closely with others, some courses might require group work. If a course allows or requires group work, all students must contribute in an equitable manner. Students are expected to report on their colleagues' contributions and are expected to report if someone in the group does not perform their work as required.
- Virtual Classroom Discussions: Some courses require submission of/participation in virtual classroom discussions. As such, students must contribute to discussions in a manner that reflects thoughtful, substantive contributions. If a peer response is required for a discussion posting, students are expected to make "substantive" postings/responses to their peers. Substantive responses are ones that demonstrate that you have read, reflected, and critically analyzed what someone else has said. Non-substantive responses are those that represent just single words or simple phrase response like "yes" or "good job". A substantive response includes questions for further thought or that would otherwise make your peers/instructor think about what you have posted. A substantive response could include something like "Could you tell me more about XXXX?" or "I found what you said about YYYY interesting, but have you thought about....?" Students who do not meet these requirements will be given zeros for their discussion board assignment.
- Residential Classroom Discussions: In a residential classroom, students are expected to contribute in a way that reflects thoughtful, substantive contributions. All students must contribute in a meaningful and active way in residential classroom discussions. Substantive participation includes participating in a way that reflects a thorough understanding of the materials, following the requirements of the discussion, and/or following any specific guidelines from the instructor

This list is non-exhaustive and is intended to reflect some common means of interactions likely to be encountered peer-to-peer.

### **6.5.3 Student and Faculty Engagement**

All interactions between students and faculty should be appropriate for a professional environment. Because of the unique nature of the faculty to student relationship, faculty are encouraged to maintain high professional and ethical standards with respect to their interactions with students. This includes monitoring and speaking up about any real or perceived conflict of interest that might exist.



## **6.5.4 Regular and Substantive Faculty-to-Student Interactions**

In addition to being good teaching practice, institutions participating in federal financial aid (Title IV) are required to offer courses that “support regular and substantive interaction between the students and the instructor, synchronously or asynchronously” (Higher Education Opportunity Act, Pub.L. 110-315, 122 Stat. 3078, codified as amended at 34 C.F.R. §600.2). The following sections explain how The Institute interprets and defines faculty-to-student interaction, and what it means by regular and substantive.

### **6.5.4.1 Expectations of Faculty Interactions and Responsiveness**

Responsiveness means that faculty provide follow-up and clarification to students when challenges or questions arise. Common situations calling for responsiveness include questions from students, comments that reveal a struggle to understand the course content, and inappropriate actions or messages that call for intervention.

Being responsive does not mean providing one student with an advantage over the rest of the class. Rather, it means clarifying and communicating effectively with all students enrolled in the class. Regardless of the modality, faculty have the responsibility to teach, coach, guide, inspire, and be available to their students regularly. Faculty define course content, assign deadlines for the courses, and foster regular communication between students. In doing so, they facilitate and define the timelines for all course activities including, but not limited to, course assignments, synchronous learning activities, asynchronous activities, and out-of-class activities. Thus, faculty are required to define and follow their specified sequencing and timelines for the courses both in and out of class.

### **6.5.4.2 Regular Presence**

Adults learn most effectively when they feel supported and in an atmosphere of mutual respect, collaboration, openness, and trust (Simonson, Smaldino, Albright, & Zvacek, 2009, pp. 48–49). The Institute faculty are expected to establish, foster, and ensure a continuing environment where students feel that they can contribute in a meaningful way. This is essential to ensuring that students and faculty are able to participate in enriching discussions actively and meaningfully and learning activities. Such responsiveness is particularly necessary where there is more limited face-to-face interaction. This includes meaningful and detailed feedback on student work, responding to questions/discussion board postings timely and meaningfully, facilitating discussions among students, and providing meaningful learning opportunities.

Faculty are expected to demonstrate presence regardless of the modality of instruction. This presence demonstrates that they are engaged in substantive interactions that further learning. By providing students accurate and helpful responses to inquiries, and by reaching out and being available to students frequently, faculty allow learners to demonstrate their mastery of learning objectives.

### **6.5.4.3 Meaningful and Academic Interactions**

Interactions are expected to support or enhance the learning experience, and these interactions must be academic in nature. Faculty also ensure that substantive and meaningful interaction is provided in each course.

### **6.5.4.4 Faculty Office Hours**

Faculty define office hours on the course syllabus that they are available to students outside of class time. Faculty are available for academic or course advising outside of a course’s regularly scheduled class hours throughout the semester.

### **6.5.4.5 Appropriateness and Qualifications of Faculty**

All courses are facilitated by qualified individuals who meet at least the minimum requirements based upon any accreditation, state, or federal requirements. These individuals are subject matter experts who have the ability to engage in meaningful interactions.

## **6.5.5 Academic Writing Style**

The Institute subscribes to the American Psychological Association’s (APA) formatting requirements. The American Psychological Association (APA) has a publication manual that outlines specific formats and styles

to use when submitting a manuscript for publication to APA. The Publication Manual of the American Psychological Association (commonly referred to as the APA manual) is the source for all things related to formatting and style according to the American Psychological Association. APA is commonly used in the social sciences as a means of standardizing communication and formatting.

The APA style guide defines standards for writing and documenting and provides consistency for format and style. The APA manual gives guidelines for many aspects of writing and researching, including some of the following:

- Documenting sources
- Ethical research
- Write properly
- Presentation of ideas

### **6.5.6 Assignment Submission Guidelines:**

All written assignments should be typed and utilize the latest edition of APA guidelines for citations and formatting. All assignments must minimally include the following

- A title page with the following information:
  - Title of assignment
  - Student first and last name
  - Email
  - Program of study
  - Course number and name
  - Professor name
  - Submission date (month/day/year)
- Running head
- Page numbers
- References (as applicable)

#### **6.5.6.1 On-time Submission of Work**

All work must be completed on time according to the announced schedule. Assigned readings must be completed before the day the topic will be covered in class. Late assignments may be accepted only with advance written permission from the instructor and will result in an automatic grade deduction. No late submissions will be accepted after 7 days from the initial due date.

Timely submission of work includes the completion of work or participation in an activity by the due date defined in the course syllabus. Students are considered to have participated on time if participation/completion is done by the due date identified in the syllabus.

#### **6.5.6.2 Submissions of Electronic Work**

All assignments must be submitted electronically via the learning management system (LMS). Only on rare exceptions would a physical submission be the most educationally appropriate submission format. If so, faculty must consult with their Program Chair and/or Executive Dean prior to finalizing their course syllabus for special exemptions.

#### **6.5.6.3 Plagiarism Detection Resources**

Academic integrity is essential in the learning process, and in order to provide a measure of compliance with the academic integrity policy, students are expected to demonstrate high moral and ethical standards in regard to their work. As such, faculty are recommended to use Copyleaks as a learning tool for all written assignments submitted electronically. Copyleaks should be used and viewed as a tool for personal monitoring of one's own academic integrity. Students should be proactive with their use of Copyleaks and consider checking all assignments and discussion postings prior to submitting them to the official submission locations.

In some courses, instructors may require students to submit an assignment more than once (i.e., students receive feedback on a draft and then resubmit a revised version). For assignments that require resubmission, the draft document will generally not be submitted to the Copyleaks database; however, they will be checked against existing information in the database. Only final submissions will be submitted to the database.

### 6.5.7 Use of Institute Educational Resources

Students who struggle with course content should contact their instructor for additional support. This could include meeting with a faculty member in person, via electronic meetings, and/or via email. Faculty want students to be successful, and students should take advantage of the support offered by the faculty.

It is the expectation of the faculty that students who need additional support beyond the course content take advantage of the full range of free educational support services. The Institute has a variety of service departments that aim to support students to be successful. These include, but are not limited to, the Library and the Writing, Research, and Media Center (WRMC).

## 6.6 Non-Academic Misconduct

By enrolling in the institute, the student recognizes that the following types of behavior are prohibited and that being found guilty of engaging in them can serve as grounds for certain sanctions, including expulsion or the involvement of the local police department:

- **Illegal activities:** Violation of any federal, state, and local laws and any published or decreed institute policies will be reported to the proper authorities.
- **Copyright infringement:** Most printed materials, photographs, motion pictures, sound recordings, and computer software are protected by copyright. Copyrighted works may not be reproduced, distributed, performed, or adapted by students without the copyright owner's permission. For more information, please see the Copyright & Fair Use Policies for Software & Other Materials section in this Catalog.
- **Computer misuse:** Some software products are protected by copyright laws. Students may not copy the institution's software without the permission of the copyright holder. Additionally, students may not place personal software on the institution's computers or damage or destroy either software or computers. For more information, please see the Copyright & Fair Use Policies for Software & Other Materials section in this Catalog.
- **Drug use:** The manufacture, sale, dispensation, possession, or use of any controlled substances or illegal drug paraphernalia on institute premises or at institute sponsored events is considered an illegal activity and is prohibited on all institute property. For more information, please see the Drug and Alcohol Policy.
- **Alcohol consumption:** The use, possession, or sale of any alcoholic beverage, regardless of its potency or lack thereof, is prohibited on all institute property. For more information, please see the Drug and Alcohol Policy.
- **Firearms possession:** The use, possession, or sale of firearms or other weapons or any dangerous explosives or explosive elements or component parts on institute property is strictly prohibited. For more information, please see the Weapons Policy.
- **Physical and psychological abuse:** Any form of physical and/or psychological abuse, threat, or harassment of another person or fighting on institute property will result in sanctions. If the abuse is judged severe enough, the local police department may be consulted.
- **Property damage:** Littering, defacing, destroying, stealing, or damaging institute property (or attempting to do so), initiation thereof, or causing such damage to be initiated is prohibited. Any false report, warning or threat of fire, explosion, or other emergency under the instituter's jurisdiction is also prohibited.
- **Gambling:** Gambling or holding a raffle or lottery at the institute without proper approval is forbidden.
- **Obscene language or conduct:** Use of profanity and disorderly or obscene conduct is strictly prohibited.

Students are expected to familiarize themselves with the institute's policies on the following activities: unauthorized entry or presence in any institute building or facility; solicitation and sales; smoking; sexual harassment & misconduct; physical or psychological assault/abuse of others; and unauthorized or disorderly assemblies that hamper the effective functioning of the institute, its students, staff, and visitors, and its daily routine operations.

The institute does not excuse any violation of its policies on the basis that the student was not aware of these policies and their subsequent penalties and sanctions. The Institute reserves the right to expel any student for illegal activity and/or for any action outlined above.

- **Sexual Violence:** A “physical sexual act perpetrated against a person’s will or against a person incapable of giving consent.”
- **Disruptive Classroom Behavior:** In general, classroom management is the responsibility of the instructor. The learning environment of the entire class should not be jeopardized for the sake of a single student or group of students. Inappropriate classroom behavior may include, but is not limited to:
  1. Disruption of the classroom atmosphere;
  2. Engaging in non-class activities, for instance, talking to another student, talking on a cell phone, or working on an assignment for another class;
  3. Use of profanity in classroom discussion; or
  4. Use of abusive or disrespectful language toward the instructor or a student in the class, or about other individuals or groups.

Instructors have the right to dismiss a student temporarily from class when the student’s behavior distracts or disrupts the other students’ learning.

### 6.6.1 Documentation of Non-Academic Misconduct

While all prohibited behaviors should be refrained from by all members of the learning community, some prohibited behaviors represent more egregious actions than others. Such egregious activities represent significant departures from the values and philosophy of the institute and require formal and more permanent actions that highlight this violation. These egregious violations require the formation of an Institutional Grievance Panel, unless governed by a pre-established body under another section of the Academic Catalog. The Office of Institutional Effectiveness will communicate to the student regarding the results of the Panel and will inform the student that documentation will be made on the transcript.

### 6.6.2 Non-Academic Misconduct Requiring Documentation

When the institute formally deems an action to be of an egregious nature, specific notation is made on the transcript highlighting the misconduct. The notation would include the following statement, “[*Suspended, Dismissed, or Withdrew while under investigation*] for a violation of [*insert name of institution's code, rules, or set of standards*].”

### 6.6.3 Removal of Notations of Non-Academic Misconduct

Notations of non-academic misconduct can be removed under the following circumstances:

- **Completion of any formal non-academic conduct probation:** A student who may be placed on a formal non-academic probation, and successfully completes those requirements pursuant to the parameters of the probation and has been deemed to be in good standing.
- **Completion of a formal suspension:** A student completes a formal suspension and has completed all conditions of that suspension and has been deemed to be in good standing.
- **Absolution of the offense:** If a student who has been accused of non-academic misconduct is found to have been absolved of the misconduct or to have subsequently been found to not have committed the.

## 6.7 Civil Rights and Sexual Harassment

The Institute does not, and will not tolerate sexual harassment of students, faculty, and/or staff. This policy is part of the institute’s effort to maintain a learning and working environment free from sexual harassment, exploitation, or intimidation. Violation of this policy will subject individuals to disciplinary actions, up to and including dismissal for employees and students. Sexual harassment is a form of sex discrimination that is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students. In keeping with the guidelines provided by the US Equal Employment Opportunity Commission on sexual harassment in employment, The Institute defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed at an individual, or action taken in retaliation for reporting such behavior, regardless of where such conduct may occur. Sexual harassment is deemed to have occurred when:

1. Submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment or academic performance;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions, including, but not limited to, promotion, transfer, selection for training or performance evaluation, or used as the basis for academic evaluation;
3. The conduct has the purpose or effect of unreasonably interfering with an affected employee's work performance or an affected student's academic performance or participation in educational pursuits; or
4. The conduct has the purpose or effect of creating an intimidating, hostile, or offensive work or study environment.

Sexual harassment is a serious offense. As a consequence, any faculty or staff member who engages in such conduct or encourages such behavior by others shall be subject to disciplinary action that may include dismissal. A student who engages or assists in such conduct shall be subject to disciplinary measures including reprimands, suspensions, or termination to remedy violations of this policy. Students accused of sexual harassment will have the right to a fair due process hearing.

## **6.8 Title IX Compliance**

In compliance with the Title IX 20 U.S.C. § 1681(a), no person shall, on the basis of sex, be excluded from participation in, denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Furthermore, sexual harassment and sexual violence are strictly prohibited at New Lines Institute for Strategy and Policy.

Any victims or third parties should report all incidents of sex discrimination, sexual harassment, or sexual violence to the Title IX Coordinators, at the below contact information:

### **Title IX & Clery Act Compliance Coordinator**

Name: Designated School Official  
Office Address: 1660 L St. NW, Ste. 450, Washington, DC 20036  
Telephone: (202) 951-1065  
Email: [oie@newlinesinstitute.org](mailto:oie@newlinesinstitute.org)

### **Deputy Title IX Coordinator**

Name: Designated School Official  
Office Address: 1660 L St. NW, Ste. 450, Washington, DC 20036  
Telephone: (202) 951-1065  
Email: [oie@newlinesinstitute.org](mailto:oie@newlinesinstitute.org)

A general email has been established to assist with reporting any potential Title IX violations: [titleIX@newlinesinstitute.org](mailto:titleIX@newlinesinstitute.org).

In accordance with the federal law, all victims and third parties have the option of reporting incidents by email, phone, mail, or in person to the Title IX Coordinator. All victims have the right to report to police, the institute will facilitate that process if desired by the victim. Victims also have the right not to report to the police.

All incidents of sex discrimination, sexual harassment, or sexual violence will be investigated promptly, in order to remedy any hostile educational environment created by such behaviors. Investigations may include the assistance of police, which may delay the response of New Lines Institute for Strategy and Policy to accommodate a police investigation. If the case requires police investigation, New Lines Institute for Strategy and Policy will delay their response to the case a maximum of 10 days in order to give appropriate time for police to gather evidence. If New Lines Institute for Strategy and Policy must delay their response, all parties will be informed of the delay and given an approximate timeline for when the response will resume. Institutional investigations will take no more than 60 days, except in the instance of a complex case, which will be addressed within a reasonable period of time given the circumstances.

Employees and third-party reports are protected along with reporting victims from any adverse consequence, harassment, intimidation, or discrimination that is causally related to reporting sex discrimination under Title IX.

## **6.9 Americans with Disabilities (ADA) Policy**

New Lines Institute for Strategy and Policy is a diverse community that provides equal opportunity in employment, activities, and admission. The Institute does not discriminate on the basis of race, color, religion, gender, ethnic or national origin, disability, age, marital status, veteran status, membership in uniformed services, gender identity, or sexual orientation in the administration of any of its education policies, admission policies, scholarship and loan programs, and other school-administered policies and programs, or in its employment related policies and practices. New Lines Institute for Strategy and Policy is firmly committed to adhere to all federal and state equal opportunity and civil rights laws, including but not limited to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, and their implementing regulations. For more information, please see the Title IX Compliance section.

In accordance with Title III of the Americans with Disabilities Act, Section 506, New Lines Institute for Strategy and Policy is committed to ensuring that all of its facilities and programs are accessible to all persons. Students or prospective students who believe that they may qualify for course adaptations or accommodations in accordance with ADA, Section 506, are responsible for contacting the Student Services for an accommodation approval letter.

Documentation about the diagnosis must be provided by a qualified health professional (such as a physician, surgeon, psychiatrist, licensed clinical or educational psychologist, or certified learning disability specialist), and must be currently relevant (less than 3 years old). The assessment of reasonable accommodation is the decision of the institute and will be provided to you in a letter of accommodation for the student's instructor each term no later than the second class session.

Student Services Contact Information:

Email: [studentservices@newlinesinstitute.org](mailto:studentservices@newlinesinstitute.org)

Phone: (202) 800-7302

Location: 1660 L St. NW, Ste. 450, Washington, DC 20036

## **6.10 Sexual Misconduct Policy and Notice of Non-Discrimination**

New Lines Institute for Strategy and Policy does not discriminate on the basis of sex in its graduate program or other activities. Prohibited Conduct under the Sexual Misconduct Policy constitutes sex discrimination prohibited by Title IX of the Education Amendments of 1972 (Title IX), sections of the Violence Against Women Reauthorization Act (VAWA), Title VII of the Civil Rights Act of 1964 (Title VII), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).

Title IX prohibits sex discrimination in all aspects of institute activities. This means that students are entitled to an environment that is free from sex discrimination. Both men and women can be victims of sex discrimination, and sex discrimination can occur between members of the same or opposite sex.

Individuals who have been found to have violated this policy will face disciplinary action, up to and including expulsion. It is the responsibility of every member of the community to create and foster an environment free from sex discrimination. As such, all members of the community are encouraged to take reasonable actions to stop or prevent an act of sex discrimination. Anyone who takes such actions will receive the support of The Institute.

New Lines Institute for Strategy and Policy (The Institute) is committed to maintaining a safe educational and work environment in which no member of the community is, on the basis of sex, gender, sexual orientation, or gender identity, excluded from participation in, denied the benefits of, or subjected to discrimination in any program or activity.

The Sexual Misconduct Policy applies to any form of sexual or gender-based discrimination, which includes, but is not limited to, sexual assault, domestic violence, dating violence, stalking, and harassment.

The Institute provides ongoing prevention, awareness, and training programs for employees and students in an effort to:

- To eliminate, prevent, and address sex discrimination and its effects;
- Encourage reporting;
- Make available timely services for those affected by Prohibited Conduct; and

- To provide prompt and equitable investigation and resolution of Prohibited Conduct cases. Any question regarding the interpretation and application of this policy shall be referred to the Title IX Coordinator. The Title IX Coordinator may designate a Title IX Deputy Coordinator to serve as the Title IX Coordinator for any procedures outlined in this policy. For more information, please see the Sexual Misconduct Policy available at [www.newlinesinstitute.org](http://www.newlinesinstitute.org).

## **6.11 Drug and Alcohol Policy**

The Institute is committed to providing an environment free of alcohol and drug abuse in compliance with the Drug Free Schools and Communities Act and the Higher Education Act of 1965.

New Lines Institute for Strategy and Policy does not condone the illegal or otherwise irresponsible use of alcohol and other drugs. It is the responsibility of every member of the community to know the risks associated with substance use and abuse. This responsibility obligates students and employees to know all relevant The Institute policies, and federal, state, and local laws and to conduct themselves in accordance with those laws and policies. To ensure the availability of this information, the Institute publishes the following information regarding The Institute policies and sanctions; laws and penalties associated with substance use and abuse; health and behavioral risks of drug use; and resources for treatment and educational programming. The dissemination of this information is in support of the Drug Free Schools and Communities Act and the Clery Act.

### **6.11.1 Alcohol Policy**

The Institute hopes the Alcohol Policy will encourage students and employees to make responsible decisions regarding the consumption of alcoholic beverages. As such, the institute is a dry facility and expressly prohibits the sale, consumption, or use of alcoholic beverages on any The Institute property.

All members of the community are expected to know and act in accordance with Washington, DC laws concerning the purchase, possession, consumption, sale, and storage of alcoholic beverages. However, ignorance of the law is not a viable defense. Thus, the community is reminded of the following:

- Any sale of an alcoholic beverage requires an ABC license.
- Alcoholic beverages are not to be given or sold to persons who are under the legal drinking age, which is 21 years of age.
- Alcoholic beverages are not to be given to persons who are intoxicated.
- State law prohibits drinking in unlicensed public places; public intoxication; possession of an alcoholic beverage by someone under the legal drinking age; falsely representing one's age for the purpose of procuring alcohol; and purchasing an alcoholic beverage for a person who is under the legal drinking age.
- Violations of state alcohol laws are criminal misdemeanors punishable by fines up to \$2,500, imprisonment up to 12 months, and suspension of a driver's license.
- The use of alcoholic beverages as a prize in a contest, drawing, lottery, etc., is prohibited.
- The use of alcoholic games (e.g., semesters, drink-offs, beer-pong, etc.) is prohibited.
- The Institute recognizes the value of group-sponsored social events that take place off-campus. The Institute acknowledges that some of these group-sponsored events that take place off-campus may be at establishments that serve alcohol. The Institute does not prohibit the consumption of alcohol at these events. However, groups or individual group members may be held accountable for the underage possession or consumption of alcohol, and unsafe or irresponsible behavior that occurs during a group-sponsored event.

Unsafe behavior includes, but is not limited to, consuming alcohol through beer bongs, participating or facilitating drinking games, or consuming an excessive quantity of alcohol in a short amount of time. Irresponsible behavior includes, but is not limited to, the use or attempted use of fraudulent identification to obtain alcohol or making alcohol available to underage persons.

- The Institute funds may not be used to purchase or obtain alcohol.
- Members of The Institute community, and their invited guests, who reside in property leased by The Institute who are lawfully permitted to purchase, possess, and consume alcohol, may do so in the residence.

Any member of the Institute community who violates state alcohol laws is subject to disciplinary action. Whether or not criminal charges are brought, all students are subject to disciplinary action for any violation of state alcohol laws that occurs:

- On institute owned, controlled, or leased property;

- At institute sponsored functions; or
- Under other circumstances involving a direct and substantial connection to the Institute.

Any student found to have engaged in such conduct is subject to the entire range of sanctions, including suspension and expulsion.

Students and recognized student organizations are always expected to conduct themselves in accordance with the laws of Washington, DC and to assume full responsibility for their activities and events.

### **6.11.2 Drug Policy**

The unauthorized manufacture, sale, distribution, and possession of “controlled substances” (illegal drugs), including marijuana, cocaine, heroin, and LSD, are prohibited by both state and federal law and are punishable by severe penalties. The Institute does not tolerate or condone such conduct.

Any member of the Institute’s community who violates state or federal drug laws is subject to disciplinary action. Whether or not criminal charges are brought, all students are subject to disciplinary action for any violation of state or federal laws that occurs:

- On institute owned, controlled, or leased property;
- At institute sponsored functions; or
- Under other circumstances involving a direct and substantial connection to the Institute.

Any student found to have engaged in such conduct is subject to the entire range of sanctions, including suspension and expulsion. Students and employees who are found to be in violation of state or federal drug laws may be referred to the appropriate authorities for criminal prosecution.

### **6.11.3 Health and Behavioral Risks**

The negative physical and mental effects of the use of alcohol and other drugs are well documented. Use of these drugs may cause blackouts, poisoning and overdose; physical and psychological dependence; damage to vital organs such as the brain, heart and liver; inability to learn and remember information; and psychological problems including depression, psychosis and severe anxiety. Other risks include impaired judgment and coordination, which can lead to DUI/DWI arrests; hazing; falls, drowning and other injuries; contracting sexually transmitted diseases including AIDS; and unwanted or unplanned sexual experiences and pregnancy.

The substance abuse of family members and friends may also be of concern to students and employees. Patterns of risk-taking behavior and dependency not only interfere in the lives of the abuser but can also have a negative impact on the affected students' academic work, emotional well-being and adjustment to college life.

Students who are struggling with an addiction can contact the Student Services department for referrals to outside counseling and support services: [studentsupport@newlinesinstitute.org](mailto:studentsupport@newlinesinstitute.org).

Substance Abuse and Mental Health Services’ Treatment Referral Routing Service provides referrals to local treatment facilities, support groups, and community-based organizations. Callers can also order free publications and other information. It is a confidential, free, 24/7/365 information service: 1-800-662-4357

- Online treatment locators: <https://findtreatment.samhsa.gov/>
- Helpline website: <https://www.samhsa.gov/find-help/national-helpline>
- Organization website: <https://www.samhsa.gov/>

### **6.11.4 Federal Penalties**

Federal law penalizes the unlawful manufacturing, distribution, use, and possession of controlled substances, including prescription drugs. Synthetic designer drugs such as “bath salts,” “plant food,” and “carpet cleaner,” contain mixtures of many different chemicals, including those that resemble cocaine, methamphetamine, and MDMA or “ecstasy.” Federal law makes the distribution of “analogue” substances marketed for human consumption illegal if those substances are chemically similar to a scheduled illegal drug and have the same pharmacological effect on a user.

Federal law sets penalties for first offenses ranging from less than one year to life imprisonment and/or fines up to \$10 million. Penalties may include forfeiture of property, including vehicles used to possess, transport



or conceal a controlled substance, and the denial of professional licenses or federal benefits, such as student loans. The punishment for the possession and/or distribution of a controlled substance analogue is up to twenty years in prison and a fine of up to \$1 million.

Federal law holds that any person, who distributes, possesses with intent to distribute, or manufactures a controlled substance in, or within one thousand feet of an educational facility is subject to a doubling of the applicable maximum punishments and fines.

### **6.11.5 Limited Amnesty**

New Lines Institute for Strategy and Policy encourages the reporting of all potential violations of Prohibited Conduct under the Sexual Misconduct Policy. The Institute does not condone underage alcohol consumption or the use of illegal drugs. However, because it is of the utmost importance of The Institute to protect the wellbeing of its students and employees, The Institute may extend limited amnesty from disciplinary action for the illegal consumption of alcohol or illegal drug use by victims, witnesses, and those reporting incidents or assisting victims of Prohibited Conduct. These individuals must have acted in good faith, and any such violation must not have placed the health or safety of any other person(s) at risk.

The Title IX Coordinator and the President, or their designees', will determine if amnesty will be applied and to what extent. Alcohol and drug amnesty is intended to encourage students and employees to seek assistance for themselves and others by reducing the fear of facing The Institute's Students Rights & Responsibilities Policy/Employee Handbook Policies for such conduct. It is an attempt to remove barriers that may prevent an individual from reporting, seeking medical assistance, or other assistance.

### **6.12 Non-Smoking Policy**

Smoking is not permitted within facilities owned or leased by The Institute or in institute-owned vehicles. Smoking is not permitted within 50 feet of any institute facility.

### **6.13 Weapons Policy**

The use, possession, or sale of firearms, other weapons, or any dangerous explosives or explosive elements or component parts on institute property is strictly prohibited. Weapons are defined as, but not limited to:

1. Any gun, bow, crossbow, or other weapon designed or intended to propel a missile or projectile of any kind, including any pistol, revolver, rifle, musket, long gun, or other weapon designed or intended to propel a missile of any kind by action of an explosion of any combustible material; or any object similar in appearance whether capable of being fired or not, in such a manner as to induce fear in the mind of a reasonable person;
2. Any stun weapon, including any device that emits a momentary or pulsed output, which is electrical, audible, optical, or electromagnetic in nature and is designed to temporarily incapacitate a person;
3. Any knife, including but not limited to any dirk, bowie knife, switchblade knife, ballistic knife, machete, sword, saber, or razor, except a pocketknife having a folding metal blade less than three inches;
4. Any slingshot, spring stick, metal knucks, or blackjack;
5. Any flailing instrument consisting of one or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chackka, nun chuck, nunchaku, shuriken, or fighting chain;
6. Any disc, of any configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart;
7. Any frame, receiver, muffler, silencer, missile, projectile or ammunition designed for use with a dangerous weapon, including any cartridge, pellet, ball, missile or projectile adapted for use in a firearm;
8. Any explosive substance or explosive device, if such substance or device is intended to be used as a weapon that causes but not limited to bodily harm of another person; any person who constructs, uses, places, sends, or causes to be sent any hoax explosive device so as to intentionally cause another person to believe that such device is a bomb or explosive;
9. Any tear gas, mustard gas, phosgene gas or other noxious or nauseating gases or mixtures of chemicals designed to, and capable of, producing vile or injurious or nauseating odors or gases, if such gas or chemical is intended to be used as a weapon to cause bodily injury to another person(s).

No student, faculty, staff, visitor, or affiliate shall carry, possess, maintain, or conceal weapons on any property owned or controlled by New Lines Institute for Strategy and Policy. This includes concealed handgun carry permits. Any security officers at the facility have been contracted by the institute and are permitted to carry weapons on property owned by New Lines Institute for Strategy and Policy.

## **6.14 Copyright & Fair Use Policies**

The Institute, its students, faculty, and employees must comply with the provisions of the United States Copyright Act (Title 17 of the United States Code). Copyright is the right of the creator of a work of authorship to control the use of that work by others. Copyrighted work may not be reproduced, distributed, performed, or adapted by others without the copyright owner's permission. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject them to civil and criminal liabilities. Works protected by copyright include, but are not limited to literary, musical, and pictorial works; sound recordings, motion pictures, and other audiovisual works; and computer software.

The Institute employees shall use computer software only in accordance with the terms of the Computer Software Policy and the licensing agreement for the software. The Institute does not condone or support the use of any unauthorized copies of software. All software used by institute employees to perform their responsibilities shall be purchased through appropriate procedures.

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 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 <http://www.copyright.gov/>, especially their FAQ's at [www.copyright.gov/help/faq](http://www.copyright.gov/help/faq).

There are some exceptions in United States copyright law such as the fair use doctrine. The fair use doctrine allows limited use of copyrighted material without the permission of the copyright owner for several purposes, including teaching and scholarship. It is the responsibility of each student, faculty, and staff to inform oneself about what is and what is not permissible use of copyrighted material. Copyright and fair use guidelines for students, faculty, and staff can be found on the library website and are posted in the Library as well as at all photocopy machines at the institute. For additional assistance with copyright and fair use issues, please consult the Librarians.

Violations of the copyright and fair use policies will be dealt with in the same manner as violations of other institute policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available, including the loss of computer use privileges, dismissal from the Institute, and legal action.

## **6.15 Educational Records**

In compliance with Public Law 93-380, "The Family Educational Rights and Privacy Act" (FERPA), which is Section 438 of the General Education Provision Act and Chapter A-80, Regulations Governing Degree Granting Institutions Operating or Incorporated in the District of Columbia, Section 8004.15, the Institute has adopted policies and procedures that permit students the opportunity to view their educational records upon request. Educational records mean those records, files, documents, and other materials that contain information directly related to a student.

### **6.15.1 Definition of Student Records**

A student file (electronic file in the institute's file server) is maintained by the Registrar's and Admissions Offices, which includes the following student information:

- Enrollment Agreement Form at the time of initial enrollment for the program, which includes the enrollment contract and other information relating to the payment for educational services;
- Passport copy or ID card that indicates the student's name;
- Permanent (home) and/or local addresses;
- Admission-related documents as well as an acceptance letter issued by the institute;
- Copy of transcript which shows the graduation date and the degree/certificate obtained at the institute;
- Record of warning, probation, dismissal, or termination, if applicable.

These additional records will be kept in a student file when applicable:

- Copy of I-20 for F-1 visa students;
- Copy of non-immigrant visa for foreign students;
- Veterans Administration records for veterans.

The Institute has the right to keep all documents that a student submits to the institute.

### 6.15.2 Academic Record Retention Policy

All student academic records, including transcripts, are required to be maintained by the Registrar's Office. The student files are kept for specific duration as follow:

- Minimum 10 years following a student's graduation from The Institute
- Minimum 10 years following a student's withdrawal from The Institute (including those who transferred out, those terminated by SEVIS, and unauthorized withdrawal cases)

The following records are kept in electronic format in The Institute database permanently in accordance with the guidelines published by the Higher Education Licensure Commission (HELC) in Washington, DC:

- The name, address, email address and telephone number of each student;
- Academic transcripts showing the basis for admission, transfer credits, courses, credits, grades, graduation and conferral dates, student name changes;
- Transcripts of financial aid for each student;
- Foreign student forms for foreign students;
- Veterans Administration records for veterans;
- The title of the program(s) in which the student is or was enrolled;
- The total number of hours of educational instruction received by the student in the program(s);
- The dates of student's enrollment;
- The grade record of each course, lesson, or unit of instruction and the student's cumulative grade for the program; and
- Course descriptions for all courses shown on transcripts;
- Evidence of accreditation, if any, during the years covered by the transcripts.
- The postsecondary degree granting educational institution shall establish procedures for providing upon request a true and accurate transcript and a policy for preserving the confidentiality of the student records.

In addition to the regulations defined by HELC in Washington, DC, The Institute maintains the following academic records:

- **Course Syllabi:** While students are responsible for maintaining their own syllabi, the educational units/departments also maintain course syllabi for the current academic year. Students may be able to contact their previous instructors for older versions of the syllabus.
- **Submitted Coursework:** While students are expected to maintain a copy of their own submitted work, assignments that are submitted into the learning management system will be maintained electronically for at least the current academic year.
- **Theses or Dissertations:** Permanently maintained by the institute in the library.

All admission related documents and records for applicants who do not enroll in the institute are maintained by the Admissions Office electronically in the student file server for the period mentioned below:

- 5 years following the applied semester or session
- 5 years following the denial of a student's visa request and a completed refund, if applicable
- Incomplete application files will be kept for 2 years

### 6.16 Federal Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is also known as the "*Buckley Amendment*." FERPA is a federal law enacted in 1974, which enables certain rights of students with respect to their education records. Specifically, it enables students the right to:

1. The right to inspect and review their education records within 45 days of the request

2. The right to request an amendment of education records if the student believes they are inaccurate
3. The right to require The Institute to obtain written consent to disclose personally identifiable information from the student's education records unless an exception applies
4. The right to file a complaint concerning alleged FERPA violations with the Family Policy Compliance Office within the U.S. Department of Education:

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

### 6.16.1 Disclosing Educational Records

In general, The Institute does not disclose non-directory information to third parties unless the student has provided consent, the release is to the parent of a dependent student, or the disclosure meets a qualified exception under FERPA.

One such exception is when disclosure is made to **an Institute School Official with a Legitimate Educational Interest**. The Institute *School Officials* as individuals who engage in the instructional, supervisory, advisory, administrative, governance, public safety, research, and support functions of the Institute. In addition to any other person or entity conducting institutional services or doing work on behalf of the Institute. They need not necessarily be paid employees of the Institute. Institute officials include (but are not limited to):

- Faculty
- Staff
- Contractors/Consultants
- Volunteers
- Board of Managers
- Administrators
- Academic partners
- Student workers
- Students functioning in an official institute capacity

*The Institute defines a Legitimate Educational Interest as the need of a school official to access a student's education records while performing his or her duties for the Institute.*

Students may give a written consent to release their protected educational records to a third party by completing a Consent to Release Student Information Form and submitting it to the Registrar's Office. Students can rescind their consent at any time, which will prevent the release of that information from that point going forward.

The institution will not permit access to or release of confidential information from a student's records to any individual or agency without the written consent of the student, except for the following situations:

1. Information may be provided to organizations conducting studies for educational and governmental agencies.
2. Information may be provided to US government agencies as listed in Public Law 93-380 who request information for specific purposes.
3. Information may be provided at the request of any accrediting agencies.
4. Information may be provided to appropriate legal authorities in connection with an emergency.
5. Information may be provided for the purposes of awarding financial aid.
6. Information may be provided in response to legal court orders.

### 6.16.2 Directory Information:

FERPA authorizes the release of Directory Information without a student's consent. The Institute has defined its Directory Information in accordance with what is allowable under FERPA, and it includes:

- Student Name
- Major Field of Study

- Dates of Attendance/Date of Graduation (“Enrollment Dates”)
- Enrollment Status
- Class Level
- Previous Institutions
- Degrees and Awards Received
- Photographs
- Participation in Officially Recognized Activities

#### **6.16.2.1 Limited Directory Information:**

Limited directory should only be used for verification purposes, such as to confirm a student's identity over the phone, and in conjunction with a legitimate educational interest.

- Student ID Number
- Date of Birth

The Institute assumes that students who do not request to withhold disclosure of their directory information consent to the release of this information.

#### **6.16.2.2 Withholding Disclosure of Student Information**

Currently enrolled students may withhold disclosure of their student information by completing a Prevent Disclosure of Student Information Form and submitting it to the Registrar's Office. Former students may not place a new request for nondisclosure on their education records, however, they may request its removal.

**Confidential Hold:** Prevents disclosure of all student information. Students who elect this hold must conduct all institute business in person with a photo ID or via their official The Institute email address. No student information will be released over the phone. The student's name will not appear in any commencement program.

Confidential status does not convey a right to be anonymous in the classroom or to impede routine classroom communication and interactions. Students with confidential status expect to be identified in the class by name and to have their The Institute email address used for class purposes.

#### **6.16.3 Request to Inspect an Educational Record:**

Eligible students are afforded the right to inspect all education records maintained by the Institute. The following procedures should be followed to allow a student to inspect their record.

- (1) Students must provide a written request indicating what type of education records they want to inspect.
- (2) Students should submit the written request to the Registrar's Office. The Registrar will oversee the inspection process.
- (3) Students will be able to review the requested education records within 45 days of submitting their request.
- (4) The Registrar will contact the student to arrange a day and time for the inspection to take place and supervise the inspection.
- (5) The student will be able to make notes during the inspection but is not permitted to remove any records or documents at the time of the inspection.
- (6) Following the inspection, both Registrar and student will sign a copy of the request to note the date, time and location the inspection took place. A copy should be retained by the Registrar's Office.

##### **6.16.3.1 Exclusions to FERPA Requests:**

The following records are not available for inspection:

- (1) Parents Financial Records
- (2) Records containing information on other students
- (3) Records connected to a denied application
- (4) Confidential letters and/or recommendations to which access has already been waived
- (5) Any other records FERPA excludes from the definition of an educational record

##### **6.16.3.2 Request to Amend an Education Record:**

After inspecting their education record, a student may believe a portion of that record contains information that is inaccurate or misleading. Students may request to have that education record amended. The following procedures should be followed to allow a student to request their educational record to be amended:

- (1) Students must provide a written request and indicate what record they are requesting to be amended and why they believe the record is inaccurate or misleading. A separate request must be made for each amendment requested.
- (2) Students must submit the request to the Registrar's Office.
- (3) The review and the decision will take place within 30 days and the student will be informed in writing no later than the 30<sup>th</sup> day of the decision.
- (4) If the Registrar has concluded that no amendment will occur, the student may then request a hearing or to place a document in the record which explains why they believe the educational record to be wrong or misleading. Requests should be directed to the Registrar's Office.
- (5) If the student requests a hearing, the student will be informed in writing of the date and time of the hearing.

Contact the Registrar's Office at [registrar@newlinesinstitute.org](mailto:registrar@newlinesinstitute.org) if you have additional questions.

### **6.17 Undue Hardship Appeal**

While the policies and procedures described in this catalog attempt to provide clear guidance on how to fulfill the requirements of the institute, there are instances in which extraordinary circumstances might create a situation that is at odds with the intended spirit of a policy, or in which an undue hardship might make it counterproductive or impossible to follow the normal course of action. In such a situation, an undue hardship appeal may be submitted in writing to the Office of Institutional Effectiveness. In many cases, the written appeal will be used as documentation for the eventual review by the committee as an official record on the behalf of the appellant. The appeal must include an explicit acknowledgment that the policy was not or would not be followed, a detailed explanation of the extraordinary circumstances that led or would lead to the policy not being followed, a well-justified rationale for making an exception under these circumstances, a clear proposal for resolving the problem(s), and a timeline and comprehensive description of actions that will be taken to remedy the situation.

Prior to accepting the hardship appeal, the OIE will review the written appeal and determine if a reasonable relief could be granted and/or whether all other reasonable means have been exhausted prior to requesting the appeal. Appeals to policies that would inequitably or unreasonably affect other students/staff/faculty (past, current, or future), that would provide an undue benefit or advantage over others in an unreasonable manner, that might be viewed as purely situational or providing a temporary change in policy that would not be reasonably offered to others under similar circumstances, or that could lead to questions of the integrity of actions or other institutional artifacts (for example, transcripts, validity of degrees awarded, etc.) would be unlikely to proceed to a panel (a non-exhaustive list of examples might include willful disregard for policies and procedures, neglect or carelessness, appeals that might not live up to the intended spirit of the policy, changes in requirements to graduate, modifying grades simply so a student can graduate, etc.). If reasonable relief is not accepted under the Undue Hardship Appeal process, individuals can escalate their request to the Institutional Grievance Panel. All prior information, including the OIE's justification for the denial of the Undue Hardship Appeal, will be provided to the Institutional Grievance Panel and entered into the official record. The OIE will inform the appellant of the result of the decision and any next steps that the appeal might take.

If the OIE deems that reasonable relief should be considered, following the Institutional Grievance Panel policy, the Office of Institutional Effectiveness will form a Panel to consider the matter. Once the Panel has rendered a decision, the submitter will receive an official communication of that decision from the institute. There should be no assumption that undue hardship appeals will be approved; however, in light of the institute's mission and values, which include promoting personal growth in addition to academic and professional success, submitters can rest assured that undue hardship appeals will be given due consideration.

A variety of factors will be considered, including equity for others in similar situations (past, present, or potential future), previous decisions rendered at The Institute, the intent of the policy's existing provisions, the impact that a deviation in the policy may have on future situations for other similarly positioned students, and the resources and abilities of The Institute /individuals to fulfill the request in a reasonable manner, among others.

## **6.18 Institutional Grievance Panel**

From time to time, The Institute may need to form an ad hoc Institutional Grievance Panel. This panel is generally formed by the Office of Institutional Effectiveness (OIE), unless otherwise noted by a predefined institutional policy. In instances in which a policy already defines the procedures for the formation of a grievance panel or committee, that policy is to be followed.

The OIE serves as an independent office that seeks to understand an issue from all sides, and then provide remediation to the Office of the President, who is the ultimate authority on resolving major issues that arise at the institutional level. To form the Panel, the OIE will choose individuals from diverse units and backgrounds to serve on the Panel. This is intended not only as a potential means of escalation, but also as a way of seeking multiple perspectives and ensuring a fair response to especially serious issues.

Individuals who are not satisfied with the decisions of predefined grievance panels or committees at a lower level (e.g., within a School) can appeal to the OIE for the formation of a higher-level Institutional Grievance Panel. The appeal must contain a justification including, as relevant, a detailed description of any previous decisions rendered on the grievance, especially noting any specific information that was intentionally or unintentionally omitted from the original review and/or additional information that has come to light since the time of the decision from the lower level.

Upon receipt of this written appeal the Office of Institutional Effectiveness will review the justification and determine whether to form an Institutional Grievance Panel. If so, the Institutional Grievance Panel will conduct a full review including the new information, and the Head of the Panel will communicate its decision to the appellant. If not (e.g., if the lower-level decision seems unlikely to have been decided differently in light of the new information), the OIE will communicate this back to the individual who submitted the justification. Once the Panel has rendered a decision, the submitter will receive an official communication of that decision from The Institute. A variety of factors will be taken into account by the Panel, including the student's existing academic and conduct on record, equity for others in similar situations, previous decisions rendered at The Institute, the intent of any policy's existing provisions, and the resources and abilities of The Institute /individuals to fulfill the request in a reasonable manner, among others.

An Institutional Grievance Panel is generally used as a last resort, once all other attempts at a resolution have been exhausted as defined in the Formal Complaint Procedures. The Panel is intended to be the last step before someone goes beyond The Institute to seek resolution to a complaint, grievance, or serious concern. By submitting a request for review to the Institutional Grievance Panel, you will make a good faith effort to adhere to the decision(s) rendered by the Panel unless there are examples of egregious actions or gross misconduct on behalf of the Panel. In such cases, individuals are encouraged to appeal directly to the Office of the President or extend beyond The Institute if there are any concerns about impartiality.

## **6.19 Formal Complaint Procedure**

New Lines Institutes for Strategy and Policy is committed to providing a positive educational experience for its students. Faculty and staff attempt to create, in all areas, an atmosphere that is conducive to learning. For this reason, The Institute has established a procedure to address any school-related problems, concerns, or complaints to ensure that student concerns on academic and non-academic matters are constantly monitored, addressed, and resolved to improve the quality of services.

The life cycle of a complaint is made up of varying stages, wherein the first stage encourages resolutions to address and resolve the issue directly with the source/sources of the issue. The goal is to provide a clear and reasoned process that ensures that matters can be resolved as quickly as possible. If matters are unresolved with the individual(s) involved in the issue, it should be escalated to someone who oversees the individual(s).

Certain complaints will receive immediate attention by the Office of Institutional Effectiveness and a formal investigation will be launched, based on the urgency and sensitive nature of a given complaint. This would include, but is not limited to, issues of harassment or sexual misconduct, issues that demand immediate attention given the nature of the concern, or other activities and actions that are defined by policies already in existence at The Institute. In such instances, individuals should go directly to stage 3.

- **Stage 1: Issue Resolution Process:** Institute staff and faculty maintain an open-door policy, and students, staff, or faculty may express concerns to any administrator; however, in order to resolve the issue in an expeditious manner, they should be dealt with directly to the individual(s) who are directly involved. If the issue involves a department (as opposed to an individual), it should be brought to an appropriate person in that department for timely resolution. It is advisable that all complaints be documented in writing (for example, via an email or other reproducible format).

If the issue is unresolved with the individual(s) directly involved in the original situation, the issue should be raised to someone immediately above the original individual(s) (for example, a supervisor) in the department. As an example, if a student has a concern about something related to their course, they should consult their instructor directly. If the student is not satisfied with the result, they are permitted to discuss the issue with the Program Chair. If the problem is not resolved at that level, the student should then contact the Executive Dean.

- **Stage 2: Referral to Appropriate Executive:** If a complaint cannot be resolved at the departmental level, the complaint will be escalated to the next highest level. If the complaint is academic in nature, it would be escalated from the faculty to the Program Chair, and eventually the Executive Dean. A complete list of possible escalation is below:

Department Receiving Complaint	Executive Level Escalation
Academic Affairs	Program Chair
Accounting	Chief Financial Officer
Admissions	Executive Dean
Alumni Relations	Executive Dean
Business & Property Management	Executive Dean
Career Services	Executive Dean
Human Resources	President
Information Technology	Executive Dean
Inquiry & Communications	Executive Dean
Institutional Effectiveness	Executive Dean
Library	Executive Dean
Marketing	Executive Dean
Media & Public Relations	Executive Dean
Quality Assurance & Compliance	Executive Dean
Registrar	Executive Dean
Student Experience	Executive Dean
Writing, Media & Research Center	Executive Dean

- **Stage 3: Resolution with the Office of Institutional Effectiveness:** Students have various options to file complaints and suggestions for academic and non-academic matters to the Office of Institutional Effectiveness. For expeditious investigations to be conducted, it is preferable that all complaints/issues be submitted in a manner that allows investigators to know who submitted the complaint/issue. The Office will actively work to maintain the confidentiality of any individual involved in and/or submitting a complaint. If, however, the complainant wishes to remain anonymous, this is also possible. By remaining anonymous, the submitter should understand that such submissions could result in a more limited resolution and follow-up on the resolution would be unlikely given the nature of anonymous submissions.

There are several options to choose from in order to file a complaint or suggestion.

1. Online Submission: Individuals can submit their request via email to [oie@newlinesinstitute.org](mailto:oie@newlinesinstitute.org).
2. Anonymous Online Submission: Individuals can submit their request via the online submission form: [www.newlinesinstitute.org](http://www.newlinesinstitute.org). Unless the submitter provides their name, email, phone number, or other identifiers, the submission will be anonymous.
3. Anonymous In-Person Submission: An electronic suggestion box is available on the institute's website. Individuals can submit formal written submissions at any time.



4. In-Person Submissions: Individuals can visit the Office of Institutional Effectiveness throughout the week to meet with an individual to discuss their issue.

The Office of Institutional Effectiveness staff investigate the complaint, interview the involved parties, find any related resources, and provide the resolution. The complaint/issue is logged and resolutions are devised and discussed with relevant departments.

- **Stage 4: Referral to Office of the President:** If the complaint or grievance may not be resolved at any of the previous stages, a referral may be made directly to the Office of the President for resolution. The President and their support staff take the time to listen, hear any grievances, receive any previous written reports or evidence on the background of the issue from the Office of Institutional Effectiveness, and attempt to render a fair and agreeable resolution that is in the best interest of The Institute and the involved parties.
- **Stage 5: Institutional Grievance Panel:** At any time throughout the complaint process, at the written request of the individual, the Institutional Grievance Panel policy can be requested. As is noted in the policy, an Institutional Grievance Panel is generally used as a last resort and should not be the first attempt at resolving the issue unless under very dire circumstances.
- **Stage 6: Referral to an Outside Organization:** If after following the above stated procedure, the individual feels that their concerns have not been resolved, they may address these concerns in writing to the following organization:

**DC Higher Education Licensure Commission**  
1050 First St. NE  
Washington, DC 20002  
(202) 727-6436

The Institute ensures that a student will not be subjected to unfair action as a result of initiating a complaint proceeding.

## **7 ACADEMIC PROGRAM**

### **7.1 Career Education Statement**

The Institute is committed to preparing students for professional success in the fields of strategy and policy by aligning education with employer and industry needs. Our graduate programs emphasize practical, career-oriented training that blends rigorous academic study with applied learning experiences such as case studies, simulations, and policy projects. Courses connect theory with real-world applications relevant to government, think tanks, NGOs, and international organizations.

Our goal is not only to award a credential but to ensure that graduate's transition confidently into the workforce where they can contribute meaningfully to their organizations, advance peace and security, and adapt to the evolving demands of global policy and strategic leadership.

### **7.2 Program Overview**

The New Lines Institute for Strategy and Policy in Washington, D.C. will provide an intensive, graduate level program that will confer a master's degree in Strategy and Policy. This program, which lasts one full academic year divided into three academic semesters, will provide participating students with a rigorous education as both scholars and practitioners. Students will take courses relevant to the study of U.S. foreign and national security policy and geopolitical and strategic analysis and will simultaneously gain practical experience in the field as Research Interns in the Institute's think tank. The students will have the opportunity to build experience in foreign and national security policy and geopolitical and strategic analysis from day one alongside their studies. This program is unique in its emphasis on simultaneous, integrated, and hands-on practice in the field as a key component of the educational experience.

Highlights of the New Lines Institute for Strategy and Policy's graduate degree in strategy and policy are:

- A unique, multi-disciplinary, hands-on practical experience in both the theory and the practice of the foreign and national security policy profession.
- The entire program is one academic year, serving as a launching ramp for students who seek to enter the foreign and national security policy profession quickly.
- The students in the program are provided with opportunities to publish with the New Lines Institute to create a portfolio of work to demonstrate their skill in the profession for potential employers.
- Each student is provided with a "mentor" who is a foreign and national security professional and who advises them throughout the program

### **7.3 Program Mission**

The New Lines Institute for Strategy and Policy seeks to expand the pool of qualified individuals seeking a career in foreign and national security policy. It is a core part of the mission of this program to reach "beyond the Beltway" to provide opportunities for individuals from underrepresented backgrounds to gain a world-class education and to provide them with practical experience in the foreign and national security policy and geopolitical and strategic analysis fields working at a think tank while they pursue their education. The New Lines Institute for Strategy and Policy is guided by strong values that seek to empower individuals to realize their potential and to encourage them to think holistically and globally in the pursuit of building a better world. There is no other organization in Washington, D.C. that offers the value of a rigorous graduate program based on proven methodology simultaneously with the opportunity to gain practical, hands-on experience at a globally recognized think tank. The New Lines Institute for Strategy and Policy provides a pathway for a cohort of diverse individuals to build a career working in foreign and national security policy.

### **7.4 Process for Self-Assessment**

New Lines Institute emphasizes quality and regulatory compliance in all programs, services, and operations. For continuous quality assurance, New Lines employs a variety of self-evaluation tools. New Lines conducts several surveys to solicit meaningful feedback from all stakeholders. Students and faculty are asked to complete surveys at the end of each course. Graduates, withdrawn students, and employers are polled annually. The programmatic advisory board provides important feedback annually. The data gathered from

various sources are analyzed in the Campus Effectiveness Plan (CEP), which is maintained and updated annually. The CEP is the culmination of all New Lines outcomes.

New Lines uses the Campus Effectiveness Plan (CEP) to evaluate key performance indicators, such as retention rates, graduation rates, placement rates, student satisfaction, graduate satisfaction, employer satisfaction, student achievement of learning outcomes, and academic support services. The data-driven process identifies strengths and areas for improvement through analyses of activities, actions, and results. The CEP includes detailed improvement plans for the areas where shortcomings are found. It is reviewed and updated annually. Overseen by the Executive Dean, the CEP is prepared by the Program Chair, Registrar, Librarian, and Career Services.

## **7.5 Programmatic Advisory Board**

New Lines Institute for Strategy and Policy has assembled a Programmatic Advisory Board for its Graduate Program in Strategy and Policy. The role of the Board is to provide subject matter knowledge, critical thinking, and analysis to support the Institute's staff in their decision-making process. The board members are volunteer representatives of employers, academia, and the Institute's staff. The Board meets once a year to review and discuss the following items:

- Annual review of institutional mission and objectives
- Annual review of program objectives and outcomes
- Annual review of institutional achievements
- Review of employment trends
- Review of trends in academia
- Review of student, faculty, alumni, and employer satisfaction
- Solicitation of employer feedback on program
- Solicitation of feedback from employers and academia on suggested programmatic updates.

## **7.6 Program Learning Outcomes**

Over the course of the program, the following program learning outcomes are emphasized:

- Apply the academic knowledge and technical expertise essential for an effective professional career in international affairs and policy making.
- Build and maintain a network of professionals in foreign and national security policy as well as those who can influence policy in the DC metropolitan area.
- Engage in broader global commons by serving as ambassadors in one's communities.
- Utilize empathetic analysis to assess one's and others' identities and worldviews.
- Critically analyze foreign and national security policy topics with multi-level perspectives.
- Communicate analysis of foreign and national security policy to specialist and broader audiences in multiple external venues.
- Explain how foreign and national security policy is shaped by stakeholder(s) interests and how it is implemented and communicated.
- Publish analysis in various mediums that can interact with a broad range of audiences.
- Communicate analysis on the foreign and national security field in multiple external venues.
- Identify how to assess credibility, authenticity, and consistency in the process of developing foreign and national security policy.

## **7.7 Program Organization**

The program is intensive, occurring over one full academic calendar year with three semesters (Summer, Fall, and Spring). Each incoming class will begin in June and will graduate in June of the following year. Students will take 12 credits per semester, for a total graduating requirement of 36 credits by the end of the program.

During each semester, students will take four (4) in-classroom courses, for a total of twelve credits. Each week consists of 6 hours of lecture and 15.75 hours of interning at the New Lines Institute for Strategy and Policy, in one of the think tank's research units. Particularly high-achieving students will have opportunities to publish their research and analysis for the think tank.

### ***Program Structure, Lockstep Design, and Fellowship Integration***

The institute's program is designed as a lockstep, sequential curriculum, meaning that all 12 courses must be taken in a predetermined order. Each course builds upon the knowledge and skills developed in the previous one, forming a carefully scaffolded learning experience. To ensure depth and focus, students take only one intensive, four-week course at a time.

A distinctive feature of the program is its integrated fellowship, which complements and reinforces the academic coursework. As students progress through each course, they simultaneously participate in a 15.75-hour-per-week in-residence internship at the New Lines Institute, directly applying their learning in a professional policy environment.

The fellowship experience is designed to align with the academic progression:

- **Analytical Development and Training:** Students begin in-residence with the Institute's Analytical Development and Training Department, where they are trained in analytical methodologies, research practices, and policy-writing standards.
- **Departmental Placement:** Following this foundational training, fellows are placed in-residence within one of the Institute's portfolios or institutional departments. While their primary placement is in one area, students are exposed to the full range of the Institute's portfolios and activities over the course of the program—such as transnational fragility, Eurasian security, gender policy, strategic blind spots, and counterterrorism—offering a comprehensive understanding of diverse policy issues.
- **Capstone Project:** The fellowship culminates in a substantive, publishable policy paper and outreach campaign, allowing students to synthesize academic and experiential learning through a real-world deliverable.
- **Mentorship and Networking:** Each student is paired with a mentor—an experienced foreign or national security professional—who offers personalized guidance and career insight. The Institute's Washington, D.C. location further enables regular exposure to leading policymakers, diplomats, and thought leaders.

Due to the specialized nature of the curriculum, the high-impact fellowship integration, and the intensive academic schedule, each course is offered only once per academic year. This structure ensures high-quality delivery, deep faculty engagement, and alignment between academic content and fellowship activities. It also supports small class sizes, personalized mentorship, and a tightly knit cohort model.

Because of this structure, students who fail a course must wait 12 months to resume the program at the same point in the sequence during the next academic year. For example, if a student fails Course 5 in October 2025, they may return to resume the program with Course 5 in October 2026. This policy preserves the academic integrity and experiential coherence of the program. For more information, please refer to the Course Failure and Re-Admission policies in this catalog.

### ***Three Course Clusters and Foundational Courses***

The courses offerings are structured into three large (3) clusters that represent three core themes that are taught in the program: geopolitical and strategic analysis; U.S. foreign and national security policy formulation; and functional tradecraft and skills for foreign and national security policy professionals.

Students in the program will be required to take three (3) foundational courses for a total of 9 credits. Each cluster has one course that is considered foundational and must be taken and passed by every student in the program.

These foundational courses will provide the students with a deep understanding of how U.S. foreign and national security policy is developed, how to create actionable, timely, and relevant analytical assessments on pressing global issues that are useful for policymakers, and skills in writing and briefing that can be applied outside of the classroom and in the policymaking and analytical professions.

These foundational courses are:

## Strategic Analysis

### U.S. Foreign and National Security Policy Formulation

#### Tradecraft and Skills for Foreign and National Security Policy Professionals

## 7.8 Summary of Courses

New Lines Institute's Master of Arts in Strategy and Policy program comprises twelve courses divided into three topical clusters.

<b>Cluster 1: Strategic Analysis   Phase 1: Concepts of Learning and Being</b>
NLSP510 Foundations of Strategy and Policy I: Worldviews and Models of Thinking
NLSP520 Strategic Analysis for an Interconnected World
NLSP520 Foundations of Strategy and Policy II: Learning and Being
NLSP540 Decision-Making in U.S. Foreign and National Security Policy
<b>Cluster 2: U.S. Foreign and National Security Policy Formulation   Phase 2: Developing the Skills of Learning and Being</b>
NLSP610 Global Citizenship and Social Impact
NLSP620 The Global Architecture
NLSP630 Connectivity and the Global Commons
NLSP640 The Middle East as Challenge and Opportunity
<b>Cluster 3: Tradecraft and Skills for Foreign and National Security Policy Professionals   Phase 3: Lifelong Practices of Learning and Being</b>
NLSP710 Analytical Development
NLSP720 Impact-Driven Project Management
NLSP730 Capstone Project Presentation: Operationalizing the Connectivity Framework
NLSP740 Designing Your Career and Life

### Cluster 1: Strategic Analysis | Phase 1: Concepts of Learning and Being

<b>NLSP510</b> Foundations of Strategy and Policy II: Worldviews and Models of Thinking	Theory Hours	24	Intern Hours	63	Total Hours	87
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This course explores various frameworks and perspectives that shape human thinking, influence our understanding of the world, and serve us in finding innovative solutions to life's challenges and opportunities. By examining different models of thinking and worldviews, students gain a deeper insight into the diverse ways individuals and societies make sense of their experiences, interpret information, and construct knowledge.

Throughout the course, students will delve into the realm of cognitive processes, examining how individuals think, reason, problem-solve, and make decisions. They will explore cognitive models such as analytical,

critical, and intuitive thinking, cognitive biases, and heuristics. By understanding these diverse cognitive approaches, students develop critical thinking skills and learn to evaluate the strengths and limitations of different thinking models in different contexts.

The course also places a strong emphasis on the study of worldviews. Worldviews are the overarching frameworks through which individuals and cultures interpret reality, understand the nature of existence, and make moral and ethical judgments. Students will explore various worldviews based on the theory of Spiral Dynamics. They will investigate how these worldviews shape belief systems, values, and behaviors, and how they influence individuals and societies on personal, social, and global scales.

By engaging in thought-provoking discussions, case studies, and experiential exercises, students will develop a broader and more inclusive understanding of the diverse models of thinking and worldviews present in our globalized society. The course encourages students to critically reflect on their own thinking patterns and worldviews, fostering self-awareness and an appreciation for the complexity and richness of human cognition.

Upon completion of the course, students will possess a deeper understanding of the diverse models of thinking and worldviews that shape our perceptions and interpretations of the world. They will be equipped with the tools to critically analyze and evaluate different thinking approaches and worldviews, enabling them to navigate complex intellectual, social, and cultural landscapes with a more nuanced perspective. This course provides a solid foundation for further studies in strategy and policy, while also cultivating essential skills for lifelong learning and intercultural competence.

- Explain the distinctions between analytical and critical thinking.
- Compare models of thinking.
- Choose appropriate models of thinking for solving problems.
- Practice application of system dynamics to current problems.
- Distinguish the processes, tools, and practices of systems thinking from linear thinking.
- Discuss the benefits of cognitive diversity for problem-solving.
- Evaluate how the variety of ways we think can impact our capacity to solve problems and fulfill life's commitments.
- Explain the common worldviews of humanity and how they are aligned with the conditions existing in the world.
- Apply the worldviews model by proposing solutions for complex problems.
- Combine models of thinking in proposing innovative solutions to global issues.

<b>NLSP520</b> Strategic Analysis for an Interconnected World	Theory Hours	24	Intern Hours	63	Total Hours	87
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This course will provide students with an understanding of the conduct of strategic analysis and its various forms and components. It will address the intelligence process as well as different ways of analyzing data inputs, including geopolitical analysis, human agency analysis, and connectivity analysis. It will also address the applications of strategic analysis, including completing a net assessment on a particular topic/country/theme, leveraging strategic analysis into forecasting and scenario building, and utilizing strategic analysis toward informing policy recommendations.

At the end of this course, students will be able to:

- Explain the importance of conducting connectivity and strategic analysis towards net assessments and forecasting.
- Describe geopolitical, human agency, and connectivity analytical tools.
- Identify the strategic analysis framework in New Lines and industry content.
- Identify geopolitical, human agency, and connectivity analytical tools in specific contexts.
- Recognize how to effectively utilize geopolitical, human agency, and connectivity analytical tools in various modes of communication in support of New Lines ethos (vision, mission, and values).
- Engage in the process of strategic analysis.

- Conduct a net assessment on global topic(s) and build subsequent analysis and forecasts.

<b>NLSP530</b> Foundations of Strategy and Policy II: Learning and Being	Theory Hours	24	Intern Hours	63	Total Hours	87
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We often focus on what we need to learn but are far less likely to explore how we learn and what we can do to further develop ourselves as learners. This is not surprising since learning is innate - an activity we have been engaged in since our early childhood and not a skill we generally believe needs to be consciously developed. The purpose of the several weeks of this course is to expand our capacity for learning by exploring the principles of learning and applying those to the activities of daily living.

During week two, we explore learning as the foundation of our way of being in the world - impacting how and what we observe, our self-awareness and presence, our conversations, (assessments, assertions, declarations, requests, offers, promises made and capacity to fulfill those promises). The emphasis during our second week is on our presence and our capacity for understanding, identifying possibilities, and generating action.

Week three we introduce another perspective for understanding who we are in the world by exploring our worldviews - what they are, how they change, and the impact they have on our lives at the personal, community, national and global levels.

Our course concludes with a focus on practices of learning - the moods that support learning, our individual styles of learning and the commitments, strategies and plans that will each help us become a lifelong learner.

At the end of this course, students will be able to:

- Describe one's learning style and conditions that support learning.
- Implement strategies for developing one's capacity to learn.
- Identify one's barriers to learning and implement strategies to remove those barriers.
- Explain the basic moods of living and engage in conscious practices to design one's moods for living and being.
- Practice the language of being, powerful conversations, and the assessment of trust through speech acts (assertions, requests, offers, promises).
- Engage in observing oneself in action – observe the observer that one is.
- Apply the skills of self-observation in identifying one's cognitive biases.
- Demonstrate an understanding of the factors that influence trust.
- Implement strategies to build and maintain trust in various contexts.
- Implement strategies for being fully present in the moment.
- Apply the skills and managing risk effectively in decision-making processes.

<b>NLSP540</b> Decision-Making in U.S. Foreign and National Security Policy	Theory Hours	24	Intern Hours	63	Total Hours	87
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This course will provide the students with an in-depth understanding of how U.S. foreign and national security policy responds to domestic, foreign, and geopolitical stimuli, and how it is developed, socialized, and implemented to address both challenges and opportunities for the United States. Students will also analyze in-depth key concepts in foreign and national security that shape policy formulation such as deterrence, fait accompli, unilateralism, bilateralism, etc., and which they will read about in U.S. policy documents and in the discussion within the foreign and national security professional community. The course will provide students with extensive practice in applying the concepts of U.S. foreign and national security policy that they learn with interactive assignments and simulation exercises including mock briefings to a President, mock Congressional testimony, and a mock Situation Room crisis scenario.

At the end of this course, students will be able to:

- Explain how geopolitics shapes policy.

- Describe the policy-making process of U.S. foreign and national security policy.
- Recognize inter-agency inputs into the policy-making process.
- Describe the manners in which Congress impacts the process and decision-making of foreign national security policy.
- Explain how the executive branch negotiates and advocates for itself with Congress.
- Describe how government institutions and informal centers of power (political, bureaucratic, religious, cultural, economic, military, intelligence community, etc.) impact the policy-making process and revisions to policy.
- Describe how the private sector (trade, big business, commercial interests, defense contractors, etc.) impacts the policy-making process.
- Identify the politics of politicians, bureaucrats, media, foreign actors (allies/adversaries/partners), international organizations, and civil society organizations.
- Explain how to evaluate different policy options and make recommendations.
- Critically analyze how decisions are currently being made (i.e., current landscape) and what the issues are in preparation for continued decision-making and policymaking practice in Cluster 2.

## **Cluster 2: U.S. Foreign and National Security Policy Formulation | Phase 2: Developing the Skills of Learning and Being**

<b>NLSP610</b> Global Citizenship and Social Impact	Theory Hours	24	Intern Hours	63	Total Hours	87
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The purpose of Global Citizenship and Social Impact is to build students' capacity for being global citizens, for creating impact in the world, and feeling a sense of purpose. This course begins with an exploration of the value, meaning, and practices of global citizenship. We address the concept of citizenship, what constitutes meaningful citizenship, and the global dimensions of citizenship. Students will develop an understanding of global citizenship, identify the implications for humanity and the planet, and learn the values and challenges of being a global citizen. Being a global citizen includes developing cultural awareness, embracing diversity, promoting social justice, and taking responsibility for action.

The course continues with an exploration of the ideas, tools, and processes for creating social impact, including the challenges and opportunities of having social impact, and building students' capacity to have social impact through career activities - regardless of what they choose to do or the organizations they join. The course will conclude with a serious game in which students will simulate the process of ideating and launching a social enterprise concluding with a presentation of results to the class.

At the end of this course, students will be able to:

- Define global citizenship.
- Describe the responsibilities of global citizenship and implications for the planet and humanity.
- Explain the meaning of globalization and its benefits and effects.
- Identify strategies for advocating and promoting diversity and inclusion initiatives in one's workplace and broader society.
- Describe the values and challenges of being a global citizen.
- Identify cultural awareness strategies and demonstrate cultural awareness when interacting with others from different backgrounds and ethnicities.
- Embrace community mindedness and service as an integral part of one's daily life.
- Identify practices for engaging in advocacy and activism.
- Recognize the importance of social justice and equity.
- Build one's capacity for pursuing social impact throughout one's career.
- Recognize the importance of tri-sector responsibility – business, government, and non-profit – for social impact.
- Identify ways to contribute toward social impact.

<b>NLSP620</b> The Global Architecture	Theory Hours	24	Intern Hours	63	Total Hours	87
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This course is designed to equip the students with a detailed appreciation of the structure of the international system, which includes great powers, emerging players, trade, conflict, international organizations, transnational non-state actors. Students will learn about how the current global architecture came into being in the wake of Second World War and the various stages of its development. It will help the students understand the rules-based international order that United States along with its western allies and other partners have sought to maintain. Students will study in-depth key concepts pertaining to the international system such as geopolitics, international security, polarity (in its various forms), geoeconomics, international governance, globalization, fragmentation, and development. The course will provide students with the opportunity to apply these concepts through analytical assignments, debates, and war gaming exercises.

At the end of this course, students will be able to:

- Describe the global architecture and international system.
- Identify the geopolitical building blocks common to all nation-states.
- Recognize what makes a power a great power and the different types of powers and their evolving status.
- Explicate the concept of emerging powers in different regional contexts.
- Explain the complex web of international organizations and how they interact with each other.
- Illustrate why the United States seeks to maintain the current global architecture.
- Analyze great powers and emerging powers from geopolitical and human agency lenses.
- Conduct a net assessment (geopolitical imperatives, grand strategy, strategy, and tactics) of state and non-state actors.

<b>NLSP630</b> Connectivity and the Global Commons	Theory Hours	24	Intern Hours	63	Total Hours	87
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This class will provide students with an in-depth study of the concept of connectivity, which is fundamental to how the New Lines Institute approaches its analysis and the ways in which it develops policy recommendations. This course focuses on species-level themes such as climate change, food, and health, which provide challenges as well as opportunities for policymakers at various levels of organization (local, national, international). A course that focuses heavily on critical thinking, by the end of this class students will be charged with the task of identifying the application of connectivity to both policymaking and the superordinate/transformational visions that can shape the policymaking process.

At the end of this course, students will be able to:

- Define connectivity as a concept and tool as developed by New Lines.
- Outline human ware and hardware in terms of knowledge within the connectivity context.
- Describe the various factors that connect people globally (water, climate, trade, energy, grains, subterranean resources, information, healthcare, technology, supply chain, etc.).
- Describe the four dimensions of connectivity: 1) levels/scope, 2) themes, 3) forms, and 4) intentions/outcomes.
- Identify the challenges to connectivity (national sovereignty, populism, polarization, sub-national divisions, scarcity, diseases, protracted conflict, natural disasters, etc.).
- Explain how the various factors and four dimensions of connectivity have shaped policymaking historically.
- Recognize how connectivity can be a basis for great power status and competition.
- Explain how challenges to connectivity can be overcome in a transformational way to achieve superordinate goals.
- Evaluate and explain a conflict or relationship through competitive vs. superordinate forms of connectivity.

<b>NLSP640</b> The Middle East as Challenge and Opportunity	Theory Hours	24	Intern Hours	63	Total Hours	87
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Understanding the rise, dominance, and fall of regional, global, and international orders. This course equips students to understand different types of orders over recent human history. We will examine how they emerge,

change, and collapse and how this affects the prevailing strategic context. Historical analysis will be grounded in contemporary trends and challenges to US policy with emphasis on the shifting balance of power and waning of the unipolar moment.

Students will be required to understand different schools of thought in the debate about US national security and strategy. They will draw on case studies for policy lessons, culminating in writing a mock National Security Strategy exercise that references the past to shape contemporary policy recommendations. Central to the course is the idea that orders have an underlying moral justification that must be grappled with such as their ability to bring order to chaos, deliver public goods, fulfill a divine or secular ideological mandate, and so on.

- Define a regional, global, and international order.
- Explain the rise and fall of past orders.
- Explain the strategic evolution of different current powers and how that affects the international order.
- Describe the objective sought by effective change managers and why they seek those objectives.
- Explain how current policymakers/policy advocates view different approaches to managing the US role in a changing global order.
- Recognize how disruptions of orders ought to affect contemporary international policymaking.
- Synthesize, apply, and project lessons learned from evolutions of orders via strategic analysis and forecasting.

### **Cluster 3: Tradecraft and Skills for Foreign and National Security Policy Professionals | Phase 3: Lifelong Practices of Learning and Being**

<b>NLSP710</b> Analytical Development	Theory Hours	24	Intern Hours	63	Total Hours	87
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The purpose of this course is to apply the analytical tradecraft that you were exposed to in course 3 in the light of the knowledge acquired in courses 4 through 8. The objective is to be able to develop the skillset required to produce sophisticated assessments of issues that are at the intersection of global geopolitics and U.S. foreign policy. It will equip the students with the techniques on how to process the growing body of open-source intelligence, make sense of the data in the form of key analytical findings, forecast the next stage of evolution of the issue under scrutiny, and finally distill policy recommendations. These skills are crucial in order to a successful career in the strategy and policy profession. In sharp contrast with all previous courses Analytical Development involves learning through the practice of the skills introduced in Strategic Analysis for an Interconnected World. Course 9 starts the students off on the third and final phase of the graduate program based on the apprenticeship/mentoring model of learning such that the student can hit the ground running in an actual job environment that requires analysis.

At the end of this course, students will be able to:

- Demonstrate competence of the process of developing analysis.
- Gain the ability to develop analysis from conceptualization to final product.
- Be able to process an inordinate amount of intelligence.
- Offer explanations of global developments in keeping with the imperatives of constraints and imperatives of the actors involved.
- Forecast along multiple time horizons.
- Distill recommendations from the analysis and forecast for policy- and decision-makers on how they should deal with emerging situations.

<b>NLSP720</b> Impact-Driven Project Management	Theory Hours	24	Intern Hours	63	Total Hours	87
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This course will provide students with an introduction to theories and practices of the project management theories and models relevant to policy analysis, including project lifecycle, processes, and steps. The theories will be applied in real life case studies including a guest speaker session. Students will have hands on

application by working on their project implementation plan. The key differentiator of this course to provide students with opportunities to have hands-on experiential learning while learning to design and manage impact-driven projects.

- Enhance their knowledge of relevant project management theories and frameworks.
- Establish a clear understanding of what Impact is in a foreign policy space.
- Analyze the components and steps critical for a successful project implementation of a policy impact.
- Gain experiential learning by applying the theories into practice through case studies and their own project implementation plan.
- Apply specific tools, methodologies, and approaches to carry out market research, data collection, monitoring, evaluation, and learning.
- Synthesize analytical approaches and policy recommendations.

<b>NLSP730</b> Capstone Project Presentation: Operationalizing the Connectivity Framework	Theory Hours	24	Intern Hours	63	Total Hours	87
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The purpose of this course is to apply the skills that you have learned that are applicable to the strategy and policy profession to develop a project (capstone) that could be published by the New Lines Institute. You will be taught the New Lines methodology, a process for developing ideas and turning them into action, including publications and outreach, which is practiced by the full-time staff at the Institute. This course emphasizes experiential learning, combining the in-class knowledge that you gained with the practical application of the knowledge in your daily work at the New Lines Institute. The goal of this course is supporting your journey of discovery as a rising professional in the field of strategy and policy by helping you to take your ideas into action with a publication and to build your professional profile outside of the context of the university program.

The key goal of this course is to help the students to achieve competence in, and if possible, mastery over, the entire process of having impact with their work. This course will assess the students based on their competencies in the New Lines project management lifecycle, a complete module for ideation, socialization, production, publicization of knowledge work. The New Lines project management lifecycle is derived from a unique approach developed by New Lines Institute staff. By following the New Lines project management lifecycle, the students will not only be prepared to succeed in their capstone projects, but they will also be able to work competently, or better, as full-time, junior analysts in the think tank and knowledge industry.

- Demonstrate competence of the concepts introduced in the Impact-Driven Project Management course.
- Apply all the tradecraft/best practices to produce a project through the mechanism of apprenticeship that is in keeping with New Lines methodology.
- Develop a portfolio of work that could include multiple projects.
- Gain the ability to do policy work that is in keeping with New Lines mission, vision, and values.

<b>NLSP740</b> Designing Your Career and Life	Theory Hours	24	Intern Hours	63	Total Hours	87
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Designing Your Career and Life is an engaging and transformative learning experience that empowers you to proactively shape your personal and professional journeys. It will help you build capacities for career success in the strategy and policy field and address the importance of work-life integration, fostering a balanced and fulfilling lifestyle that supports both personal and professional growth.

Adapting to the dynamic complexity of this world requires continuous discovery and design. This course will help you engage in career planning throughout your lifetime and prepare you for being a transformative leader. Concepts, tools, and practices of design thinking, positive psychology, personal development, and leadership help you explore your passions, values, and unique strengths, make intentional and fulfilling life choices, declare your commitments, and develop plans and practices that help you achieve those commitments.

- Describe practices for building trust and trustworthiness.

- Explain the meaning, value, and practices of integrity and authenticity.
- Observe and analyze one's own resilience and adaptability to the situations presented by life.
- Assess one's confidence for taking effective action in a situation and engage in practices for developing confidence and acting with persistence and passion.
- Explore career options and assess fit with one's purpose and goals in life.
- Recognize the importance of self-development to build capacities for career success.
- Explore strategies for aligning one's career with an evolving worldview and values.
- Describe career agility and recognize how one can develop career agility by adopting a growth and learning mindset.
- Set goals in one's career planning and identify strategies for achieving those goals.
- Develop a career action plan.
- Explain the principles of leadership and implement strategies for being a thoughtful leader and constructive acts of leading.
- Explore strategies for creating work-life integration and fostering a balanced and fulfilling lifestyle that supports both personal and professional growth.
- Explain the principles of leadership and implement strategies for being a thoughtful leader and constructive acts of leading.