



# Parami University Catalog

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## A. ABOUT THE UNIVERSITY

Parami University is an online liberal arts and sciences University that offers Associate degree and Bachelor's degree programs. The classes are fully synchronous and delivered using advanced education technologies with world-class faculty. Its undergraduate degree programs are licensed under the Higher Education Licensure Commission of Washington, DC, in the US.

Since its humble beginnings in 2017 as a liberal arts education institution in Burma (Myanmar), Parami University has committed itself to empowering youth to cultivate leadership in the service of humanity, civic engagement to communities, and relationship to the natural world. It aims to provide quality education with a focus on academic excellence and holistic development, and promote access to higher education for youth with limited higher education pathways globally.

### A1. VISION

Parami University aims to be an institution of choice for students in Southeast Asia seeking top quality higher education opportunities via advanced delivery technologies.

### A2. MISSION

Parami University is committed to educating underserved students in developing countries so that they will become effective change agents and contributing members of the global community. Parami accomplishes this by nurturing critical thinking, inspired leadership, and compassionate service through globally competitive liberal arts and sciences education.

### A3. GOAL AND OBJECTIVES

With these vision and mission, the University sets the goal to develop top quality educational programs and opportunities for underserved students via advanced delivery modalities to become globally-minded and responsible citizens of the global society. This will be accomplished through the following objectives.

1. To expand university-level education opportunities for underserved students in Southeast Asia to obtain formal college credits and degrees;
2. To help students acquire the general skills and competencies necessary to succeed in advanced undergraduate or graduate courses through the liberal arts and sciences;
3. To prepare students for successful careers and purposeful citizenship in a rapidly changing world.





## A4. VALUES

Parami University aspires all members of the university to cultivate leadership and service. Descriptively, the University cultivates leadership in service of humanity, their civic engagement to communities, and their relationships to the natural world. The University will be guided by the following eight core values as a model to invite all members of the University community to be part of this mission.

- **Equity** - The University believes that every individual must be treated with an active practice of fairness that accepts that different resources and opportunities need to be provided to different individuals, based on their unequal socioeconomic backgrounds.
- **Humility** - The University believes in the transformative power of the liberal arts and sciences education to cultivate a disposition to be humble among all members of the University community, as it results in the realization that the more widely one learns, the more deeply one realizes that learning is a lifelong journey.
- **Integrity** - The University expects all members of the University to uphold an unwavering commitment to integrity, to stay true to their moral principles, and to develop a habit of regulating their own characters in all affairs of the University as well as their personal and professional lives.
- **Excellence** - The University aspires all members of the University to aim for the highest standards of excellence in all challenges that they tackle on, while understanding that excellence is not a destination but a constant endeavor to become a better version of themselves.
- **Diversity** - The University celebrates diverse individualities expressed in all forms—ideas, beliefs, opinions, ethnicities, races, religions, genders, and sexual orientations, based on the principle that all humans, regardless of their differences, are one and the same.
- **Empathy** - The University underscores the importance of empathy in all forms of human interaction by encouraging all members of the University to listen carefully to one another, to understand one another's perspectives, and to offer constructive assistance.
- **Freedom** - The University regards freedom as a necessary cause to intellectual development by committing to all members of the University community by honoring academic freedom and faculty autonomy in all teaching and learning.
- **Responsibility** - The University deems responsibility as a core element in building trust among one another, in expressing respect for one another, and in caring for one another not only within the University but also beyond the University.



## A5. LICENSURE AND ACCREDITATION

Parami University is licensed by the District of Columbia Higher Education Licensure Commission. As a new institution recently founded, the university has yet to be accredited. The University will seek accreditation by an institutional accreditor recognized by the United States Department of Education in due course.







## B. EDUCATION AT PARAMI UNIVERSITY

Parami University is, in all its intents and purposes, a liberal arts and sciences college—focusing predominantly on teaching. Learning and intellectual development of students play a central role at the University. Every undertaking that the University does is in support of this goal.

Parami University offers a liberal arts and sciences education, characterized by its ability to contribute to the holistic academic, intellectual, and personal development of an individual. Liberal education accomplishes this by providing a wide breadth of learning in multiple disciplines—physical, biological, social sciences, and the arts and humanities, and imparting interdisciplinary learning across these disciplines.

As a liberal arts and sciences university, the University brings to the students a curriculum that features the above-mentioned breadth of knowledge. However, any modern liberal arts and sciences university does not stop at providing a wide breadth of knowledge. It also allows students to acquire a focused depth of learning in a chosen field once students have found a field of their interest. Parami University, in a similar manner to many other liberal arts and sciences colleges, features a four-year curriculum, in which the first two years are spent on introducing students to a wide range of courses of different disciplines and subjects and the last two years are devoted to educating students to be knowledgeable and skillful in a particular major or concentration.

Students at Parami University will undergo an array of academic experiences to transform them into critical thinkers and compassionate global citizens that contribute to the betterment of the world. They will take a two-weeks long Language and Thinking Program and the first-year seminars in their first year to immerse deeply in the foundational thoughts and works of our times; English composition sequence courses to be empowered with the art of creative, persuasive and logical writing; student engagement and community leadership programs for practical experience; and skills development extracurricular opportunities to prepare for their careers. Parami's strong network of qualified faculty, and partnership with Bard College in New York, and the Open Society University Network (OSUN) that has a membership of nearly fifty (50) colleges and universities around the world, provide students with exposure and opportunities to nurture them for inspired leadership and compassionate service.

Parami University offers Associate in Arts (AA) and Bachelor of Arts (BA) degree programs, with three majors in the Bachelor of Arts degree program: Bachelor of Arts in Philosophy, Politics, and Economics (PPE), Bachelor of Arts in Statistics and Data Science (SDS), and Bachelor of Arts in Environmental and Sustainability Studies (ESS).





Education at Parami mirrors traditional 2-year AA programs and 4-year BA programs. Students are expected to be enrolled full-time, and take 4–5 classes per semester to be on course for graduation. All classes are conducted online synchronously, and students will be immersed in an interactive online campus that underlies the vibrant academia and community of the University.

Since the classes are synchronous, students must have the ability to connect to the classes live, and commit to the dedicated graduation pathway. Parami University makes an earnest effort to provide a significant amount of flexibility and support to the students in this synchronous learning cohort structure. However, prospective students should be aware that the program requires full-time commitment, and classes cannot be taken at one's own pace as in other open course education models.

## B1. WHY LIBERAL EDUCATION?

Parami University believes that liberal education prepares an individual to best hone 21st century skills, such as critical thinking, creativity, effective communication, and complex problem solving. The report *The Future of Jobs* published by the *World Economic Forum* estimated that more than two thirds of the jobs that exist now will disappear in a decade or so. In such a dynamic work environment with changes developing every year, or even every month, a particular skill set in one specific area of technical, professional or vocational expertise could become outdated rapidly. In this technological age where the information is easily available at one's fingertips, the importance of analyzing information, extracting value from it, and applying it to where it is necessary has never been greater. As Alvin Toffler said, 'The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn', we believe that learning, unlearning and relearning—skills that liberal education is most apt to provide—will be very important in the development of our students. The liberal arts and sciences education philosophy is the cornerstone of all of our undergraduate degree programs.

## B2. MISSION-DRIVEN EDUCATION

Parami University emphasizes on student success in academic, professional and civic lives. Parami University believes that sustained and engaged academic programs—Associate in Arts and Bachelors of Arts—in the liberal arts and sciences curriculum are important in transforming students from developing countries to become high-impact contributing citizens to the global society. Towards that goal, the University nurtures three core characteristics in students, namely critical thinking, inspired leadership, and compassionate service through academic and non-academic programming.



Core Characteristics	What will the University do to nurture them?
<b>Critical Thinking</b>	<ol style="list-style-type: none"> <li>1. Classes will be conducted through student-centered learning practices such as discussion style sessions (as opposed to lectures) to further encourage open inquiries and promote questioning. Each class will have no more than twenty students.</li> <li>2. Students will be required to submit assignments with original thoughts that they need to develop in their classes with no tolerance for plagiarism. The University will provide faculty with a plagiarism detection tool.</li> <li>3. Students will have to engage in a year-long senior capstone project in the fourth year of the BA program, that will challenge them to develop their own reasoned and processed thoughts. Students will work closely with a faculty member as well as other peer students to develop their research and inquiry skills.</li> <li>4. Student Affairs Officers of the University will hold university-wide student debate activities within and beyond the University with other partner and network organizations such as the Open Society University Network's 'Global Debate Network'.</li> </ol>
<b>Inspired Leadership</b>	<ol style="list-style-type: none"> <li>1. The University will invite Industry-specific leaders and professionals to inspire students into positive action in their communities. This will provide opportunities for students to benefit from university–industry partnerships.</li> <li>2. The University will create seed-funding opportunities for students to create and lead projects in their communities through a competitive application.</li> <li>3. The University will set aside funding to create an annual leadership excellence prize/award to be given to an exemplary student through a university-wide nomination process to recognize his or her leadership role in their community to motivate more students for leadership.</li> <li>4. Students will be encouraged to participate in the University's partner organization's activities, such as 'Student Leadership Conference', 'Get Engaged Conference', and 'Student Government Retreat', and 'Global Fellows' organized by the Open Society University Network.</li> </ol>



<b>Compassionate Service</b>	<ol style="list-style-type: none"><li>1. Seminar courses that raise issues of morality and ethics will be designed and delivered. These lessons will form the basis for compassionate service outside of the University in their engagements with communities.</li><li>2. Students will be required to complete at least one six-week volunteer service component in collaboration with partner organizations in the students' respective countries.</li><li>3. The University will set aside funding to create an annual service excellence prize/award to be given to an exemplary student through a university-wide nomination process to recognize his or her service work in their community to motivate more students for service.</li><li>4. Students will be encouraged to participate in the University's partner organization's activities, such as 'Student Led Initiatives', 'Civic Engagement Microgrants', and 'Community Science Coalition', organized by the Open Society University Network.</li></ol>
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### B3. ONLINE LEARNING AT PARAMI UNIVERSITY

Parami University believes in the philosophy that genuine learning in a university setting occurs when faculty and students actively engage in class discussion, activities, and materials. This forms the basis of the university policy that all Parami University courses in the undergraduate programs will be synchronous, i.e. teacher and students will be engaging at the same time for a set amount of time as prescribed by credit hour requirements. Discussions are the primary mode of learning at the University, and students are expected to spend equal amounts of in-class hours participating in classroom discussions as in the traditional classrooms. In this sense, Parami requires a full-time commitment from the students to enroll and take courses at the University. To ensure that this close interaction happens among faculty and students, the University also sets a policy on class size, i.e. a class size of the University is typically no more than 20 students. Most of the time, there will be sixteen (16) students in each class. Please see the *Personalized Education* policy of the University.

All the academic and non-academic services are offered via various virtual platforms and channels. The University employs the *Canvas* Learning Management System and the *Populi* Student Information Management System, as well as a suite of education technology to facilitate the educational experience of students and faculty. Numerous resources, including library and research services, are available to the students. Technology is at the forefront of the learning programs at Parami. Please see the section on *Educational Technology* below.



## B4. COURSE NUMBERING AND LANGUAGE OF INSTRUCTION

Parami University currently has four course levels—100, 200, 300, and 400—levels. The course numbers denote the level of difficulty and indicate which year students should be taking. The University defines the range of levels with the descriptions as follows:

Course Levels	Descriptive Meaning
100–149	Introductory courses that do not require any foundational knowledge
150–199	Introductory courses that may require some basic understanding
200–249	Introductory courses that may require prerequisites
250–299	Lower-Intermediate major courses that require prerequisites
300–349	Upper-Intermediate major courses that require prerequisites
350–399	Junior-Advanced major courses that require prerequisites
400–499	Senior-Advanced major courses that require prerequisites

All the courses numbered between 100–249 are regarded as introductory courses, typically taken by first-year and second-year students. Students in second semesters of their second years and 1st semesters of their third year need to start taking courses numbered between 250–349. Courses above 350 are typically reserved for students at and above second semesters of their third years. Because of prerequisite requirements, it is expected that students discuss with their Academic Program Advisors to determine what courses they should enroll in before registration. Students are expected to read course descriptions along with course levels. Please see the *Pre-requisite/Academic Exemption Form* at the end of this Catalog. Since the University currently does not have graduate level courses, the University's course numbers all end before 500.

To ensure that students have wider mobility and transferability, the language of instruction at Parami University has always been and will be in English.

## B5. CREDIT HOURS

All courses at Parami University are measured in semester credit hours following the Carnegie definition of a credit and a study hour. A study hour is 50 minutes of class time per week, over a 15 week semester. It is expected that students will spend two or more hours doing independent work for every study hour. One credit is equivalent to 50 minutes of class time and 2 or more hours of independent study per week over the time of the semester. Almost all Parami courses are 4 credits, which means that for one course, a student would be expected





to have 200 minutes (50 minutes x 4 credits) of class time and 8 or more hours of independent study each week.

Academically engaged time is a combination of instructional contact time and independent study time. Instructional contact time is defined as the time in which faculty and students have direct synchronous contact hours in which they can engage in instructional activities all at the same time. Independent study time is defined as the time in which students work on their own time, preparing and completing all coursework as assigned by the faculty.

	Credit hours	Academically engaged hours per week over a semester	Instructional contact hours per week over a semester	Independent study hours per week over a semester
100–499 level courses	4	12	4	8

## B6. SUBJECT CODES

Parami University uses the following subject codes. It is important that students look at these subject codes to understand before they enroll in these courses to make sure that they are conducting due diligence and planning for fulfilling their graduation requirements. For example, POL 100: Introduction to Political Science fulfills one of the three course requirements of Hum/Sosci. The only exceptions are INST and PRO, and the courses with these subject codes will be put under Hum/Sosci, Math/Sci, or Arts depending on the nature and content of these courses. They will always be indicated as such in a course catalog that the University publishes every semester. Courses under Pillar are required courses, such as Seminar, English Composition, and Senior Capstones.

Codes	Subjects	Broad Disciplinary Divisions
AMST	American Studies	Hum/Sosci
ANTH	Anthropology	Hum/Sosci
ARTS	Arts	Arts
ARCY	Archaeology	Hum/Sosci
ARTH	Art History	Arts
ASIA	Asian Studies	Hum/Sosci
ASTR	Astronomy	Math/Sci
BIO	Biology	Math/Sci
CHEM	Chemistry	Math/Sci
CLAS	Classics	Hum/Sosci
CPLT	Comparative Literature	Hum/Sosci



CS	Computer Science	Math/Sci
CRWR	Creative Writing	Arts
DANC	Dance	Arts
DATA	Data Science	Math/Sci
DRAM	Drama	Arts
EAST	East Asian Studies	Hum/Sosci
ECON	Economics	Hum/Sosci
EDU	Educational Studies	Hum/Sosci
ENGL	English	Hum/Sosci
ENCP	English Composition	Pillar
ENVR	Environment	Hum/Sosci
ENSC	Environmental Science	Math/Sci
FILM	Film	Arts
GNDR	Gender	Hum/Sosci
HIST	History	Hum/Sosci
ITRL	International Relations	Hum/Sosci
INST	Interdisciplinary Studies	Interdisciplinary
LING	Linguistics	Hum/Sosci
MATH	Mathematics	Math/Sci
MDST	Media Studies	Hum/Sosci
MUSI	Music	Arts
PHIL	Philosophy	Hum/Sosci
PHYS	Physics	Math/Sci
PHS	Public Health Sciences	Math/Sci
POL	Politics	Hum/Sosci
PRO	Professional or Management Studies	Professional
PSYC	Psychology	Hum/Sosci
RELG	Religion	Hum/Sosci
SEM	Seminars	Pillar
SECP	Senior Capstone	Pillar
SOC	Sociology	Hum/Sosci
SSST	Social Science Studies	Hum/Sosci
SEAS	Southeast Asian Studies	Hum/Sosci
STAT	Statistics	Math/Sci
URBN	Urban Studies	Hum/Sosci
WRIT	Writing	Hum/Sosci

## B7. GRADING AND ASSESSMENT

Parami University uses four passing grades (A, B, C, and D) and a failing grade (F), which are defined descriptively and numerically in terms of grade point as follows:



Grades	Descriptive	Numerical	Grades	Descriptive	Numerical
A+	Excellent	4.0 (97–100)	C+	Satisfactory	2.3 (77–79)
A		4.0 (93–96)	C		2.0 (73–76)
A–		3.7 (90–92)	C–	Unsatisfactory	1.7 (70–72)
B+	Good	3.3 (87–89)	D+		1.3 (67–69)
B		3.0 (83–86)	D		1.0 (60–66)
B–		2.7 (80–82)	F	Failing	0 (<60)

For students to graduate from their respective program, students must maintain a minimum cumulative grade point average (GPA) of 2.0 across all programs.

All the courses at Parami University feature both formative and summative assessments. It is not permitted for academic staff to use only one summative assessment to assess overall student learning. Parami University believes in assessing students' *progression* of knowledge and skills, rather than determining students' level of knowledge and skills on a final day of the course. Parami believes that using only the summative assessment fails to take into account unforeseen circumstances or students' mental states in taking such a high-stakes exam. Moreover, formative assessments, as a way of assessing student's understanding, informs the faculty on learning progress and needs of each student, enabling differentiated teaching. Therefore, Parami University's academic staff will use both formative and summative assessments in all courses.

## B8. CLASS TIME

Since Parami University has tailored its programs to the students in Southeast Asia, most courses will be scheduled, starting at 7:00 AM and finishing at 9:00 PM of the UTC+7 time zone (Indochina Time Zone, ICT). Please note that the University's administrative hours of operation are 9:00 AM–5:00 PM (ICT). It is clearly stated that University's teaching hours and administrative hours of operation are not the same since the majority of our faculty members and staff will be working remotely in different time zones.

## B9. STUDENT-TO-FACULTY RATIO

In line with the University's policy on personalized education, Parami sets a threshold when it comes to Student-to-Faculty Ratio. This is important to ensure that the students receive full





attention of faculty during classes throughout their studies at the University. This threshold is set at 15:1.

Student-to-Faculty Ratio is calculated by using the following formula:

$$\text{Student-to-Faculty Ratio} = \frac{\text{Number of Full-Time Equivalent Students (FTES)}}{\text{Number of Full-Time Equivalent Faculty (FTEF)}}$$

The number of FTES is calculated by the following formula:  $SF + SP/3$ , in which SF is full-time students who are taking at least twelve credit hours per semester, and SP is part-time students, who take fewer than twelve credits per semester. The number of FTEF is calculated by the following formula:  $FFI + (FFN + FPI)/3$ , in which FFI is faculty, who are full-time and instructional, FFN is faculty, who are full-time and non-instructional, and FPI is faculty, who are part-time and instructional.

## B10. EDUCATIONAL TECHNOLOGY

Educational technology plays an important role in providing a quality student learning experience. To provide the best learning experience, Parami employs world-class education technology resources and tools. In fact, the vast array of the educational technologies and facilities acquired by the University has formed the foundation of the University's virtual learning space.

Parami University uses Populi as the software of choice to manage student enrollment and admission. All prospective applicants will have to use this SIS-integrated portal to submit their required documents and application. The applicants' recommenders will also have to submit their recommendation letters through that portal.

Parami University is implementing a new Student Information System (SIS) in collaboration with Populi SIS. This new system, launching in August, will enhance the experience for faculty, students, and administrative staff while streamlining data management. Populi will become the University's primary SIS, combining separate services like the admissions system and course evaluations. These functionalities will be integrated within Populi, offering a single, unified platform. While Populi is used for official information flows, Parami University uses Happeo as a tool for collaboration and communication among the members of the University, as the previous Workplace by Meta was shutting down its services.

Learning at Parami University takes place through the Canvas Learning Management System (LMS). The Canvas LMS is currently being used by many major universities across the world.





Parami University has licensed Canvas to use it as the sole platform to deliver courses. To provide synchronous learning, Parami has licensed Zoom video conferencing as the tool of choice for video conferencing. Zoom has been integrated into the Parami University Canvas LMS for scheduling classes and holding video recordings.

Parami University has also licensed several education technology tools to provide a collaborative and interactive learning environment. Padlet has been licensed and integrated into the University Canvas LMS to use it as a collaborative tool for students and faculty. It can be used to serve as a virtual bulletin board for students to work together. Parami has also licensed H5P, which can be used by the academic staff to create interactive instructional content, such as videos with quizzes and flashcards for classroom use. H5P will be replaced soon, as the University's strategic goal is to transition from SAAS to PAAS. H5P will be replaced with Curriki without compromising the quality.

Parami University has the Google Workspace for Education license, which provides a whole suite of tools and applications such as Parami emails, Google Drive, Google Docs, Google Sheets, etc.—the ideal tools for students in developing countries who would not have the resources to buy expensive products such as Microsoft Office tools. However, Parami University also provides MS365 online licenses to student clubs and for those who need it. Google Forms and Google Slides with the licensed Pear Deck Add-on can be used regularly for formative assessments. The above-mentioned educational technology tools such as H5P and Padlet will be used for formative assessments. The University has also licensed Copyleaks and integrated it into the Canvas LMS for the academic staff to check for any violation of academic integrity and plagiarism. Moreover, students will have complete online access to texts, textbooks, and learning resources via the Perlego digital online library.

Course and faculty evaluations are an important part of Parami's strategic efforts for quality assurance and improvement. To ensure that Parami's students have world-class student experience management and feedback, the University has licensed the Populi evaluation module as the evaluation software. Populi is used by many leading higher education institutions. The students will be required to provide feedback on courses and the academic staff to further improve the quality of education in line with the mission of the University.

All members of the University, including students, are required to comply with the specifications and regulations of the use of these technologies. The use of these technologies is directly linked to the institutional email, and therefore the members of the University are required to use the institutional email whenever they send official communication. The use of personal emails is prohibited on campus, and the University will NOT be liable for issues arising from the use of non-institutional emails. Please refer to the Digital Services Handbook to understand more about the educational technology at the University.





The University expects students to have at least a personal laptop of good working quality to be able to access the virtual technology, and a stable internet connection with a bandwidth of at least 600 kbps for high-quality Zoom video conferencing and 1.8 Mbps for 720 HD Zoom video conferencing to attend classes.

## B11. LIBRARY AND ELECTRONIC RESOURCES

All members of the University enjoy a great wealth of educational and library resources that the University has to offer ([www.parami.edu.mm/library](http://www.parami.edu.mm/library)). All students will be provided with self-hosted Outline VPN account, which will allow them to access these resources.

As the University aims to serve students online, it has invested heavily into the development of a well-resourced electronic library. Parami University has licensed the use of EBSCO Discovery Service as a search engine for all academic articles and e-Books. With the support from *Electronic Information for Libraries* (EIFL), a not-for-profit organization that works to improve access to knowledge in developing countries, Parami University has licenses with many publishers to open up access for students. In addition to these resources, Parami University is a participating member institution of *Research4Life*, that has made thousands of prestigious peer-reviewed publications, such as *Nature*, *Science*, and others, available for researchers and students in developing countries. Parami University students can use remote VPN to access these resources. The library resources can be accessed through the library web page of the University. The University has made a video tutorial on how to access the library resources of the University for students and faculty alike. Students are suggested to review the *Digital Services Handbook* to understand more about how to access these resources.

The following are the resources which are currently available. The University aims to expand more resources going forward.

ACCESS TYPE	NAME	LINKS
<b>Open Education Resources</b>		
<b>Open Education Resource Textbooks</b>	OpenStax	<a href="https://openstax.org/">https://openstax.org/</a>
	Open Education Network	<a href="https://open.umn.edu/opentextbooks/subjects">https://open.umn.edu/opentextbooks/subjects</a>
	BCcampus	<a href="https://open.bccampus.ca/browse-our-collection/find-open-textbooks/">https://open.bccampus.ca/browse-our-collection/find-open-textbooks/</a>
	eCampus Ontario	<a href="https://openlibrary.ecampusontario.ca/">https://openlibrary.ecampusontario.ca/</a>
	OER Commons	<a href="https://www.oercommons.org/">https://www.oercommons.org/</a>
	Project Gutenberg	<a href="https://www.gutenberg.org/">https://www.gutenberg.org/</a>
	Directory of Open Access Books	<a href="https://www.doabooks.org/">https://www.doabooks.org/</a>
<b>Open Education Resource Journals</b>	Directory of Open Access Journals	<a href="https://doaj.org/">https://doaj.org/</a>
	Bielefeld Academic	<a href="https://www.base-search.net/">https://www.base-search.net/</a>



	Search Engine	
	OpenAIRE	<a href="https://explore.openaire.eu/search/find">https://explore.openaire.eu/search/find</a>
	Open Access Button	<a href="https://openaccessbutton.org/">https://openaccessbutton.org/</a>
	Unpaywall	<a href="http://unpaywall.org/products/extension">http://unpaywall.org/products/extension</a>
Through EIFL (via Outline VPN)		<a href="https://www.eifl.net/">https://www.eifl.net/</a>
Ebooks and Journal Articles	Full e-Journals Collection (Cambridge Core)	<a href="https://www.cambridge.org/core/">https://www.cambridge.org/core/</a>
	De Gruyter Journals Collection	<a href="https://www.degruyter.com/publishing/services/for-librarians/product-information/e-journals?lang=en">https://www.degruyter.com/publishing/services/for-librarians/product-information/e-journals?lang=en</a>
	e-Duke Journals Scholarly Collection	<a href="https://www.dukeupress.edu/Information-For/Librarians/Electronic-Products/e-Duke-Journals-Scholarly-Collections">https://www.dukeupress.edu/Information-For/Librarians/Electronic-Products/e-Duke-Journals-Scholarly-Collections</a>
	Euclid Prime Collection	<a href="https://projecteuclid.org/euclid-prime-collection">https://projecteuclid.org/euclid-prime-collection</a>
	IMechE Journals	<a href="https://us.sagepub.com/en-us/nam/imeche">https://us.sagepub.com/en-us/nam/imeche</a>
	IOPscience Standard Package	<a href="https://iopscience.iop.org/page/subjects">https://iopscience.iop.org/page/subjects</a>
	All Oxford Online Products	<a href="https://global.oup.com/academic/help/ordering/online-products/?lang=en&amp;cc=de">https://global.oup.com/academic/help/ordering/online-products/?lang=en&amp;cc=de</a>
	Oxford Journals Full Collection	<a href="https://academic.oup.com/journals/pages/librarians/collection">https://academic.oup.com/journals/pages/librarians/collection</a>
	Royal Society Journals: Package S	<a href="https://royalsociety.org/journals/librarians/purchasing/packages/">https://royalsociety.org/journals/librarians/purchasing/packages/</a>
	2019 SAGE Premier Collection	<a href="https://journals.sagepub.com/">https://journals.sagepub.com/</a>
	Justis	<a href="https://vlex.com/vlexjustis/">https://vlex.com/vlexjustis/</a>
	Edward Elgar Ebooks & Journals	<a href="https://www.elgaronline.com/">https://www.elgaronline.com/</a>
	IWA Publishing Journals	<a href="https://www.iwapublishing.com/journals">https://www.iwapublishing.com/journals</a>
	MSP (Mathematical Sciences Publishers) Journals	<a href="https://msp.org/">https://msp.org/</a>
Through Research4Life (via Outline VPN)		<a href="https://www.research4life.org/">https://www.research4life.org/</a>
Ebooks and Journal Articles	HINARI - Research for Health	<a href="https://www.who.int/hinari/en/">https://www.who.int/hinari/en/</a>
	AGORA - Research in Agriculture	<a href="https://www.fao.org/agora/en/">https://www.fao.org/agora/en/</a>
	OARE - Research in the Environment	<a href="https://www.unep.org/explore-topics/environment-under-review/what-we-do/information-management/online-access-research">https://www.unep.org/explore-topics/environment-under-review/what-we-do/information-management/online-access-research</a>
	ARDI - Research for Innovation	<a href="https://www.wipo.int/ardi/en/">https://www.wipo.int/ardi/en/</a>
	GOALI - Research for Global Justice	<a href="https://www.ilo.org/goali/lang--en/index.htm">https://www.ilo.org/goali/lang--en/index.htm</a>





<b>Direct Access to JSTOR (via Outline VPN)</b>	<a href="https://www.jstor.org/">https://www.jstor.org/</a>
<b>Direct Access to the New York Times through Parami Email</b>	<a href="https://myaccount.nytimes.com/verification/edupas">https://myaccount.nytimes.com/verification/edupas</a>
<b>Direct Access to the Economist through Parami Email</b>	<a href="https://myaccount.economist.com/s/login/SelfRegister">https://myaccount.economist.com/s/login/SelfRegister</a>
<b>Direct Access to the DailyChatter through Parami Email</b>	<a href="https://www.dailychatter.com/parami/">https://www.dailychatter.com/parami/</a>
<b>Direct Access to Perlego Digital Online Library through Parami Email</b>	<a href="https://www.perlego.com/home">https://www.perlego.com/home</a>

In addition, the University has acquired professional librarian service through *Library Information Resources Network* (LIRN) will be able to provide dedicated librarian service. If students have any questions regarding the library access at the University, they can contact ParamiUniv@lirn.net. Natasa Hogue from LIRN, will be able to serve the students as she has direct access to all the resources that are accessible to the Parami students.

## B12. BARD COLLEGE AND OPEN SOCIETY UNIVERSITY NETWORK

Since the beginning of the founding of Parami University, Bard College has been an institutional partner. Bard College has provided academic support as well as administrative support to the University. It is the intention of both institutions to provide quality education to students in developing countries and the Global South, and the institutions are in constant discussion to provide value-added educational programs. These developments will be announced as the University progresses.

Bard College and Central European University have co-founded the Open Society University Network (OSUN, <https://opensocietyuniversitynetwork.org/>). Currently the Network has nearly fifty higher education and research institutions. Parami University is a participating member in the network. Because of this deep-rooted connection to Bard as well as to OSUN, Parami University has many academic resources within its reach. The following are just a few of those that have been identified as particularly important for the students of Parami University.

OSUN courses - These are the courses that are virtually offered by faculty from OSUN member institutions that students across the OSUN member institutions can enroll and get credits. All the OSUN courses are credit-bearing and are accredited in their respective jurisdictions. Parami University students will be able to take advantage of a vast array of OSUN courses to meet their graduation requirements. Students should discuss the possibility of taking these courses to fulfill Parami requirements first with their Academic Program Advisors or the Dean of Academic Affairs before enrolling in them.

(<https://opensocietyuniversitynetwork.org/education/teaching/>)





Research - Parami University faculty and students can make use of OSUN research grant opportunities to further their research interests. While Parami focuses on teaching, faculty and students are also encouraged to do research individually or preferably to collaborate with faculty and students from other OSUN institutions.

(<https://opensocietyuniversitynetwork.org/research/>)

Faculty training - Parami University faculty will be required to participate in OSUN-supported faculty training and professional development from time to time to improve the capacity of the faculty, as part of the University's efforts to improve the quality of the programs. The Center for Liberal Arts and Sciences Pedagogy (CLASP) is an ideal resource for faculty professional training and development. With this professional development of faculty, the students will directly benefit from improved teaching. (<https://opensocietyuniversitynetwork.org/resources/>)

Student activities - Parami University will be part of a global community of students and learners, actively and collaboratively engaging in projects across different countries and areas. There will be many opportunities for students to get project grants to work on their own or with students from other institutions. In addition, there are also conferences and exchange/study abroad opportunities. These will make Parami University students more globally engaged and socially mobile throughout the world.

(<https://opensocietyuniversitynetwork.org/civic-engagement/students/>)



## C. PROGRAMS AT PARAMI

Parami University currently offers Associate in Arts (AA) and Bachelor of Arts (BA) degree programs, with three majors in the Bachelor of Arts degree program: Bachelor of Arts in Philosophy, Politics, and Economics (PPE), Bachelor of Arts in Statistics and Data Science (SDS), and Bachelor of Arts in Environmental and Sustainability Studies (ESS).

Students admitted to Parami University will have the choice of completing either the AA program or the BA program. In the BA program, they can choose their major in either Philosophy, Politics, and Economics (PPE), Statistics and Data Science (SDS), or Environmental and Sustainability Studies (ESS). The successful completion of the minimum requirements of either degree program, as outlined below, confers them with the respective degree.

### C1. ASSOCIATE IN ARTS (AA) PROGRAM

An Associate degree is an academic degree taken at the undergraduate level. A two-year associate degree offers students with general education courses and electives that can count toward the four-year degree. Students with an associate degree can enter into the third year of the University's Bachelor degree program. In some fields, Associate degrees can qualify students for entry-level careers.

#### C1.1. Objectives of an Associate Degree Program

The objectives of an associate degree program are:

1. To expand university education pathways through the first two years of university education
2. To nurture students to be holistically prepared in general skills and competencies in order to contribute to their communities and to succeed in advanced undergraduate courses
3. To connect students with opportunities to continue their third- and fourth-year undergraduate studies within and beyond Parami

#### C1.2. General Program Structure

All students entering into an AA program must take the workshops/programs and the courses as laid out below, totalling at least sixty four (64) credit hours. Students are encouraged to take more than 64 credits; however, they must balance their coursework to ensure that they receive good grades in the courses that they take. It is better to take fewer courses and get good grades than to take more courses and get low grades. Students should talk to their Academic Program Advisors to understand course load.







1. College-Success Workshops and Programs
  - a. Orientation & Language and Thinking Program 0 credit
  - b. Science in Daily Life 1 credit
  - c. Social Sciences Research Skills 1 credit
  
2. General Education Requirements
  - a. SEM - First year seminar 1
  - b. SEM - First year seminar 2
  - c. SEM - Second year seminar 1
  - d. SEM - Second year seminar 2
  - e. COMP - English composition 1
  - f. COMP - English composition 2
  - g. Three (3) MATH/SCI courses - Math and science distribution electives
  - h. Three (3) HUM/SOSCI courses - Social science/humanities distribution electives
  - i. One (1) ART course - Arts distribution elective
  - j. One (1) Literature course - Satisfied by SYSEM II

### 3. Non-Distribution Electives

Minimum Total Credit Hours	64 credits
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#### 1. College-Success Courses and Programs

All these three programs/workshops must be completed and satisfactorily passed to graduate with an associate degree from Parami University. If a student misses completing or unsatisfactorily performs in any one of the three programs in their first year, they will be required to complete them during their second year. The details of the programs can be found in the brochure, *Workshops and Programs for First-Year Undergraduate Students*.

##### (a) Orientation and Language and Thinking Program (L&T)

Students will be first on-boarded onto the online learning environment of the University during the first two weeks before the first year begins. There will be several orientation sessions scattered throughout these two weeks. One required orientation element is a self-paced *Digital Literacy* tutorial that all students will need to pass. The purpose of this tutorial is to ensure a digital safe space in which students and faculty will engage in exchange of learning materials and information. Along with these orientation sessions during these two weeks is the required synchronous *Language and Thinking Program* (L&T). The *Language and Thinking Program* is a two-week three-hour-per-day program





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developed in partnership with Bard College, a private liberal arts and sciences college in New York.<sup>1</sup> The objective of this workshop is to familiarize students to the academic culture and practices of the University. In addition, it will help foster collegiate relationships with other students that will support their learning throughout their studies at the University.

(b) Science in Daily Life

The second is a one-credit course called Science in Daily Life that should be complete in the first academic year. This is a program also developed at Bard College.<sup>2</sup> The objective of this program is to empower and equip students with the tools, perspectives, and attitudes to use science literacy in their daily lives.

(c) Social Science Research Skills

Social Science Research Skills is a one-credit course developed within Parami University that focuses on the integral component of academic integrity and research methods. This course should be completed in the first academic year. The objective of this course is to equip students with the basic analytic and research skills needed for them to succeed in their studies.

### 2. General Education

As part of General Education, students must take four sequenced seminar courses (16 credits), take two courses in English Composition (8 credits), take three courses in humanities/social science disciplinary distribution (12 credits), take three courses in math/science disciplinary distribution (12 credits), and take one course in arts disciplinary distribution.

(a) Sequenced Seminar Courses (First year seminar I & II and Second year seminar I & II)

The purpose of seminar courses is for students to grasp the foundations of critical thought and what it means to be human, as well as to learn to communicate their ideas clearly and effectively. The seminar courses will be designed to deliver the following skills, promoted by Susanne Weil,<sup>3</sup> such as 1) writing an effective essay, at times, under time pressure; 2) critical reading and thinking skills; 3) revising habitually; 4) sustaining an argument in depth with examples; and 5) presenting an argument logically. The common curriculum will feature courses in which students will learn Eastern and Western philosophies, ethics, cultures, and literatures in addition to current and impending social, environmental, scientific, and technological issues of this century at

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<sup>1</sup> <https://iwt.bard.edu/>

<sup>2</sup> <https://citizenscience.bard.edu/>

<sup>3</sup> Weil, Susanne. "Navigating Troubles in Paradise: A New Freshman Writing Curriculum in a Small Liberal Arts College." *College Teaching* 45, no. 2 (1997): 55-59. doi:10.1080/87567559709596192.





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the regional and global level. One important feature across all seminars is the inclusion of themes relevant to the Global South and developing countries. It is best to think of these four sequence seminar courses as a one long course across two years. Detailed information about each seminar course can be found in the next section, *ACADEMIC DIVISIONS*.

(b) Sequenced English Composition Courses (English Composition I & II)

As the education at Parami University is mostly for underserved students in developing countries, particularly in Southeast Asia, they will be required to take two sequenced courses in English Composition so that they are empowered with the art of writing creatively, logically, and persuasively. However, these courses would still be important for those students whose mother-tongue is English, as the courses are designed for academic English writing. Detailed information about the English Composition courses can be found later in this Catalog.

(c) Mathematics and Science Distribution Electives

All students in the first two years will have to take at least three courses in Mathematics and Science disciplines. The purpose of this requirement is to ensure that any graduate of the AA program from the University has fundamental knowledge and understanding in numerical and scientific literacy.

(d) Social Science/Humanities Distribution Electives

All students in the first two years will have to take at least three courses in the field of Social Science and Humanities. The purpose of this requirement is to ensure that any graduate of the AA program from the University has a basic understanding of social issues facing humanity.

(e) Arts Distribution Electives

All students in the first two years will have to take at least one art course. The purpose of this requirement is to ensure that any graduate of the AA program from the University has a mindset to appreciate and see the value of art and its role in society.

3. Non-Distribution Electives

Once students have completed the above-mentioned course requirements, they are allowed to take any other courses that they are interested in to complete the required 64 credits. In general, they will be able to take five (5) additional courses at 100–249 level courses and fewer additional courses at higher levels. The students will be advised to meet with academic program advisors to plan out the courses they will take.

### C1.3. Graduation Requirements for the Associate in Arts Program

Students are required to complete at least 64 credits for the Associate in Arts (AA) degree. Students must have a cumulative GPA of 2.00 or higher to graduate and complete at least thirty



(32) credit hours at the University. A student completing the AA degree with a GPA of at least 3.50 graduates with distinction.

Minimum requirements for graduation with an Associate degree are summarized below:

1. Cumulative grade point average of 2.00 or higher;
2. Successful completion of at least 64 credit hours;
3. Completion of a minimum 32 credit hours taken at Parami University;
4. Completion of required workshops/programs;
5. Fulfillment of four seminar sequence courses (16 credits);
6. Fulfillment of two English Composition sequence courses (8 credits);
7. Fulfillment of three humanities/social science distributional electives (12 credits);
8. Fulfillment of three math/science distributional electives 12 credits); and
9. Fulfillment of one art distributional elective (4 credits)

## C2. BACHELOR OF ARTS (BA) PROGRAM

Students who are pursuing a BA will declare their major in Philosophy, Politics, and Economics (PPE), Statistics and Data Sciences (SDS), or Environmental and Sustainability Studies (ESS).

### C2.1. Objectives of Major Programs

PPE	<ol style="list-style-type: none"> <li>1. To cultivate critical thinking enabled by an interdisciplinary approach to social scientific inquiry.</li> <li>2. To underscore the importance of the intellectual connections between Philosophy, Politics, and Economics.</li> <li>3. To engage in comparative political theory analyzed through multiple philosophical traditions and global perspectives.</li> </ol>
SDS	<ol style="list-style-type: none"> <li>1. To cultivate critical thinking enabled by knowledge and understanding of statistics and data science.</li> <li>2. To appreciate the centrality of statistics and data science in identifying and investigating complex questions in different fields.</li> <li>3. To become ethical and responsible data professionals.</li> </ol>
ESS	<ol style="list-style-type: none"> <li>1. To cultivate systems thinking enabled by an interdisciplinary approach to environmental and sustainability issues.</li> <li>2. To integrate and implement environmental issues into practices.</li> <li>3. To underscore the importance of the intellectual and practical connections between environmental and sustainability issues.</li> <li>4. To prepare ethical and responsible citizens and environmental and sustainability professionals.</li> </ol>

## Moderation

Moderation is an important part of the academic progression of students at Parami when, with the help of their teachers, a student assesses their plans to pursue a BA degree and is officially assigned a major. The purpose of Moderation is to provide an opportunity for the student to discuss with their teachers their plans for the major they will pursue and possible topics for their Capstone project. Moderation occurs in a student's fourth semester of studies, as they prepare for upper-level courses in their chosen major.

## C2.2. General Program Structure

All students entering into the third year must have declared a major. At the end of the program, they will need to have completed 128 credits to be eligible to graduate with a BA.

### 1. General Education requirements

- a. SEM - First year seminar 1
- b. SEM - First year seminar 2
- c. SEM - Second year seminar 1
- d. SEM - Second year seminar 2
- e. COMP - English composition 1
- f. COMP - English composition 2
- g. Three (3) MATH/SCI courses - Math and science distribution electives\*
- h. Three (3) HUM/SOSCI courses - Social science/humanities distribution electives\*
- i. One (1) ART course - Arts distribution elective\*
- j. One (1) Literature course - Satisfied by SYSEM II
- k. INST 105 Science in Daily Life (1 credit)
- l. INST 106 Social Sciences Research Skills (1 credit)

\*These electives can be used to satisfy the Major requirement if appropriate

### 2. Major requirements - 60 credits

- a. Major Related Courses
  - i. Seven Required Foundational 100–249 level Courses
  - ii. Three 250–349 level Core Courses in a Chosen Track (ALL students in a major must take these based on their chosen track)
  - iii. Three 350–499 level Electives in the Major
- b. Senior Capstone Project
  - i. CAP I - Capstone Course I







## ii. CAP II - Capstone Course II

3. Non-Distribution Electives requirement

4. Service Learning

Minimum Total Credit Hours

128 credits

### 1. General Education

Students must fulfill the General Education requirements, ideally during their first two years of studies. In fulfilling the General Education requirements, students should be taking the seven required foundational courses for their intended major, so that by the end of their second year, ideally they will have completed these requirements. Transfer students must have enough credits from previous institutions that are accredited by accreditation agencies recognized by the United States Department of Education to enter into the third year. If transfer students do not possess enough credits equivalent to approximately 60 credits, they typically will not be able to enter into the third year at Parami University.

### 2. Major Related Courses (MAJOR)

Once the students enter into their third year, they will need to intensify taking courses in their major. To graduate from the program in a particular major, the student must take no fewer than 60 credit hours in the listed major. This is made possible by the fact that the students will very likely have already completed at least 16 credits in their major (through distribution or non-distribution electives) before they begin their third year at the University. Thus a student in the BA program should have 16 credits that would be counted as major-related, take additional 36 credits in major-related courses, and 8 credits in the senior capstones (see below), totalling 60 credit hours in their major.

### 3. Senior Capstone Project (Capstone Course I & II)

A senior capstone project that culminates in a written thesis must be submitted in the final year. The students will be encouraged to develop capstone projects that feature engagements with private, public, and inter-governmental institutions. All fourth year students will be enrolled into sequenced capstone courses throughout their final year with one faculty.

They will learn fundamental research methods in the earlier half of their first capstone course as a refresher on the research methods and skills that they should have learned in *Social Sciences Research Skills*, while developing project ideas with the faculty and their peers. They must submit a written capstone project idea proposal (up to three pages, excluding references) that includes a) introductory description of the proposed





project, b) a question or a set of questions the project will address, c) why these research questions are unique, d) methods through which the research question/questions will be answered, and e) references. They will need sign-off approval by their capstone faculty at the end of their first capstone course. The second capstone course will be devoted to actual research and project implementation, that results in a written thesis and presentation of their projects to the entire school. The capstone courses will feature a great deal of student-directed research and peer-review, facilitated by the capstone course faculty. If students need small funding support for their capstone projects, the Parami Center for Research coordinator will provide support so that students will be able to apply for getting microgrants from Parami as well as from the Open Society University Network.

#### 4. Non-Distribution Electives.

Once students have completed the above-mentioned course requirements, they will take elective courses that they are interested in to reach a total of at least 128 credits. Students will be advised to meet with their Academic Program Advisors as well as with their professors to plan out so that they take general education courses to lighten up their major studies during their third and fourth years. They are also encouraged to take more higher level courses (350–499) based on their interests.

#### 5. Volunteer Service Learning

A volunteer service component is required in the BA program and considered satisfactory on three criteria: a) volunteering at a Parami-approved site, b) committing near-full time (3–5 days a week) for a minimum of 6 weeks, and c) securing a satisfactory certificate of performance from the service site.

### C2.3. Additional Graduation Requirements for the Bachelor of Arts Program

A minimum of 64 credit hours out of 128 credit hours must be completed at Parami University. Credit transfers from other accredited institutions, particularly from the Open Society University Network,<sup>4</sup> will be accepted at the discretion of the Dean of Academic Affairs.

One important requirement for all Bachelor's degree students, while taking all general education courses, is that they must take ten courses, each of them must fulfill one of the ten defined requirement descriptors. These ten requirement descriptors are: 1) Diversity of Ideas, 2) Quantitative Reasoning, 3) Social Analysis, 4) Hands-On Science Experiments, 5) Practicing Values, 6) Logical Reasoning, 7) Global Connections, 8) Diversity and Inclusion, 9) Understanding the Mind, and 10) Artistic Appreciation. The requirement descriptors are a formal statement to the Parami's commitment for holistic development of students through the

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<sup>4</sup> <https://opensocietyUniversitynetwork.org/education/teaching/osun-courses/>



liberal arts and sciences education.

Honors are awarded to BA degree candidates as follows: for *cum laude*, a student must earn a GPA of at least 3.3; for *magna cum laude*, a student must earn a GPA of at least 3.5; for *summa cum laude*, a student must earn a GPA of at least 3.7.

Minimum requirements for graduation with a Bachelor degree are summarized below:

1. Cumulative grade point average of 2.00 or higher;
2. Successful completion of at least 128 credit hours;
3. Completion of no fewer than 60 credit hours in their declared major;
4. Completion of all general education courses meeting ten requirement descriptors;
5. Completion of minimum 64 credit hours taken at Parami University;
6. Completion of two senior capstone courses, resulting in a passing thesis; and
7. Completion of satisfactory volunteer service.

## C2.4. Major Requirements

All students in respective majors need to complete the requirements as stated below to graduate with stated majors in their Bachelor degree programs.

<i>Philosophy, Politics, and Economics (PPE) Major</i>		
Seven Required Foundational 100–249 level PPE Courses. These courses may be taken to satisfy both the requirements for the PPE major and for general education. ( <u>ALL</u> students in PPE must take these)	Three 250–349 level Core Courses in a Chosen Track ( <u>ALL</u> students in a major must take these based on their chosen track)	Three 350–499 level Electives (Students can choose per their interests; however, at least two of them must be at or above 400) and two Senior Capstone Courses
<ol style="list-style-type: none"> <li>1. The Art of Argument</li> <li>2. Intro to Ethics</li> <li>3. Introduction to Political Science</li> <li>4. Introduction of Political Theory/Philosophy</li> <li>5. Introduction to Microeconomics</li> <li>6. Introduction to Macroeconomics</li> <li>7. Craft of Social Inquiry</li> </ol>	<u>Philosophy</u> <ol style="list-style-type: none"> <li>1. Comparative Philosophy (West/non-West)</li> <li>2. Philosophy and Gender</li> <li>3. Philosophy as Practice</li> </ol>	<ul style="list-style-type: none"> <li>• Environmental Ethics</li> <li>• Food Ethics</li> <li>• Southeast Asia in a Globalizing World</li> <li>• Human Rights in Theory and Practice</li> <li>• Financial Policy Issues in Emerging Market Countries</li> <li>• Booms, busts and beyond: Economic crises and rescues</li> <li>• Macroeconomic Policy: A Case</li> </ul>
	<u>Politics</u> <ol style="list-style-type: none"> <li>1. International Relations</li> <li>2. Power and Resistance</li> <li>3. Democracy, Authoritarianism &amp; Regime</li> </ol>	



	Transitions	Study Approach <ul style="list-style-type: none"> <li>• Environmental Modeling</li> <li>• Senior Capstone I &amp; II</li> </ul>
	<u>Economics</u> <ol style="list-style-type: none"> <li>1. Economics of Globalization</li> <li>2. Development Economics</li> <li>3. Behavioral Economics</li> </ol>	

### *Statistics and Data Science (SDS) Major*

Seven Required Foundational 100–249 level SDS Courses ( <u>ALL</u> students in SDS must take these)	Three 250–349 level Core Courses in a Chosen Track ( <u>ALL</u> students in a major must take these based on their chosen track)	Three 350–499 level Electives (Students can choose per their interests; however, at least two of them must be at or above 400) and two Senior Capstone Courses
<ol style="list-style-type: none"> <li>1. Calculus I (Differentiation)</li> <li>2. Calculus II (Integration)</li> <li>3. Linear algebra</li> <li>4. Introduction to Probability</li> <li>5. Introduction to Statistics</li> <li>6. Data Communication and Ethics</li> <li>7. Programming with Python</li> </ol>	<u>Statistics</u> <ol style="list-style-type: none"> <li>1. Statistical Programming with R</li> <li>2. Time Series Analysis</li> <li>3. Mathematical Statistics</li> </ol>	<ul style="list-style-type: none"> <li>• Spatial Econometrics</li> <li>• Survival Analysis</li> <li>• Bayesian Statistics</li> <li>• Advanced Machine Learning</li> <li>• Advanced Econometrics</li> <li>• Stochastic Processes</li> <li>• Operating systems and networks</li> <li>• Environmental Modelling</li> <li>• Text Mining</li> <li>• Senior Capstone I &amp; II</li> </ul>
	<u>Data Science</u> <ol style="list-style-type: none"> <li>1. Data Structures and Algorithms</li> <li>2. Data Management</li> <li>3. Intro to Machine Learning</li> </ol>	

### *Environmental and Sustainability Studies (ESS) Major*

Seven Required Foundational 100–249 level ESS Courses ( <u>ALL</u> students in ESS must take these)	Three 250–349 level Core Courses in a Chosen Track ( <u>ALL</u> students in a major must take these based on their chosen track)	Three 350–499 level Electives (Students can choose per their interests; however, at least two of them must be at or above 400) and two Senior Capstone Courses
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1. Craft of Social Inquiry 2. Introduction to Statistics 3. Introduction to Microeconomics 4. Introduction to Climate and Environmental Science 5. Ecological Systems and Biodiversity 6. Sustainable Development Policy 7. Introduction to Environmental Ethics	<u><i>Environmental Justice and Policy</i></u> 1. Environmental Justice 2. Food systems 3. The Built Environmental	<ul style="list-style-type: none"> <li>• Media and Philosophy of the Environment</li> <li>• Political Ecology</li> <li>• Energy and Climate Change</li> <li>• Food, Energy and Water Justice</li> <li>• Environmental Economics and Ecotourism</li> <li>• Environmental Education and Engagement</li> <li>• Critical Theories of Sustainable Development</li> <li>• Climate Psychology and Behaviour</li> <li>• Disaster Resilience and Recovery</li> <li>• Advanced Methods in Environmental Management</li> <li>• Southeast Asian Indigenous Perspectives on the Environment and Sustainability</li> <li>• Senior Capstone I &amp; II</li> </ul>
	<u><i>Ecology and Conservation</i></u> 1. Ecology of Southeast Asia 2. Conservation Strategies 3. Ecosystem Management	

### C3. QUALITY IMPROVEMENT AND ASSURANCE

Quality assurance is an institution-wide effort. The academic staff will gather course evaluations before the end of their courses. It is the responsibility of the students to provide feedback for continuous improvement of the University academic programming in line with the mission of the University. The University uses *Blue* by Explorance software to evaluate all courses as well as the academic staff.

### C4. ACADEMIC CALENDAR

Parami University follows a set academic calendar, divided into fall and spring semesters in one academic year. The fall semester runs from August to December, and the spring semester from





January to May. June and July are considered summer break. The following is the academic calendar for the academic year 2025–2026, that features important academic activities and dates. To see the institution-wide activities with required administrative deadlines and services, please refer to the institutional calendar.

FALL SEMESTER 2025	
Month and Date	Description
Aug 8	Registration opens
Aug 18–Aug 29	Language and Thinking Program (L&T) & Orientation
Sep 1	Fall semester classes begin
Oct 6–7	Holidays - Thadingyut (Burma)
Oct 20–Oct 24	Midterm break
Nov 4	Holiday - Tazaungmone (Burma)
Nov 27	Holiday - Thanksgiving Day (US)
Dec 18	Last day of classes
Dec 19–Dec 26	Finals week
Dec 25	Holiday - Christmas Day (US)
Dec 26	Last day of fall semester
Dec 29	Winter academic break begins
Jan 1, 2026	Holiday - New Year's Day (US)
Jan 2, 2026	Final fall grades due to registrar
SPRING SEMESTER 2026	
Month and Date	Description
Jan 5	Registration opens
Jan 19	Holiday - Martin Luther King Jr. Day (US)
Feb 2	Spring semester classes begin
Mar 16–Mar 20	Midterm break
Apr 13–Apr 17	Holidays - Thingyan (Burma)
May 22	Last day of classes
May 25	Holiday - Memorial Day (US)
May 25–May 29	Finals week
May 29	Last day of spring semester
Jun 1	Summer academic break begins
Jun 3	Final spring grades due to registrar
Jun 9	Graduation
Jun 10–12	Faculty retreat



## D. ACADEMIC DIVISIONS, COURSES, AND FACULTY

The Division of Social Science and Humanities and Division of Mathematics and Science constitute the Academic Department of the University.

The purpose of the Academic Divisions is NOT to divide the academic staff and learning within the University. The Academic Divisions are organized only to provide a coherent structure for course offerings within the University. In fact, the academic staff are typically cross-divisional and they may offer courses that would be categorized under Divisions.

### D1. COURSE OFFERINGS

The following lists the courses that are planned to be offered for the next four years. There may be some occasional changes and additions in course offering every semester. Students are advised to look at the respective semester-based course catalog to see what courses are offered in an upcoming semester. Please see the Parami University Course Catalog System (<https://cimrs.parami.edu.mm/>).

<b>Course Title:</b>	Calculus I
<b>Course Code:</b>	MATH 110
<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course is an introduction to differential calculus and is designed to meet the needs of Statistics and Data Science students. Topics will cover functions, limits, derivatives and applications. Basic concept of integration is also included.

<b>Course Title:</b>	Calculus II
<b>Course Code:</b>	MATH 111







<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	MATH 110: Calculus I
<b>Course Description:</b>	This course is a continuation of Calculus I. The topics cover integration and its applications, series and sequences.

<b>Course Title:</b>	Community-Based Filmmaking as Art & Research
<b>Course Code:</b>	ARTS 100
<b>Course Descriptors:</b>	ARTA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course offers students an introduction to documentary and fiction filmmaking as community-based practice. It will include screenings, filmmaking exercises, and discussions around authorship and social impact. Theoretically, course sessions will introduce community-oriented frameworks at the intersection of filmmaking, participatory research, and documentary studies. Practically, students will receive a hands-on introduction to film/video production applicable to future work in the creative arts and participatory research processes, social impact campaigns, and multimedia journalism. Students will end the course with written and recorded materials needed to pursue a short film. Basic technical training for cellphone-based shooting and introductory video and sound editing will be provided.

<b>Course Title:</b>	Craft of Social Inquiry
<b>Course Code:</b>	SSST 100
<b>Course Descriptors:</b>	SANA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course is an introductory course for social studies. The course will cover what social inquiry is and its importance. The course will look at different methods of knowing, and making sense of the world. Then the course will focus on typical questions that are asked in social science, and specific approaches to answer these questions. Particularly, this course will demonstrate the importance of interdisciplinary approaches to answering questions in the field of social science. It will include a





	weeks-long in-depth study on climate change, a globally relevant phenomenon, by using selected readings from different social science disciplines (politics, economics, sociology, psychology, anthropology, etc.), so that students appreciate an interdisciplinary approach to addressing questions in social science. This course will also feature a brief introduction to scientific method, and critical assessment of other people's works.
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<b>Course Title:</b>	Data Communication and Ethics
<b>Course Code:</b>	DATA 201
<b>Course Descriptors:</b>	QUAR, LOGR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	CS 210
<b>Course Description:</b>	The course is structured in two parts: Data Communication and Data Ethics. Data Communication is the last and the most visible step in the data pipeline. It is important to apply ethical thinking there but also holistically in the whole pipeline.

<b>Course Title:</b>	Design and Society
<b>Course Code:</b>	ARTS 101
<b>Course Descriptors:</b>	SANA, GCON, ARTA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course is to provide students with a basic but critical understanding of major changes and developments throughout history from a design perspective, primarily architectural perspective. Discussion topics will include changes within architecture itself or other times by external forces. The readings and lectures investigate the interrelationship of architecture, design and broader cultural, social and political context. The course explores some of the significant moments of change in architecture that results from economic, technological, or institutional change in nature. Through a collection of historical precedents, we will learn about how change of course in history is often required and/or imposed by the demands of societal and technological pressures that challenge and disrupt the status-quo. Multiple viewpoints are explored and entertained in class to grasp the diverse nature of design and its impact on society.





<b>Course Title:</b>	Development as Freedom
<b>Course Code:</b>	ITRL 100
<b>Course Descriptors:</b>	SANA, PTVA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>Reading at its best involves actively interpreting, reflecting, discussing, and adapting big ideas to the world in which we live. This critical analysis is key to intellectual growth. This in-depth reading module selects one text that will be carefully read, discussed, and analysed over a 16 week period. The target text is Amartya Sen's Development as Freedom. This highly acclaimed book, written by a recipient of the Nobel Prize for Economics, has not only changed the way international development projects are conceived, designed, and implemented, it has also reframed human rights debates to include human capabilities and functionings.</p> <p>As a reading group, the format for the modules in this stream is that of a discussion-based "community of enquiry". For this, students must read designated texts before each class, and are expected to actively contribute to discussions in each class. These discussions are key to our analysis of the target text. They are also an immensely valuable basis for learning.</p>

<b>Course Title:</b>	Education Studies
<b>Course Code:</b>	EDU 200
<b>Course Descriptors:</b>	PTVA, MIND
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>In this course we will explore human development through main developmental and learning theories, aiming to understand how humans acquire necessary knowledge and skills for life and what this means for the role of education.</p>

<b>Course Title:</b>	Energy for Sustainable Development
<b>Course Code:</b>	INST 101
<b>Course Descriptors:</b>	STEM





<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	Quality of life depends on energy and it is at the heart of sustainable development goals. This course provides fundamental science to understand the natural and human influences on climate and atmospheric composition. Topics will cover concepts of energy, atmospheric radiation, fossil fuels, greenhouse gases and climate change.

<b>Course Title:</b>	English Composition I
<b>Course Code:</b>	ENCP 100
<b>Course Descriptors:</b>	None
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	English Composition I focuses on foundation skills of university-level writing. The course will take students through all the steps of the expository writing process from pre-writing to revising and proofreading. Students will work through a series of expository essays, including narratives and descriptive pieces. The course will support them in acquiring appropriate critical reading skills, as well as following conventions of standard English in writing. Students will also be introduced to selecting, using, and correctly referencing sources.

<b>Course Title:</b>	English Composition II
<b>Course Code:</b>	ENCP 101
<b>Course Descriptors:</b>	None
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	ENCP 100
<b>Course Description:</b>	English Composition II focuses on the process of argumentative writing, from initial development through drafting and revising to the final product. This course focuses on students' ability to use sources to form strong arguments in academic writing. In this course, students will design their own arguments using sources to write and present their ideas effectively.





<b>Course Title:</b>	Social Sciences Research Skills
<b>Course Code:</b>	INST 106
<b>Course Descriptors:</b>	None
<b>Credit Hours:</b>	1
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>This fifteen-week workshop introduces students to the academic standards that are expected of them when studying at Parami. The goal is to equip students with the basic analytic and research skills needed for them to succeed in their studies. This goal is reached via a series of skill-focused seminars that involve reading target texts and viewing dedicated short videos.</p> <p>The instructor will teach the course in synchronous learning sessions, at the same time, the students will be each assigned an academic advisor to guide them through their research proposal planning and writing.</p>

<b>Course Title:</b>	Equality and Equity
<b>Course Code:</b>	GNDR 100
<b>Course Descriptors:</b>	PTVA, DVIC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>Personal Protective Equipment (PPE), medicines, crash dummies and so forth are all tested with the average, white, young male in mind. This doesn't just put women at a disadvantaged position, but also the average Asian man, or anyone who's not the average, healthy, young white male.</p> <p>In this course we will look into social psychology and gender research to understand how inequalities arise and persist between men and women and between cultures.</p> <p>Students will be invited to actively participate and challenge their own assumptions.</p>

<b>Course Title:</b>	Ethical Leadership
<b>Course Code:</b>	PHIL 101
<b>Course Descriptors:</b>	PTVA, LOGR





<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	In this course, students will be exploring the ways in which people work together in organisations. They will ask how organisations work, how they are guided and directed, and how they reach their goals. And they will do this in the larger context of reflection on interpersonal and organisational ethics. So students will not only explore how organisations can attain good, ethical goals, but also how they can do so in the context of maintaining and developing ethical organisational cultures.

<b>Course Title:</b>	First Year Seminar I: Humans and Their World
<b>Course Code:</b>	SEM 100
<b>Course Descriptors:</b>	DVID, PTVA, LOGR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>The four-sequenced seminar courses are part of a one mega-course (16 credits), that share the same objectives and learning outcomes.</p> <p>In Freshman Seminar I, students will take a cross-cultural perspective on human existence in the context of the many worlds we all occupy: natural, social and existential.</p> <p>Human beings, the philosopher Martin Heidegger once wrote, is "being-in-the-world." In this course, students will experience and explore a wide variety of ways in which we can conceptualize what it means to be situated in the world. Students will explore human existence in the context of post-Darwinian understandings of what it means to be a human animal. Building on this foundation, they will consider what it means to be radically and irreducibly social. Through exploring the work of both Confucian philosophers and evolutionary theories of ethics, they will ask what it means to be a social animal. And they will explore the rich traditions of existentialism to explore what it means to find ourselves here, evolved beings living in society with each other, conscious of our limitations, our freedom and our death.</p> <p>This Seminar I course will give students the ability to move between radically different frameworks of understanding, to derive rich and complex insights into the human experience.</p>

<b>Course Title:</b>	First Year Seminar II: Ways of Knowing
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<b>Course Code:</b>	SEM 101
<b>Course Descriptors:</b>	DVID, LOGR, MIND
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	SEM 101: First Year Seminar I
<b>Course Description:</b>	<p>The four-sequenced seminar courses are part of a one mega-course (16 credits), that share the same objectives and learning outcomes.</p> <p>In Freshman Seminar II, students will explore questions about human knowledge and understanding. This seminar course will build on Freshman Seminar I, to ask challenging questions about our knowledge of ourselves, each other and the world we inhabit. It will equip students to engage more deeply with questions of knowledge, its uses and its misuses. And it will develop student's critical awareness of different ways of approaching the question of what it means to know.</p> <p>The seminar will begin by looking at what knowledge is. It will draw on theories of knowledge from global philosophical traditions, from the theories of knowledge explored in Plato's <i>Theaetetus</i> to the skill-knowledge of Zhuangzi.</p> <p>Students will build on this to look at the practice of science, and its cultural role as a privileged form of knowledge. Students will study texts that not only ask about how science works, but how we imagine and reimagine the practice of science.</p> <p>Finally, students will ask the question "who gets to know?". They will explore challenging ideas about the relationship between power and knowledge, in relation to the gendered and colonial/postcolonial contexts of human ways of knowing.</p>

<b>Course Title:</b>	Human Rights Theory
<b>Course Code:</b>	ITRL 101
<b>Course Descriptors:</b>	SANA, GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>The idea of human rights is simultaneously idealistic and unrealistic. The reality of human rights is that they are situated between these two extremes. Human rights are a valuable ideal that seeks to improve the security and livelihood of individuals and peoples around the world. Yet, this ideal is immediately subject to national and international political</p>







	manoeuvring, resulting in slow, bureaucratic mechanisms that find it difficult to address human rights issues in real time. This module uses an overlapping consensus approach to understanding the normative, political, and legal aspects of international human rights. Our goal is to understand what human rights are in the current political climate. This serves as a foundation for separate human rights modules that examine international human rights instruments, mechanisms, and law, which help us to be able to advocate for human rights and to be able to use them in our daily lives.
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<b>Course Title:</b>	Introduction to Ethics
<b>Course Code:</b>	PHIL 200
<b>Course Descriptors:</b>	SANA, LOGR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>In this course we will confront some of the major ethical issues that arise in our society—the treatment of animals (vegetarianism, experimentation), the beginning of life (abortion, <i>in vitro</i>, PGD testing), the ethics of war (when to go, how to wage), the ethics of politics (what ought our representatives do), the end of life (right to die, suicide, euthanasia), fear of death, the ethics of food, and the environment.</p> <p>In Ethics, we seek not simply opinions or personal positions on these contentious problems, but hope to make a broader claim about right and wrong. These issues are <i>ethical issues</i> insofar as when we take a position on them we make a claim about what is the right or wrong thing to do. And we are not simply making the statement that this is right or wrong <i>for me</i>, but also for <i>anyone</i> else who is as properly thoughtful and informed as I am. That is, I think I have good <i>reasons</i> for saying such-and-such is right or wrong, and <i>you</i> ought to also be convinced by my reasons.</p> <p>In order to have such convincing reasons, we will need to say what it means for something to be right or wrong <i>in general</i>. This is where ethical theories come in. An ethical theory makes a claim about what makes something right or wrong in general. If we know that, then we ought to be able to look at each of these specific problems and any cases in which they arise, and evaluate them to see how they ought to be resolved. That will be our goal in this course—to introduce and engage students in the theories of ethics and their application to practical ethical problems so that they develop the knowledge of each ethical theory and the ability to apply them to particular issues.</p>

<b>Course Title:</b>	Introduction to Infectious Diseases and One Health
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<b>Course Code:</b>	PHS 200
<b>Course Descriptors:</b>	STEM, GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course will answer the questions of “Will there be another pandemic?”, “Will climate change lead to more malaria outbreaks?”, and “How do viruses spread between humans and animals?”. Infectious diseases are emerging and re-emerging due to globalization, climate change, loss of wildlife diversity, rapid urbanization, and even economic trade. This course introduces students to various infectious diseases in the context of One Health. The One Health concept embodies the well-being of human, animal and environmental health and aims for the optimal health for all. From the animal origin of Ebola to cholera outbreaks in refugee camps, this course explores the interdisciplinary nature of One Health and its role in global health.

<b>Course Title:</b>	Introduction to Macroeconomics
<b>Course Code:</b>	ECON 111
<b>Course Descriptors:</b>	QUAR, SANA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course is an introduction to Macroeconomics from a very broad perspective. Macroeconomics analyzes topics such as economic growth, inflation and unemployment. How can the central bank influence the economy in times of crises? What should the government do in order to counteract environmental issues? Why do countries trade with each other? Though ultimately based on the actions of individuals and firms (which we will analyze in Microeconomics), Macroeconomics is concerned with developments on the aggregate level: countries as a whole, government spending, taxation and Central Bank policies. This course is a foundation course which is needed in order to follow higher level courses in the Economics module.

<b>Course Title:</b>	Introduction to Microeconomics
<b>Course Code:</b>	ECON 110
<b>Course Descriptors:</b>	QUAR, SANA
<b>Credit Hours:</b>	4





<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course is an introduction to Microeconomics from a very broad perspective. Microeconomics is the science of how people use resources. A large part is about decision making: Which is the best route for going to school, and should I walk or take the bus? Can I get a dog as a pet, should I buy vegetables in the market in the morning or in the afternoon, and why are the prices different in different cities? This course is a foundation course which is needed in order to follow higher level courses in the Economics module.

<b>Course Title:</b>	Introduction to Political Philosophy
<b>Course Code:</b>	PHIL 201
<b>Course Descriptors:</b>	SANA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course introduces students to the questions, theories, and classic texts of political philosophy, engaging issues of ethics, citizenship, democracy, representation, shared resources and other features of theoretical approaches to politics. This course will introduce and critically engage students in the fundamental questions of how we are to live in the world with others.

<b>Course Title:</b>	Introduction to Political Science
<b>Course Code:</b>	POL 100
<b>Course Descriptors:</b>	SANA, GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	The course is a broad introduction to the discipline of political science. Students will be introduced to subfields within the discipline: political theory, comparative politics, and international relations. Then, the bulk of the course examines major themes in comparative politics, including the formation of nation-states, political regimes, and political violence. We will also examine themes that cut across the subfields, including globalization, populism, and human rights.

<b>Course Title:</b>	Introduction to Probability
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<b>Course Code:</b>	MATH 100
<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This is an introduction to probability for statistics and data science students. There is no pre-requisite for this course. In addition to major students, this course is relevant and useful for non-major students.

<b>Course Title:</b>	Introduction to Public Health
<b>Course Code:</b>	PHS 100
<b>Course Descriptors:</b>	GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course introduces students to the history, core values, principles, and functions of public health. Students will learn about the role that public health plays through a survey of the five core disciplines of public health: biostatistics, epidemiology, health policy and management, social and behavioral sciences, and environmental health sciences. This course also touches on the importance of ethical practice and systems thinking in public health.

<b>Course Title:</b>	Visual Media and Our Mental Health
<b>Course Code:</b>	MDST 150
<b>Course Descriptors:</b>	ARTA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This interdisciplinary course explores how images shape our perception, identity, social relationships, and mental health in a media-saturated world. Students examine the evolution of visual art from photography to digital platforms, developing tools for creating and analyzing works of visual art - and for taking care of themselves while they do it. Throughout the semester, students engage in hands-on workshops, host guest speakers, develop theoretical and practical skills, and learn about developments in mental health research. The course emphasizes





	peer dialogue, self-reflection, and care for personal and communal well-being. Assignments combine creative production, analytical writing, and a close connection to the students' lived experience. Final projects are student-designed within instructor guidelines, encouraging personal exploration of course themes.
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<b>Course Title:</b>	Science in Daily Life
<b>Course Code:</b>	INST 105
<b>Course Descriptors:</b>	None
<b>Credit Hours:</b>	1
<b>Prerequisites:</b>	None
<b>Course Description:</b>	The Citizen Science program is offered to all first-year students, and is a science literacy foundation program that introduces students to use various approaches to scientifically analyze a chosen theme. While a focused theme may be different from year to year, the theme has the characteristics of general importance and relevance to society. The theme for the year 2024-2025 is "Digital Earth."

<b>Course Title:</b>	Introduction to Statistics
<b>Course Code:</b>	STAT 100
<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course provides an introduction to the quantitative tools for monitoring, analyzing data, and evaluating data. Through practical and real-world applications, students learn statistical methods that can be used in quantitative analysis of real-world problems. This course focuses both on concepts underlying statistical methods as well as problem solving through the use of STATA, a popular statistical software package.

<b>Course Title:</b>	Kitchen Chemistry
<b>Course Code:</b>	CHEM 102
<b>Course Descriptors:</b>	STEM
<b>Credit Hours:</b>	4





<b>Prerequisites:</b>	None
<b>Course Description:</b>	This is a course particularly designed to stimulate scientific curiosity through hands-on experiments on easily accessible kitchen chemicals and materials. When you are making coffee or tea, making toasted bread, cooking rice, and barbecuing meat, you have put yourself in the role of a kitchen scientist without realizing that you are in fact dealing with organic chemicals and real-life materials. The goal of this course is to make students realize that science is everywhere and deeply relevant to everyday lives and interactions.

<b>Course Title:</b>	Linear Algebra
<b>Course Code:</b>	MATH 210
<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	MATH 110: Calculus I
<b>Course Description:</b>	This course is an introduction to the techniques of linear algebra. Topics covered include, systems of linear equations, Gaussian elimination, vectors in $\mathbb{R}^n$ , matrices, inverses, determinants, eigenvalues and vector geometry.

<b>Course Title:</b>	Mediating Asian Artifacts
<b>Course Code:</b>	ASIA 200
<b>Course Descriptors:</b>	SANA, DVIC, ARTA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	ASIA 100: Xenia and Our Obligations to Others
<b>Course Description:</b>	This course introduces students to the literary, architectural, cinematic, and visual arts of east, southeast, and south asia, and investigates how different historical, generic, and technological perspectives produce new knowledge for the modern world. Special attention is paid to the politics of shifting relations between practices and objects deemed traditional and modern as asian cultures reaffirm their uniqueness and assert sovereignty in a modern world system.

<b>Course Title:</b>	Philosophy, Gender, and Self-Cultivation
<b>Course Code:</b>	GNDR 200





<b>Course Descriptors:</b>	SANA, PTVA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course will explore “self-cultivation”: the question of how we can become the best version of ourselves. We will read texts about self-cultivation by philosophers from different places and historical periods, including ancient Greece, China, India, and Germany. We will discuss whether these philosophers saw self-cultivation as the same for everyone, or whether they thought it should be different for men and women. We will consider how these ideas may influence our lives and the way we see ourselves today.

<b>Course Title:</b>	Physics behind the Internet
<b>Course Code:</b>	PHYS 102
<b>Course Descriptors:</b>	STEM
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course is designed for non-science majors. The course will explore the physical concepts that explain how information is transmitted, retrieved and stored. By studying basic concepts of waves, light and atoms, the topics will be covered ranging from radio to wireless network to fiber optics.

<b>Course Title:</b>	Programing with Python
<b>Course Code:</b>	CS 210
<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	STAT 100: Introduction to Statistics
<b>Course Description:</b>	This course is an introduction to programming with Python for students without any previous programming experience. Throughout the class, we will cover different data types, writing functions, using packages like Numpy and Python and creating data visualizations. We will also use version control with Git.

<b>Course Title:</b>	Results-based Management for Development Projects
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<b>Course Code:</b>	PRO 200
<b>Course Descriptors:</b>	PTVA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	Development projects can be incredibly varied. Perhaps a community is responding to a natural disaster; perhaps they want to build new infrastructure (a road, school, access to water, etc.); or perhaps they would like to deliver health care to at-risk community members, or create cooperative gardens, or strengthen community capacities with workshops, and so on. All of these projects and their activities share something in common—they all have a goal. A common method used by INGOs, NGOs, and CBOs for their humanitarian initiatives is results-based management (RBM). This course provides a practical introduction to key tools used in RBM, such as, for example: problem and objective trees, stakeholder mapping, SWOC tables, theory of change, logical framework, Gantt charts, monitoring and evaluation, and basic budgeting. RBM and its associated tools are common practice in the humanitarian sector. This course will help prepare students for this sector. It will also enable students to undertake their own development projects on their own initiative.

<b>Course Title:</b>	Science of the Universe
<b>Course Code:</b>	PHYS 103
<b>Course Descriptors:</b>	STEM
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course is a general introduction to astronomy and cosmology for non-science majors. Topics will cover the latest discoveries about stars, galaxies and the universe as a habitat for life. The science of the universe relies on the tools of physics and astronomy, quantitative reasoning is an integral part of this course. However, previous knowledge of physics and astronomy is not required.

<b>Course Title:</b>	Science with a Smartphone
<b>Course Code:</b>	PHYS 104
<b>Course Descriptors:</b>	STEM
<b>Credit Hours:</b>	4



<b>Prerequisites:</b>	None
<b>Course Description:</b>	Smartphones are essential for our daily activities. This course provides an overview of scientific instrumentation and ideas on how a smartphone can be used in a science laboratory. The hands-on activities are designed to be done by every student using equipment that they already have at their homes. Each topic will begin with theory and then connect that theory to practice.

<b>Course Title:</b>	Scientific Analysis of 'Race' and 'Ethnicity'
<b>Course Code:</b>	INST 100
<b>Course Descriptors:</b>	PTVA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	The course examines the modern scientific understanding behind the commonly used terms such as race and ethnicity. Using the scientific tools while also paying attention to the sociological, cultural, and anthropological understanding of 'race' and 'ethnicity', this course underscores the importance of the interdisciplinary understanding when it comes to the use of these terms. At the end of the course, the students will come away with a better and more enriched understanding of the elusive notions of race and ethnicity.

<b>Course Title:</b>	Second Year Seminar I: Dealing with Difference
<b>Course Code:</b>	SEM 200
<b>Course Descriptors:</b>	DVID, LOGR, DVIC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	SEM 101: First Year Seminar II
<b>Course Description:</b>	<p>The four-sequenced seminar courses are part of a one mega-course (16 credits), that share the same objectives and learning outcomes.</p> <p>In Sophomore Seminar 1, we will explore how difference is socially and historically constructed, what it can mean to us, and how it can act on us. We will also ask critical questions on what we already know about difference among humans in today's world.</p> <p>The Seminar will start with exploring the concept of "the Other", which is one aspect of difference. We will look into different views on "the Other" from European history and different parts of the world through</p>





	<p>Ryszard Kapuściński's accounts and insights. Then we will read Said's Orientalism to understand power, difference, and otherness. Along with him, we will question knowledge production projects of the European colonizing countries which still condition how and what we know about differences. After this, we will study how "othered(ing) races" were born out of differences in modern, historical events reading Charles W. Mills' "The Racial Contract".</p> <p>Next, we will keep reflecting on difference through literary perspectives of Toni Morrison. This will also lead us into the US context contemplated by Angela Davis. Angela Davis will help us understand the intersectionality of gender, race, and class and how this embeds oppression, as well as how we can resist such oppression in collective movements. Finally, we will read Merry E. Wiesner-Hanks exploring "gendered otherness" and its intersectionality with social, political, ideological, and economic life across different times and spaces.</p>
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<b>Course Title:</b>	Second Year Seminar II: Human Futures
<b>Course Code:</b>	SEM 201
<b>Course Descriptors:</b>	DVID, PTVA, LOGR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	SEM 200: Second Year Seminar I
<b>Course Description:</b>	<p>The four-sequenced seminar courses are part of a one mega-course (16 credits), that share the same objectives and learning outcomes.</p> <p>Sophomore Seminar II introduces students to urgent contemporary questions about our shared human future. Drawing on both literature and theory, students will be challenged to imagine and reimagine the possibilities for our collective and individual futures.</p> <p>The seminar will begin by looking at notions of utopia and dystopia, placing these in the context of the present: in particular in the social and economic frameworks of capitalism. Students will explore the ways in which imagining the future throws light on our present concerns and dilemmas.</p> <p>Students will build on this foundation to ask about environmental and climate concerns, as some of the most pressing issues for those concerned with human futures. They will draw on the work of scientists and storytellers to ask how we conceptualize and re-conceptualize environmental degradation and climate emergency. And they will explore how both utopian and dystopian thinking may both play a role in how we navigate the threats that face us.</p> <p>The seminar course will end by exploring the role of technology in the</p>





	human future, and its possible limits: from AI and robotics, to technocratic climate solutions, post-human futures, and how technological change impacts human identity.
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<b>Course Title:</b>	Social Psychology
<b>Course Code:</b>	PSYC 200
<b>Course Descriptors:</b>	SANA, PTVA, MIND
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>Social psychology is the scientific study of how people think about, influence, and relate to one another. It derives from the premise that people's thoughts, feelings, beliefs, intentions and goals are constructed within a social context by the actual or imagined interactions with others.</p> <p>In this introduction course we will explore key concepts of social thinking, social influence, and social relations.</p>

<b>Course Title:</b>	Sustainability in Our Built-Environment
<b>Course Code:</b>	URBN 100
<b>Course Descriptors:</b>	GCON, ARTA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>This course is to provide students with a basic understanding of sustainable design practices in the built environment. Through case-studies, students will learn that sustainable design is a necessity in reducing our carbon footprints, tackling global climate change, and achieving environmental justice. The course will not only focus on quantitative requirements of science-led innovative strategies but also on qualitative design thinking to achieve inclusive and equitable society.</p>

<b>Course Title:</b>	Taking Your First Steps as a Social Impact Leader
<b>Course Code:</b>	PRO 100
<b>Course Descriptors:</b>	PTVA
<b>Credit Hours:</b>	4





<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>Through this course, students will</p> <ol style="list-style-type: none"><li>1. explore the social innovation field and paths of becoming a social impact leader;</li><li>2. foster an innovative mindset and learn innovation tools, including design-thinking and systems thinking;</li><li>3. reflect on and develop their leadership skills, and</li><li>4. deepen their understanding of civic engagement and community development to bring positive social change.</li></ol> <p>Students will be encouraged to connect the themes of this course to social issues that they care about in their communities. At the end of the course, students will reflect on their learning and share actions that they can take to make positive social change.</p>

<b>Course Title:</b>	The Art of Argument
<b>Course Code:</b>	PHIL 100
<b>Course Descriptors:</b>	LOGR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>This course introduces students to questions about the art (or arts) or argument, and gives them the tools they need to better evaluate, think about and make arguments. The course sees argument as a social practice that exists cross-culturally, and draws upon a wide array of sources to explore the complexities of the human search for agreement and truth.</p>

<b>Course Title:</b>	Writing for Social Change
<b>Course Code:</b>	PRO 101
<b>Course Descriptors:</b>	SANA, PTVA, DVIC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>Can writing change the world? In this course we will explore how writing about social and ethical issues can be used for activism and for social critique. We will study authors who used writing to give personal testimony, to bear witness to issues in the community, and to achieve social change. We will see how writing can help us develop critical thinking, and how, through writing, we can learn about ourselves, our community and the world. We will read influential texts and analyse the</p>





	authors' rhetorical methods. We will also practice the composing process ourselves, including drafting, revising, getting feedback, editing and (if you want) publishing. We will build up to the four major essays through cumulative low-stakes assignments, so each week students will submit either a first draft, a peer review, a peer review response or a final draft of one of their four assessed essays.
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<b>Course Title:</b>	Xenia and Our Obligations to Others (Western Humanities)
<b>Course Code:</b>	ASIA 100
<b>Course Descriptors:</b>	SANA, ARTA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>While multiple themes and topics will be addressed in this course, <b><i>the narrow definition and broader understanding of xenia (hospitality)</i></b> will especially occupy our attention.</p> <p>Travel, commerce, religious devotion, friendships, political alliances, even survival in classical western civilization depended on a universal code of conduct referred to as <i>xenia</i> by the ancient Greeks. Very little could be done outside of one's own kinship group or small community without a guarantee that one would be treated well as a stranger. This tacit pact of guest-friendship remains extremely relevant in contemporary, globalized society, especially for Myanmar students as they journey away from home, through the gateway of the campus' halls and into the wider world.</p> <p>In addition to enhancing core skills of analysis, debate, writing, critical reading and listening, students will work on <b><i>seven discrete units</i></b>, treating exemplary artistic works from the Greco-Roman tradition that illustrate and complicate this theme of <b><i>hospitality, its functions and its limits, both historically and conceptually</i></b>.</p>

<b>Course Title:</b>	Behavioral Economics
<b>Course Code:</b>	ECON 251
<b>Course Descriptors:</b>	SANA, MIND
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	ECON 110: Introduction to Microeconomics
<b>Course Description:</b>	In the course, we will study how behavioral economists explain a range of psychological and social phenomena, and how those explanations





	<p>differ from standard economic ones. Likely topics include drug use, sex, crime, gambling, over-eating, overconfidence and procrastination. In particular, we will study various ways in which (apparent) irrationality influences people's judgment and decision-making.</p> <p>Behavioral economics is invaluable to anyone with an interest in human behavior. It is particularly relevant to those with an interest in economics, management, marketing, industrial organization, public policy, and the psychology of judgment and decision-making. No previous acquaintance with behavioral economics is necessary.</p>
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<b>Course Title:</b>	Booms, Busts and Beyond: Economic Crises and Rescues
<b>Course Code:</b>	ECON 401
<b>Course Descriptors:</b>	SANA, GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	SSST 100: Craft of Social Inquiry ECON 111: Introduction to Macroeconomics
<b>Course Description:</b>	Crises have been a fact of economic life for centuries. However, with the trend toward globalization in recent decades, such crises have become both more frequent and more destructive, culminating in the Global Financial Crisis of 2008-09 and the ongoing COVID crisis. Making use of real world examples, this course examines the origins and impact of various types of economic crises, the ways in which crises can spread within and among countries, and policies that can help prevent or cope with crisis. Links between crises and political contexts will also be examined. The role of international institutions, such as the IMF, in preventing or exacerbating crises will also be emphasized and possible reforms to global economic governance will be discussed.

<b>Course Title:</b>	Comparative Philosophy (West/Non-West)
<b>Course Code:</b>	PHIL 251
<b>Course Descriptors:</b>	LOGR, GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	SSST 100: Craft of Social Inquiry PHIL 100: The Art of Argument
<b>Course Description:</b>	This course will take a global perspective on the practice of philosophy. It will introduce students to a variety of philosophical traditions, and explore their continued resonance in the present day.







<b>Course Title:</b>	Democracy, Authoritarianism & Regime Transitions
<b>Course Code:</b>	POL 300
<b>Course Descriptors:</b>	SANA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	POL 100: Introduction to Political Science
<b>Course Description:</b>	What is democracy? How does democracy emerge? Why are some countries democracies but not others? Why is authoritarianism persistent in some countries? These are some of the most enduring questions in political science. This course addresses these questions by examining the political science scholarship on regimes and regime transitions. This is an advanced course in political science, and some introductory courses on political philosophy or political science are required.

<b>Course Title:</b>	Developmental Economics
<b>Course Code:</b>	ECON 300
<b>Course Descriptors:</b>	SANA, GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	ECON 110: Introduction to Microeconomics
<b>Course Description:</b>	This course introduces students to key issues in development economics at both the micro and macro levels. We will examine the leading economic theories of economic development and consider historical and other empirical evidence. We will seek to generate insight into questions such as: Why do some countries grow faster than others? What sorts of policies have had success in reducing poverty in developing countries? What are the appropriate roles for the state, markets, and civil society? How does a country's history affect its development? In the last part of the class, students will make use of course concepts and findings to make presentations on country case studies.

<b>Course Title:</b>	Economics of Globalization
<b>Course Code:</b>	ECON 301
<b>Course Descriptors:</b>	GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	ECON 111: Introduction to Macroeconomics





<b>Course Description:</b>	This course will examine economic globalization—international trade, finance, and labor migration—from a variety of perspectives. We will highlight the evolution of globalization, with a focus on the roles played by technological change and government and multilateral policies. We will analyze who have been the winners and losers from globalization. Finally we will imagine how globalization is likely to evolve going forward, and what can be done to help ensure it is a force for global good.
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<b>Course Title:</b>	Ethics of Technology
<b>Course Code:</b>	PHIL 410
<b>Course Descriptors:</b>	PTVA, LOGR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	PHIL 201: Introduction to Political Philosophy PHIL 200: Introduction to Ethics
<b>Course Description:</b>	Recent times have seen a dramatic increase in the influence of computing technology, artificial intelligence, algorithms and other technology in our daily lives. This course considers ethical questions raised by this technology and their implications for policy. Topics to be considered include surveillance, the right to privacy, human enhancement, artificial intelligence, fake news, robots, and censorship.

<b>Course Title:</b>	Environmental Ethics
<b>Course Code:</b>	PHIL 401
<b>Course Descriptors:</b>	SANA, GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	PHIL 200: Introduction to Ethics
<b>Course Description:</b>	The environment poses a serious and deep problem for philosophical ethics. Are environmental problems soluble by applying the ethical theories already developed by philosophy? How well do those theories work? Or are environmental problems, and the environment more broadly, something that either does not qualify for ethical evaluation, or that evades the scope of philosophical ethics? If we cannot adequately apply current ethical theories to the environment, should we develop new ethical theories just for environmental issues, or should such theories replace prior ethical theories in general? Is it possible that the environment shows that philosophical ethics is simply inadequate or impossible in any way that would account for how we understand values (or ought to)?





	<p>In this course we will consider attempts to apply and assign values to the environment and its parts. To do this, we will cast a critical eye toward our relationship with nature from its philosophical and scientific roots, and then investigate the philosophical theories that are most commonly used to evaluate and resolve ethical problems. Applying those theories will prove sometimes useful and sometimes problematic. A central problem that arises is the issue of whether an environmental ethic ought to be <i>anthropocentric</i> or <i>non-anthropocentric</i>. Further, we will consider whether alternative ethical theories better account for values and/or resolve environmental challenges. Finally, we will consider some conceptual attempts to work toward resolving environmental problems and whether they are philosophically sound (or should be).</p> <p>Along the way, I hope to nudge you toward thoughtful engagement with your environment by including some <i>in situ</i> activities for your experience and reflection. These should engage your mind and body in a holistic fashion meant to put critical pressure on the basic assumptions of Western philosophical and scientific methods.</p>
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<b>Course Title:</b>	Financial Policy Issues in Emerging Market Countries
<b>Course Code:</b>	ECON 451
<b>Course Descriptors:</b>	SANA, GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	ECON 111: Introduction to Macroeconomics POL 100: Introduction to Political Science
<b>Course Description:</b>	<p>Emerging market countries such as China, India, Russia, and Brazil are expected to be major sources of global economic growth in the coming decades. Critical financial policy issues will challenge the governments in these and other leading emerging market countries, and will have a major impact on their relative performance. These issues will also affect economic and political relations with the United States and other industrial countries, with internationally active businesses, and with NGOs concerned with global challenges such as recovering from the US-centered financial crisis, poverty, post-conflict reconstruction, and climate change.</p> <p>Students will look at the world through the eyes of finance ministers in emerging market countries as they make choices in five areas of “internal” policy and seven areas of “external” policy. The internal areas are the role of the central bank, the budget, privatization, banking sector reform, and capital market development. The external areas are the exchange rate regime and capital account liberalization, private equity flows, private debt flows, multilateral official financing, bilateral official financing, debt restructuring, and sovereign wealth funds. In each area, the seminar will examine the factors that push countries to adopt</p>





	<p>policies that deviate from the “ideal” policies determined by theory and precedent.</p> <p>A core concept in the seminar is the “country risk premium,” measured by the difference in the market yield between a country’s sovereign bonds and equivalent-maturity U.S. Treasury bonds. Students are expected to develop a sophisticated understanding of why this premium is important, and how internal policy choices and external factors affect the premium.</p> <p>The international financial crisis, which began in mid-2007 with a loss of confidence in the subprime mortgage market in the United States, will be an undercurrent throughout the course. Issues like the “de-coupling” of emerging market countries from the advanced industrial countries will be examined. Global governance has become a hot topic and will be discussed in some depth. Recent structural changes in global financial markets such as the new asset class of emerging market bonds denominated in local currency will be explored. Another change is the creation of “sovereign wealth funds” by emerging market countries that are accumulating “excess” assets (in the form of foreign exchange reserves or other forms) and want to earn higher returns on these assets than they can get from investing them in “risk-free” U.S. Treasury bonds. Changes that materialize during the semester will be followed closely.</p> <p>Each student is required to select a systemically significant emerging market country at the beginning of the semester and to track how the finance minister in that country is dealing with the topic of the week. In advance of each class, students will be given a set of Class Notes on the topic to be discussed and an average of four relatively short readings. Additional independent reading on the country selected for special study or the topic of the week will be required for superior performance. Students will write two short Policy Memos to the finance minister of the country they have selected for special study, each one recommending a specific policy measure. Students will also make a class presentation on a policy issue related to the topic of the week.</p>
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<b>Course Title:</b>	Food Ethics
<b>Course Code:</b>	PHIL 400
<b>Course Descriptors:</b>	SANA, PTVA, LOGR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	PHIL 100: The Art of Argument PHIL 200: Introduction to Ethics
<b>Course Description:</b>	Eating is our most basic and common ethical action, and yet, despite our familiarity with the notion that “we are what we eat”, decisions about





	<p>what we eat are rarely evaluated in ethical terms. In this course, we will consider the question of the role our values ought to play in decisions about what we eat, and the sorts of implications those decisions have to shape the world around us. Our approach will be critical: we will learn the standard ethical theories and then look at the data provided by various reports about our food, its production, consumption and associated effects and implications.</p> <p>*What do ethical theories have to contribute toward evaluating our food systems?</p> <p>*Do they offer frameworks for arguing that we ought to think about our food in a particular way?</p> <p>*Do they require changes in our production and/or consumption of food?</p>
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<b>Course Title:</b>	Human Rights in Theory and Practice
<b>Course Code:</b>	ITRL 400
<b>Course Descriptors:</b>	LOGR, GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	SSST 100: Craft of Social Inquiry POL 100: Introduction to Political Science
<b>Course Description:</b>	<p>'Human rights' has become one of the world's dominant discourses, a set of ideas that has founded hundreds of organizations, inspired massive transnational social movements, and even – in the case of the US invasions of Afghanistan, Iraq, and Libya – been mobilized to justify bloody military occupations. In all this, 'human rights' has succeeded in establishing itself as a legitimate lens for looking at the world, a sort of common sense: it is difficult to contemplate the various issues affecting the world today without considering them from, inter alia, a human rights perspective. And yet, despite or because of human rights' ubiquity, it is often difficult to grasp what they mean: Should they be thought of as laws or norms? Are they indeed indivisible, as certain documents assert, or are some more vital than others? Do they redound upon all humans, or are some humans more human than others: more apt to have their rights protected? Does the manifest disrespect of human rights in practice have consequences for how they are conceived: is the idea itself shown to be false, or do actors merely redouble their commitment to the struggle for human rights?</p>

<b>Course Title:</b>	Middle East: Politics, Protest, and Culture
<b>Course Code:</b>	SSST 410





<b>Course Descriptors:</b>	GCON, DVID
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	POL 100: Introduction to Political Science
<b>Course Description:</b>	<p>This course examines the intersection of politics, culture, and protest movements in the modern Middle East. By analyzing diverse forms of cultural expression, including literature, music, film, art, and social media, students will explore how these mediums both reflect and influence political resistance, nationalism, identity, and social change. The course covers key themes such as the legacy of Western colonialism, the rise of nationalism, the Arab-Israeli conflict, the Arab Spring, Political Islam, and the ongoing struggles over state power, citizenship, identity, and justice in Palestine, the Arab world, and beyond.</p> <p>[Although the example here focuses on the Middle East, other examples could include the US War in Vietnam (and neighboring countries), Russia-Ukraine]</p>

<b>Course Title:</b>	International Relations
<b>Course Code:</b>	ITRL 300
<b>Course Descriptors:</b>	GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>What is international relations? How does international politics work? In this course students will be introduced to major theories in IR: realism, liberalism, and constructivism. We will examine how these theories are applicable to different facets of international politics such as grand strategy and international political economy. We will also examine key questions in contemporary politics – such as humanitarian intervention, peacekeeping, and climate change.</p>

<b>Course Title:</b>	Macroeconomic Policy: A Case Study Approach
<b>Course Code:</b>	ECON 452
<b>Course Descriptors:</b>	QUAR, SANA, GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	SSST 100: Craft of Social Inquiry POL 100: Introduction to Political Science





	ECON 111: Introduction to Macroeconomics
<b>Course Description:</b>	The course makes use of macroeconomic theory and international practice to analyze real world policy questions and country cases. We will develop a simple and flexible macroeconomic framework within which a number of policy issues will be examined, including: evaluating monetary, exchange rate, and fiscal policies in different economic contexts; identifying economic and financial vulnerabilities; analyzing policy spillovers between countries; and designing economic policies for countries in or near crisis. We will also consider the macroeconomic impact of the 2008-9 global financial crisis and the ongoing Covid-19 crisis and their implications for macroeconomic policy-making. Relevant country cases will be presented and discussed in class. Students will also make group presentations on country case studies.

<b>Course Title:</b>	Philosophy and Gender
<b>Course Code:</b>	PHIL 300
<b>Course Descriptors:</b>	SANA, DVIC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	PHIL 201: Introduction to Political Philosophy
<b>Course Description:</b>	<p>What is gender? What are sex and sexuality? What role does the gendered body play in the practice of philosophy? This course will take a cross-cultural approach to the philosophy of gender, while also taking a critical approach to the gendered nature of the world's philosophical traditions.</p> <p>In this course, students will explore how philosophy has always been gendered, from the very beginning. And they will explore traditions of critique towards the gender assumptions built into philosophy from ancient times to the present day.</p>

<b>Course Title:</b>	Philosophy as Practice
<b>Course Code:</b>	PHIL 301
<b>Course Descriptors:</b>	PTVA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	PHIL 201: Introduction to Political Philosophy PHIL 200: Introduction to Ethics
<b>Course Description:</b>	We often imagine philosophy is a matter of sitting and thinking about things. But philosophy is also a set of practices, modes of living and





	<p>ways of life. So how do we think better about philosophy as a practice? And what role does practice have in our present day approaches to philosophy? To be good philosophers, do we need to do more than thinking? Do we need to instead need to put in place new practices, in pursuit of our philosophical goals?</p> <p>In this course, students will explore the idea that philosophy not only proposes new ways of thinking, but that it also challenges us to adopt a suite of practices relating to the arts of living well.</p> <p>Students will be encouraged to put philosophical ideas to the test practically, and to cross the boundary between reflection and practice, scholarship and first-person experience, to ask what it might mean to make philosophy a practice, here in the 21st century.</p>
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<b>Course Title:</b>	Power and Resistance
<b>Course Code:</b>	POL 301
<b>Course Descriptors:</b>	SANA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	POL 100: Introduction to Political Science
<b>Course Description:</b>	How does power operate in contemporary society? How do subjects navigate power – are they able to resist, and if so, how is resistance able to manifest? The course will explore these respective domains and how they articulate together.

<b>Course Title:</b>	Southeast Asia in a Globalizing World
<b>Course Code:</b>	SEAS 400
<b>Course Descriptors:</b>	LOGR, GCON
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	ECON 111: Introduction to Macroeconomics SSST 100: Craft of Social Inquiry
<b>Course Description:</b>	The course examines social transformation in Southeast Asia, especially in relation to the processes of modernisation, economic development, state formation, and globalization.







<b>Course Title:</b>	Advanced Econometrics
<b>Course Code:</b>	ECON 450
<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	MATH 100: Introduction to Probability STAT 100: Introduction to Statistics CS 251: Statistical Programming with R
<b>Course Description:</b>	In his 2014 State of the Union address, President Obama bemoaned that in the United States women get paid only 77% of the wages earned by men for comparable work, a claim that involves comparing two population means and tested using sample data. While such a comparison might seem straightforward, it is actually hard because other factors—how sample data are collected, which individuals choose to participate in the labor market, variations in their education and family background etc.—are likely to affect the sample means. Using sophisticated methods, econometrics allows analysts to cleverly isolate the effect of the wage gap due to gender alone. It is this last aspect that makes econometrics both challenging and exciting, and this course promises to take you on an exciting sleuthing journey at the end of which you could expect to develop the skills of a thoughtful data detective.

<b>Course Title:</b>	Advanced Machine Learning
<b>Course Code:</b>	CS 451
<b>Course Descriptors:</b>	QUAR, STEM
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	CS 210: Programming with Python CS 300: Introduction to Machine Learning
<b>Course Description:</b>	This course covers a number of more advanced Machine Learning algorithms and their applications. Requirements for this class are completion of basic Mathematics and Statistics modules, as well as the Introduction to Python and the Introduction to Machine Learning. Throughout the class, we will cover a range of supervised, unsupervised and reinforcement learning algorithms as well as directly apply them to relevant data. We will also cover hyperparameter tuning as well as model evaluation.





<b>Course Title:</b>	Bayesian Statistics
<b>Course Code:</b>	STAT 400
<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	MATH 100: Introduction to Probability STAT 100: Introduction to Statistics CS 251: Statistical Programming with R (preferred)
<b>Course Description:</b>	This course is an introduction to Bayesian statistics with an emphasis on practical applications to inference. Students will learn both how set up and analyze problems in the Bayesian framework. The course will teach students to use R and JAGS software for modelling well as the Markov Chains Monte Carlo method (MCMC) for computation. The main topics to be covered include: Bayes' theorem, prior and posterior distributions, inference for discrete and continuous random variables, hypothesis testing and model selection and linear regression. The course will consist of lectures and in class computer sessions will be devoted to doing the modelling and estimation. Participation in these online working sessions is required.

<b>Course Title:</b>	Data Management
<b>Course Code:</b>	DATA 300
<b>Course Descriptors:</b>	QUAR, STEM
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	CS 210: Programming with Python
<b>Course Description:</b>	This course is an overview over important algorithmic concepts and how efficient algorithms depend on the design of suitable data structures.

<b>Course Title:</b>	Data Structures and Algorithms
<b>Course Code:</b>	DATA 301
<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	CS 210: Programming with Python





<b>Course Description:</b>	This course is an overview over important algorithmic concepts and how efficient algorithms depend on the design of suitable data structures.
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<b>Course Title:</b>	Environmental Modeling
<b>Course Code:</b>	STAT 300
<b>Course Descriptors:</b>	QUAR, STEM
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	MATH 110: Calculus I CS 251: Statistical Programming with R
<b>Course Description:</b>	This course will expose students to a variety of modeling techniques used in environmental decision-making. The inclusion of these techniques in this course is motivated by their relevance in generating useful answers to current policy issues. Students are expected to have some basic knowledge of regression analysis and be proficient in Calculus I. While it is desirable that students have some prior coding experience, the course will begin with a three-week primer on MATLAB programming.

<b>Course Title:</b>	Introduction to Machine Learning
<b>Course Code:</b>	CS 300
<b>Course Descriptors:</b>	QUAR, STEM
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	STAT 100: Introduction to Statistics CS 210: Programming with Python
<b>Course Description:</b>	This course is an introduction to Machine Learning. Requirements for this class are completion of basic Mathematics and Statistics modules, as well as the Introduction to Python. Throughout the class, we will cover the data preprocessing process as well as different types of machine learning models from the realms of supervised and unsupervised learning together with model evaluation metrics.

<b>Course Title:</b>	Mathematical Statistics: An Introduction to Statistical Inference
<b>Course Code:</b>	STAT 301
<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4





<b>Prerequisites:</b>	MATH 100: Introduction to Probability STAT 100: Introduction to Statistics MATH 210: Linear Algebra
<b>Course Description:</b>	This is a course on mathematical statistics: an introduction to statistical inference. This is an advanced level course, and students are expected to have completed required introductory courses as outlined in the program, such as Intro to Stats, Probability, Linear Algebra, etc.

<b>Course Title:</b>	Operating Systems and Networks
<b>Course Code:</b>	CS 301
<b>Course Descriptors:</b>	STEM
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	CS 210: Programming with Python
<b>Course Description:</b>	Operating Systems (OS) are the intermediaries between the user and the computer. Learning about the basic functions and architecture broadens the abilities and horizon of the user, working with the machines more efficiently and effectively. Networks are at the heart of today's web and define how data is communicated.

<b>Course Title:</b>	Spatial Econometrics
<b>Course Code:</b>	CS 401
<b>Course Descriptors:</b>	QUAR, STEM
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	MATH 100: Introduction to Probability STAT 100: Introduction to Statistics CS 251: Statistical Programming with R
<b>Course Description:</b>	This course explores the theoretical foundations, methods, techniques, and software systems for spatial econometrics. The course aims to provide students with the knowledge and skills necessary to investigate socioeconomic problems, with the consideration of the effects of spatial dependence and spatial heterogeneity. Essential concepts of spatial econometrics are presented, including the fundamental spatial concepts and the core components of spatial regression models for both cross-sectional and panel (time series) data. The latest research in a variety of topics using spatial econometric models is also examined. Students will gain an in-depth understanding and hands-on experience to explore a variety of applications through a combination of homework, presentations, and projects. Students will learn about the variety of





	geospatial data and techniques available for solving socioeconomic challenges and problems.
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<b>Course Title:</b>	Statistical Programming with R
<b>Course Code:</b>	CS 251
<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	STAT 100: Introduction to Statistics
<b>Course Description:</b>	This course will introduce students with higher level statistical programming using R, data visualization with base graphics and ggplot2, reproducible reports with Markdown, and developing dashboards with Shiny.

<b>Course Title:</b>	Stochastic Processes
<b>Course Code:</b>	CS 452
<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	MATH 100: Introduction to Probability MATH 110: Calculus I STAT 100: Introduction to Statistics
<b>Course Description:</b>	This course is an in-depth dive into probabilities, distributions, random processes, and simulation.

<b>Course Title:</b>	Text Mining
<b>Course Code:</b>	CS 411
<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	CS 210: Programming with Python CS 300: Introduction to Machine Learning
<b>Course Description:</b>	This course gives an overview over different text mining algorithms and related disciplines such as web scraping. Requirements for this class are completion of basic Mathematics and Statistics modules, as well as the Introduction to Python and Introduction to Machine Learning. Throughout the class, we will cover the specifics of text data and learn





	how to pre-process it to make it usable in algorithms. We will cover two different techniques for gathering text data, namely web scraping and working with APIs. And we will see some algorithms for Natural Language Processing.
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<b>Course Title:</b>	Time Series Analysis
<b>Course Code:</b>	STAT 303
<b>Course Descriptors:</b>	QUAR
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	STAT 100: Introduction to Statistics CS 251: Statistical Programming with R
<b>Course Description:</b>	<p>The course will introduce students to a basic introduction to modern time series analysis. The course will cover topics such as time series regression and exploratory data analysis, Fourier analysis, ARMA/ARIMA models, model identification/estimation/linear operators, spectral estimation, and state space models.</p> <p>The analyses will be performed using a freely available package astsa. Both R and RStudio will be required for this class.</p>

<b>Course Title:</b>	Environmental Security
<b>Course Code:</b>	ENVR 410
<b>Course Descriptors:</b>	GCON, SANA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	POL 100 or similar
<b>Course Description:</b>	<p>A key aim of this course is to consider why and how the environment is currently understood as an issue that requires security. The urgency of environmental security concerns implies catastrophic futures that hold irreparable damage and disruption for our contemporary ways of life. Securing the present against these potential dystopian futures involves practices and policies that can reinforce and extend existing imbalances in geo- and bio-political power and the value attached to different forms of life. It also has implications for identity, citizenship and appropriate ways of interacting with 'nature'. The framing of these issues forecloses alternative ways of imagining the future, our relationships with nature and each other, and of acting to make these futures possible.</p>





<b>Course Title:</b>	Identity: Gender, Race, Ethnicity, and Class
<b>Course Code:</b>	SOC 410
<b>Course Descriptors:</b>	DIVC, SANA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	Introduction to Political Science OR Introduction to Sociology
<b>Course Description:</b>	Have you ever wondered why the identification of someone with a particular identity category or categories—gender, race, ethnicity, and/or class—has consequences on their life? In the course, we will consider this question and study how we are identified in these terms through social relations and structures. We will examine this identifying social process and its mechanisms from sociological, anthropological, and historical perspectives. Throughout the course, we will also critically analyze these identity terms, as well as the social practices and discourses related to them.

<b>Course Title:</b>	Microfinance and Development
<b>Course Code:</b>	ECON210
<b>Course Descriptors:</b>	QUAR, GCON, DVIC, SANA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	Microfinance has been hailed as one of the most effective tools for combating poverty through loans, grants, insurance and other financial products offered to the poorest of the global poor around the world. This course provides in-depth discussions on these issues, introduces microfinance principles and practices and examines the contemporary debates on microfinance from developmental standpoint. The main objective of the course is to prepare students to take on roles as policy analysts and technical advisers on development tools in banks and financial institutions, foundations, governments, multilateral development organisations and international agencies.

<b>Course Title:</b>	Advanced Methods in Environmental Management
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<b>Course Code:</b>	TBC
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	TBC
<b>Course Description:</b>	This course addresses the skills and knowledge necessary for addressing complex environmental challenges by building on foundational principles of environmental science and management. It will explore the methodologies, tools, and strategies for sustainable resource utilization and conservation.

<b>Course Title:</b>	Climate Psychology and Behaviour
<b>Course Code:</b>	PSY 400
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	PSY100 Introduction to Social Psychology
<b>Course Description:</b>	In this advanced environment and psychology course, students will study factors influencing environmental behaviour and theories and strategies to encourage pro-environmental behaviour. They will use this knowledge to design a behavioural change intervention or campaign.

<b>Course Title:</b>	Conservation Strategies
<b>Course Code:</b>	TBC
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	Ecological Systems and Biodiversity, The ecology of Southeast Asia







<b>Course Description:</b>	<p>This course takes an interdisciplinary approach to explore issues and approaches to conservation of biodiversity. Students will learn fundamentals of conservation biology and applications, with emphasis on the rich and diverse ecosystems of Southeast Asia. The course will cover traditional and contemporary approaches and strategies. It will help students understand the changing contexts of conservation in a world of rapid climate change, population growth and technological development.</p> <p>Through lectures, discussions, case studies, and practical applications, students will prepare to contribute to conservation of Southeast Asian biota and ecosystems.</p>
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<b>Course Title:</b>	Introduction to Microeconomics
<b>Course Code:</b>	ECON 110
<b>Course Descriptors:</b>	QUAR, SANA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>This course is an introduction to Microeconomics from a very broad perspective. Microeconomics is the science of how people use resources. A large part is about decision making: Which is the best route for going to school, and should I walk or take the bus? Can I get a dog as a pet, should I buy vegetables in the market in the morning or in the afternoon, and why are the prices different in different cities? This course is a foundation course which is needed in order to follow higher level courses in the Economics module.</p>

<b>Course Title:</b>	Critical Theories of Sustainable Development
<b>Course Code:</b>	ITRL 380
<b>Course Descriptors:</b>	GCON, SANA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None





<b>Course Description:</b>	This course explores the debates and contestations around theories of international development and sustainable development. The central trajectory of the course is a critical interrogation of the postulates, positionalities, discourses, and policies that coalesce under the rubric of “development.” Development will be analyzed as an instrument of authority by which populations are governed at a distance and, often, across the colonial difference. Particular attention to the modalities of oppression that are sustained by development discourse, including those related to gender, race, coloniality, neoliberalism, poverty, and capital.
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<b>Course Title:</b>	Disaster Resilience and Recovery
<b>Course Code:</b>	TBC
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	This course provides an in-depth exploration of disaster resilience and recovery strategies. Students will examine the complexities of disasters, their impact on communities, and the principles and practices essential for building resilience and facilitating effective recovery. The course integrates interdisciplinary perspectives, incorporating elements of environmental science, urban planning, public policy, and social resilience.

<b>Course Title:</b>	Ecosystem Management
<b>Course Code:</b>	TBC
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	Ecological Systems and Biodiversity, The Ecology of Southeast Asia, Conservation Strategies (this course is intended to be the final of the 3 course sequence for the Ecology and Conservation concentration)





<b>Course Description:</b>	<p>This course takes an interdisciplinary approach to explore issues and approaches to ecosystem management. Students will learn fundamentals of ecosystem management as a set of skills to navigate among the complicated interactions and conflicting interests of diverse stakeholders and decisionmakers. While the course provides technical and scientific knowledge, those approaches though necessary, are not sufficient. Science is merely one component in a multifaceted world of decision making.</p> <p>The course engages students in active problem solving by using detailed landscape scenarios that reflect the complex issues and conflicting interests that face today's resource managers and scientists. Focusing on the application of the sciences of ecology and conservation biology to real-world concerns, it emphasizes the intricate ecological, socioeconomic, and institutional matrix in which natural resource management functions, and illustrates how to be more effective in that challenging arena.</p>
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<b>Course Title:</b>	Energy and Climate Change
<b>Course Code:</b>	TBC
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	Introduction to Climate and Environmental Science (Level 100 core course); Sustainable Development Policy (Level 100 core course)
<b>Course Description:</b>	<p>This interdisciplinary course will introduce students to a broad range of scientific, social, political, and economic issues related to energy consumption, energy generation, and climate change. The course examines climate change from past, present, and the future, in relation to approaches towards sustainable transformations in energy generation and consumption to address the climate crisis.</p>

<b>Course Title:</b>	Environmental Economics and Ecotourism
<b>Course Code:</b>	TBC
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4



<b>Prerequisites:</b>	Introduction to Microeconomics
<b>Course Description:</b>	This course provides an introduction to the principles and concepts of environmental economics. Students will explore the intersection of economics and the environment, focusing on market failures and policy instruments to address environmental challenges. The course covers topics such as cost-benefit analysis, pollution control, natural resource management, ecotourism, and sustainable development. Through lectures, case studies, and economic modeling exercises, students will develop a comprehensive understanding of the economic dimensions of environmental issues.

<b>Course Title:</b>	Environmental Education and Engagement
<b>Course Code:</b>	TBC
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	Introduction to Climate and Environmental Science (Level 100 core course); Environmental Justice (Level 200/300 core course)
<b>Course Description:</b>	This interdisciplinary course will introduce students to a broad range of theoretical and methodological approaches used in environmental education globally. These will form the foundations for studying the link between environmental education (formal and informal modes) and community engagement in environmental issues. Students will have the opportunity to study environmental education strategies in practice across Southeast Asian countries for engaging different communities on environmental issues. The course will also consider the challenges involved in engaging and communicating environmental topics to diverse audiences.

<b>Course Title:</b>	Environmental Justice
<b>Course Code:</b>	ENVR 120
<b>Course Descriptors:</b>	SANA, PTVA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None



<b>Course Description:</b>	<p>This course explores environmental justice and injustice in relation to various environmental issues, including mining, urbanization, conservation, climate change, water resource utilization, and land reform. Rather than approaching these topics as technical or scientific problems, they are approached as social issues that are profoundly interwoven with colonialism, patriarchy, and racial capitalism. The course will reflect the praxis of environmental justice in its alternation between close and critical analysis of the dynamics and causes of environmental injustice and the social possibilities and movements for environmental justice.</p> <p>In addition to required readings, the course will involve two film screenings and numerous short media texts that depict environmental issues.</p>
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<b>Course Title:</b>	Food Systems
<b>Course Code:</b>	TBC
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	Introduction to Climate and Environmental Science (Level 100 core course); Sustainable Development Policy (Level 100 core course)
<b>Course Description:</b>	<p>This interdisciplinary course will provide students the historical background on the development of the contemporary food systems. It also provides a review of major debates about the future of the food system and alternative approaches for making changes to the current global food systems. Students will also explore what future approaches for food systems are being discussed within the context of Southeast Asia.</p>

<b>Course Title:</b>	Food, Energy, and Water Justice
<b>Course Code:</b>	TBC
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	TBC





<b>Course Description:</b>	This interdisciplinary course explores the intersections of food, energy, and water systems with a focus on social and environmental justice. Students will critically examine the global challenges related to access, distribution, and sustainability of these essential resources, considering ethical implications and strategies for fostering more equitable systems.
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<b>Course Title:</b>	Introduction to Climate and Environmental Science
<b>Course Code:</b>	TBC
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	TBC
<b>Course Description:</b>	This course will introduce students to basic physical, chemical, biological, and ecological processes fundamental to climate science and environmental science. Basic climate concepts and climate change principles will be considered. Students will be exposed to environmental science fundamentals related to ecosystems, biogeochemical cycles, biodiversity, the hydrological cycle, food systems, energy production, and waste management.

<b>Course Title:</b>	Introduction to the Ecology of Southeast Asia
<b>Course Code:</b>	TBC
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	Ecological Systems and Biodiversity
<b>Course Description:</b>	This course introduces the rich and diverse ecosystems of Southeast Asia, exploring the unique ecological features, biodiversity, and conservation challenges of the region. Students will gain an understanding of the major terrestrial and aquatic ecosystems, their ecological processes, and the intricate relationships between organisms and their environments. They will gain understanding of the connections between the people of Southeast Asia and their environments. Through lectures, discussions, and case studies,





	students will develop a solid foundation in the ecology of Southeast Asia and its significance for conservation and sustainability.
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<b>Course Title:</b>	Media and Philosophy of the Environment
<b>Course Code:</b>	PHIL 320
<b>Course Descriptors:</b>	LOGR, ARTA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>This course explores environmental humanities vis a vis media and philosophy. Students take a hands-on approach to both, producing their own multimedia texts as well as philosophical analysis. Communicating and thinking about the environment will be treated as a mutually reinforcing praxis with the potential to challenge our deepest conceptions about how human beings relate with “nature.” Topics of particular focus include environmental aesthetics, ecofeminism, seed stocks, and deep ecology.</p> <p>In addition to required readings, the course will involve two film screenings and numerous short media texts that depict environmental issues.</p>

<b>Course Title:</b>	Political Ecology
<b>Course Code:</b>	TBC
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	Ecological Systems and Biodiversity (Level 100 core course); Sustainable Development Policy (Level 100 core course)
<b>Course Description:</b>	<p>This interdisciplinary course will introduce students to a ‘place-based’ approach to understanding socio-ecological relations. This will include analysis of how locally specific relations are shaped by global systems – resources, finance, economic and political structures. The course considers the relevance of power and politics involved in the shaping of the relationship between humans and their environments. It will allow students to explore the nexus of discussions focused on ecology and the environment, with those on political, economic, and social factors – to address questions of environmental transformation and degradation – policies and practices.</p>





<b>Course Title:</b>	Understanding the Built Environment
<b>Course Code:</b>	TBC
<b>Course Descriptors:</b>	TBC
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	TBC
<b>Course Description:</b>	<p>This course provides a comprehensive exploration of the built environment, encompassing the design, planning, and impact of human-made spaces. Students will examine the historical, social, and environmental aspects of the built environment, fostering a critical understanding of its influence on individuals, communities, and society in general.</p>

<b>Course Title:</b>	Ecological Systems and Biodiversity
<b>Course Code:</b>	ENVR 210
<b>Course Descriptors:</b>	STEM
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	
<b>Course Description:</b>	<p>Students will examine the intricate relationships between organisms and their environments, studying ecosystems, biodiversity, and the impacts of human activities on ecological systems.</p> <p>The Ecological Systems and Biodiversity course provides students with a comprehensive understanding of ecosystems, their structure, function, and the importance of biodiversity within them. The course explores ecological principles, patterns, and processes, as well as the threats and conservation of biodiversity. Students will learn about the interconnections between organisms and their environment, the roles of ecological interactions, and the ecological services provided by ecosystems. Through lectures, fieldwork, laboratory exercises, and case studies, students will develop a strong foundation in ecological concepts and gain an appreciation for the importance of biodiversity conservation.</p>







<b>Course Title:</b>	Writing Self and World
<b>Course Code:</b>	ARTS 220
<b>Course Descriptors:</b>	ARTA, DVID
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	None
<b>Course Description:</b>	<p>In this course, students will explore the challenges of writing nonfiction in forms that go beyond the academic essay. In particular, they will explore the following:</p> <ol style="list-style-type: none"><li>1. The craft of memoir and the transformative power of personal storytelling</li><li>2. The art of literary reportage</li><li>3. The literary essay — bridging the personal and the political.</li></ol> <p>This course aims to take students from first steps in writing creative nonfiction to engaging with the global marketplace for creative nonfiction writing.</p>

<b>Course Title:</b>	Sustainable Development Policy
<b>Course Code:</b>	ENVR 160
<b>Course Descriptors:</b>	SANA, STEM, PTVA
<b>Credit Hours:</b>	4
<b>Prerequisites:</b>	
<b>Course Description:</b>	<p>The Environmental Policy and Governance course provides students with an in-depth understanding of environmental policy development, implementation, and governance at various levels, including international, national, and local. The course explores the processes and challenges of formulating and implementing effective environmental policies, as well as the roles and responsibilities of different stakeholders. It covers topics such as policy analysis, environmental law, regulatory frameworks, stakeholder engagement, and policy evaluation. Through lectures, case studies, discussions, and practical exercises, students will develop the knowledge and skills necessary to critically analyze environmental policies and contribute to effective environmental governance.</p>

<b>Course Title:</b>	Senior Capstone I & II
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<b>Course Code:</b>	SECP 498/499
<b>Course Descriptors:</b>	N/A
<b>Credit Hours:</b>	8
<b>Prerequisites:</b>	These two courses are available only to fourth year students.
<b>Course Instructor:</b>	Divisional Faculty
<b>Course Description:</b>	<p>Senior Capstone is a year-long project-based/research-based course that all senior students have to take and complete. Senior Capstone I is taken in the first semester of their senior year and Capstone II is taken in the second semester of their senior year.</p> <p>Senior Capstone projects are always associated with student's declared majors. While the syllabus is shared by all Senior Capstone Instructors, a student will work closely throughout the entire year with a dedicated capstone instructor, who will create a conducive research and learning environment for all capstone course students. This is made possible by the fact that each capstone course has no more than 16 students, who will be advised closely by the capstone instructor. The students will also be required to provide feedback to one another in the course.</p> <p>The senior capstone courses are characterized not by the delivery of instruction by the instructor, but by the immersive and collaborative environment. This is made possible by the cumulative and progression-based nature of the course. In the first semester, the students will be taken on sequential steps to finally produce a detailed project proposal. In the second semester, the students will do research and produce a thesis, which will then be recommended by the instructor to be approved by the division of capstone origin in order for the student to graduate from Parami University.</p> <p>This course meets for three hours once every week, and expects students to put in at least ten independent project hours per week.</p>



## D2. OSUN ONLINE COURSES

Parami University is a member of the Open Society University Network, which has nearly fifty (50) institutions of higher learning as well as research centers. Students from any institutional member of the OSUN are allowed to take courses offered by other degree-granting OSUN institutions, free of charge, and can get credits transferred from these offering institutions.

The OSUN publishes a course catalog a few months before the beginning of every semester. Parami University will announce the availability of these courses from OSUN every semester in the University course catalog, if possible, or share with the students in an email. The courses should be taken after consultation with the Academic Program Advisors to ensure that students take OSUN courses only to supplement, rather than to replace required Parami courses. More information can be found on the OSUN website.<sup>5</sup>

## D3. FACULTY

Parami University, not only as a matter of principle but also as a matter of compliance, employs or contracts faculty who have at least Masters degrees from reputable institutions. The following is the list of the faculty who are offering courses at the University in the fall of 2025. Course list and instructors are updated on [www.parami.edu.mm](http://www.parami.edu.mm) every semester.

<b>Names</b>	<b>Alma Mater</b>
Dale Mineshima-Lowe	PhD (University of Durham)
Dan Wessner	PhD (University of Denver)
David Golding	PhD (University of Lancaster)
James (Jim) Batcho	PhD (The European Graduate School)
Lori Enns	MA (University of New England)
Mia Sasaki	MSc (University of Pennsylvania)
Khondker Aktaruzzaman	PhD (University of Helsinki)
Phil Enns	PhD (University of Toronto)
Mohamed Megheib	PhD (George Washington University)
Will Buckingham	PhD (Staffordshire University)
Lina Kassem	PhD (University of Cincinnati)
Win Maw Hlaing Oo	PhD (Washington State University)
Zahnur Rofiah	MA (University College London)
Omar Osman	PhD (Higher School of Economics - Moscow)

<sup>5</sup> <https://opensocietyuniversitynetwork.org/education/teaching/osun-courses/>



Elena Nikolova	PhD (Princeton University)
Nwe Nwe Htay Win	PhD (Harbin Institute of Technology)
Anna Ezekiel	Ph.D (McGill University)
Andrey Tolstoy	PhD (Yale University)
Khin Sanda Kyaw	Ph.D (Prince of Songkla University)
Karie Pieczynski	Ph.D (University of Wisconsin-Madison)
Swe Oo Mon	Ph.D (International University of Japan, Niigata, Japan)
Georgia Brucato	Ph.D (Central European University)
Kyaw Win Tun	Ph.D (University of Wisconsin-Madison)
Zeynep E. Yetkiner-Ozel	Ph.D (Texas A&M University, College Station)

## E. STUDENT SERVICES

### E1. ACADEMIC SUPPORT SERVICES

Academic services are offered by the Academic Department, under the Dean of Academic Affairs.

#### E1.1. Academic Program Advising

Regular academic program advising is offered to individual students year-round to ensure that students remain on-track for the graduation pathway, and are able to navigate degree program requirements. All first year students have to undergo cohort-group advising sessions at the beginning of each academic year to have a clear understanding of program requirements. Monthly small group advising sessions, as well as one-to-one advising sessions on appointment are also offered.

#### E1.2. Tutoring

Students also have access to tutors to support them with academic writing and select academic subjects. Students are also encouraged to make use of academic-related workshops such as academic integrity, data visualization, and research fundamentals that are offered from time to time throughout the year by the Academic Tutors. Students may feel comfortable sharing their academic or even their personal struggles; however, the Academic Tutors will turn to those officers from the Unit of Student Support Services, if they believe that students may benefit from discussing personal issues with the Office of Student Affairs.



### E1.3. Faculty Advising and Mentoring

Once students are in their fourth year, they are encouraged to schedule meetings with professors to seek discipline-specific advice for their further studies.

### E1.4. Faculty Office Hours

Faculty will hold regular office hours for each course offered. Students are encouraged to make use of the office hours to improve their academic performance, participation, and mastery of course material. Faculty office hours will be clearly indicated in syllabi, and there will be clear *Calendly* appointment slots for students to get an appointment with the faculty.

### E1.5. Academic and Library Resources

**Textbooks:** As a fully online institution, it is important for Parami students and faculty to be able to access textbooks and learning resources completely online regardless of their location. To make learning accessible, Parami University has procured the service of *Perlego* Digital Online Library which allows access to hundreds of thousands of titles across a variety of disciplines. Moreover, the academic staff of the University will be encouraged to use open educational resources (OER) in their course offerings. Students will receive guidance from respective academic staff on course related references and textbooks. If some sections of textbooks are used, they will be added into the *Canvas* LMS in accordance with the fair-use doctrine.

**Library:** As Parami University aims to serve students online, it has invested heavily into the development of a well-resourced electronic library. Parami University has licensed the use of *EBSCO Discovery Service* as a search engine for academic articles and e-Books. With the support from Electronic Information for Libraries (EIFL), a not-for-profit organization that works to improve access to knowledge in developing countries, Parami University has licenses with many publishers to open up access for students. In addition to these resources, Parami University is a participating member institution of *Research4Life*, that has made thousands of prestigious peer-reviewed publications available for researchers and students in developing countries. The library resources are made available on the library web page of the University. Video tutorials are also available on how to access the library resources of the University for students and academic staff alike.

Parami University also uses the librarian service of *Library and Information Resources Network* (LIRN). The LIRN librarian is a professional librarian who has access to all the resources mentioned above. If the students have questions regarding how to access these resources, they can easily get in touch with the LIRN librarian by contacting them using [ParamiUniv@lirn.net](mailto:ParamiUniv@lirn.net).





## E1.6. Research Opportunities

Parami University has a dedicated research funds coordinator to support the faculty and students of the University to access research and collaboration opportunities. Interested students will be able to work with the faculty, Dean of Academic Affairs, and the research coordinator to identify and implement their research ideas, including for publication purposes. While the University will set aside its own funds to promote student research and projects through yearly grants of Student Project Funds (SPF) and Capstone Project Micro Grants (CPMG), the students will also be able to engage with partner institutions of the Open Society University Network through the network's research grants.

## E2. EXTRACURRICULAR SUPPORT SERVICES

Student services and activities are offered by the Office of Admissions and Student Affairs.

### E2.1. Civic Engagement Opportunities

Parami University offers global civic engagement opportunities via the Open Society University Network through programs such as '*Student Leadership Conference*', '*Get Engaged Conference*', and '*Student Government Retreat*', '*Global Fellows*,' '*Student Led Initiatives*', and '*Civic Engagement Microgrants*', and '*Community Science Coalition*.' The announcements of open opportunities will be made available to the students throughout the year through the *Populi* student portal.

### E2.2. Volunteer Opportunities

BA program students are required to do at least one six-week volunteer service in the students' respective countries or regions. Parami University will announce a list of volunteer organizations that the students may seek placement at. They may request approval from the University to volunteer at their chosen organization.

### E2.3. Debate Activities

Students will have an opportunity to participate in a University-level debate club as well as '*Global Debate Network*' of the Open Society University Network. Students are encouraged to create their own student clubs and organizations to develop other student activities.

### E2.4. Events and Workshops

Events are organized throughout the year, including guest speaker events to inspire students to make positive impacts in their communities. In addition, the Unit of Student Support Services will develop some short workshops that students can participate in to further their extracurricular activities.





## E2.5. Further Education and Career Preparation

Students will be able to access career service workshops and activities such as resume workshops, mock interviews, scholarship and career related information sessions, and job fairs organized by the Student Affairs Officers of the Unit of Student Support Services to prepare them for internships, further study and workforce in their final years. The University is clear of conflicts of interest in that the University does not 'place' graduates into certain companies or organizations. It is still the responsibility and choice of students to determine whether they would like to go next.

## E2.6. Counseling and Complaint Handling

The Student Affairs Officers of Parami University are available for one-on-one counseling with students regarding their concerns, challenges and resource needs. If a student wishes to file a formal complaint, it will first come to this Unit to review and process it to an appropriate Office of the University.

## E3. INSTITUTIONAL CALENDAR

Before each academic year (July–June) starts, the University will announce an institutional calendar that includes all dates and activities that are relevant to the entire University community. It will include a list of institutional holidays, administrative holidays, academic recesses, as well as all administrative and academic activities and their corresponding dates and deadlines.

**Institutional Holidays** - Significant public holidays as observed in the United States and Myanmar (Burma) are determined and defined as institutional holidays. All teaching and administrative activities will not happen on institutional holidays.

**Administrative Holidays** - Because the University is operated by administrative staff, who are employed by either the US-based Parami University, Inc. (PUI), or the Burma-based Parami University Company Limited by Guarantee (PUCLG), the University will announce all administrative holidays commonly observed by staff of both entities in advance. To avoid misalignment of work among the administrative staff, all administrative holidays are to be enjoyed by the staff of both entities. All institutional holidays will be, by definition, administrative holidays, while the reverse is NOT true. Therefore, the classes will be held as scheduled on an administrative holiday unless it is an institutional holiday.

**Academic Recess** - Academic Recesses are placed in the institutional calendar to suit academic purposes. All academic recesses are to be enjoyed by the academic staff, and therefore no teaching will happen during these academic recesses. However, the administrative staff will be required to work during academic recess days unless they are institutional holidays.



Academic and Administrative Activities of Major Significance - These activities are important for students to fulfill their academic requirements as well as to meet administrative requirements. These activities will be published and clearly dated in the institutional calendar. The following is the institutional calendar for the year 2025–2026.

<b>FALL SEMESTER 2025</b>	
<b>Month and Date</b>	<b>Description</b>
Aug 1, 2025	Last day to pay enrollment deposit by 5 pm ICT
Before Aug 2, 2025	Billing statements sent to students, with clear indication of due dates
Aug 7, 2025	All fees of the fall semester to be paid by 5 pm ICT (note 1)
Aug 8-Aug 29, 2025	Registration Period
Aug 18-Aug 29, 2025	Enrollment into canvas courses
Aug 18-Aug 29	Language and Thinking Program (L&T) & Orientation
Sep 1	Fall semester classes begin
Oct 6–Oct 7	Holidays - Thadingyut (Burma)
Oct 20–Oct 24	Mid-Term break
Nov 4	Holiday - Tazaungmone (Burma)
Nov 27	Holiday - Thanksgiving Day (US)
Dec 18	Last day of classes
Dec 19-Dec 26	Finals week
Dec 25	Holiday - Christmas Day (US)
Dec 26	Last day of fall semester
Dec 29	Winter academic break begins
Jan 1, 2026	Holiday - New Year's Day (US)
Jan 2, 2026	Final fall grades due to registrar
Additional Notes 1. Add/Drop Period ends by 5 pm ICT, Sep 14. Full refund for withdrawal from the program or leave of absence before the beginning of the semester (5 pm ICT, Aug 29), 80% refund for withdrawal from the program or leave of absence before the end of the Add/Drop period (5 pm ICT, Sep 14) and 0% after the Add/Drop period. 2. Dec 12 = Last Day to Withdraw from Fall Classes	

<b>SPRING SEMESTER 2026</b>	
<b>Month and Date</b>	<b>Description</b>
Jan 5	Registration opens
Jan 19	Holiday - Martin Luther King Jr. Day (US)
Feb 2	Spring semester classes begin
Mar 16–Mar 20	Midterm break
Apr 13–Apr 17	Holidays - Thingyan (Burma)







May 22	Last day of classes
May 25	Holiday - Memorial Day (US)
May 25-May 29	Finals week
May 29	Last day of spring semester
Jun 1	Summer academic break begins
Jun 3	Final spring grades due to registrar
Jun 9	Graduation
Jun 10-12	Faculty retreat
<b>Additional Notes</b> 1. Add/Drop Period ends by 5 pm ICT, Feb 15. Full refund for withdrawal from the program or leave of absence before the beginning of the semester (5 pm ICT, Jan 29), 80% refund for withdrawal from the program or leave of absence before the end of the Add/Drop period (5 pm ICT, Feb 15), and 0% after the Add/Drop period. 2. May 15 = Last Day to Withdraw from Spring Classes	

<b>Institutional Holidays (2025–2026)</b>		
<i>Institutional Holidays are defined by the University as institution-wide holidays. All academic and administrative staff will not have their university duties. No teaching will take place at the University.</i>		
<b>Dates</b>	<b>Holiday</b>	<b>Number of Weekdays</b>
July 4, 2025 (Fri)	Independence Day (US)	1
Oct 5–7, 2025 (Sun–Tue)	Thadingyut (Burma)	2
Nov 4, 2025 (Tue)	Tazaungmone (Burma)	1
Nov 27, 2025 (Thurs)	Thanksgiving Day (US)	1
Dec 25, 2025 (Thurs)	Christmas Day (US)	1
Jan 1, 2026 (Thurs)	New Year's Day (US)	1
Jan 19, 2026 (Mon)	Martin Luther King Jr. Day (US)	1
April 13–17, 2026 (Mon–Fri)	Thingyan (Burma)	5
May 25, 2026 (Mon)	Memorial Day (US)	1

<b>Administrative Holidays (2025–2026)</b>		
<i>Administrative staff will be off on the following days in addition to the above institutional holidays. All institutional holidays are, by definition, administrative holidays, although the reverse is NOT true. Teaching will happen on some administrative holidays, if they are not institutional holidays.</i>		
<b>Dates</b>	<b>Holiday</b>	<b>Number of Weekdays</b>
Jul 9, 2025 (Wed)	Waso	1
Jul 19, 2025 (Sat)	Martyr's Day	0
Nov 14, 2025 (Fri)	National Day	1
Jan 4, 2026 (Sun)	Independence Day	0
Mar 2, 2026 (Mon)	Peasants' Day	1
Mar 20, 2026 (Fri)	Tabaung	1
April 30, 2026 (Thurs)	Kasone	1
May 1, 2026 (Fri)	World Worker's Day	1



Students who have any questions regarding the institutional calendar must contact the Unit of Student Support Services, Office of Admissions and Student Affairs. Administrative offices of the University are open from 9:00 AM to 5:00 PM UTC+7 timezone (Indochina Time Zone)

## F. COST OF STUDY

Parami University is a non-profit institution that provides quality liberal arts and sciences education via synchronous virtual learning. In addition to providing courses in real-time with world-class faculty to maximize student engagement, the University makes a concerted effort to provide student support services such as library resources, interactive education technology and student activities to ensure students gain a holistic university experience. Classes at Parami University are limited to 16–20 students per course, and a student-to-faculty ratio of 8:1 is maintained.

Although the University is able to reduce costs associated with offline learning, such as room and board, we charge tuition and ICT (Information, Communication, and Technology) fees for the delivery of academic and student services.

### F1. FEES AND PAYMENT SCHEDULE

The University requires all students to enroll on a full-time basis, and therefore the tuition at the University is charged on a full-time basis each semester. They are required to follow the graduation pathway, and take a minimum of twelve (12) credits and maximum eighteen (18) credits per semester. No student is allowed to take more than 18 credits per semester, except under extenuating circumstances that require the Dean of Academic Affairs to give a grant of exception on a case by case basis.

The fees for the academic year 2025–2026 along with payment schedules are as follows:

Description	Amount
Enrollment Deposit <sup>6</sup>	USD 150
ICT Fee <sup>7</sup>	USD 130 per year
Fall Tuition Fee <sup>8</sup>	USD 3,275

<sup>6</sup> Please note that the enrollment deposit is a one-time payment for incoming students and is non-refundable.

<sup>7</sup> Please note that ICT fees are non-refundable.

<sup>8</sup> Please note that this fee is USD 3,425 minus enrollment deposit.



Spring Tuition Fee	USD 3,425
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Description	Date
Enrollment Deposit <sup>6</sup>	June 20, 2025 (Round 1) July 10, 2025 (Round 2) July 20, 2025 (Round 3)
Fall Semester Fees	September 10, 2025
Spring Semester Fees	February 10, 2026

The enrollment deposit fee is to be paid once a student signs an enrollment letter. It is a non-refundable deposit that will be used as credit in the student's account. The tuition and ICT fee payments shall be received by the student accounts by September 10, 2025 for the fall semester, and by February 10, 2026 for the spring semester in the academic year 2025–2026. . Please also refer to the *INSTITUTIONAL CALENDAR* subsection of the *STUDENT SERVICES* section of this catalog for more information.

Payment of tuition fees by installments may be acceptable under extenuating circumstances with proof of the ability to pay according to the installment schedule. Requests can be made to the Unit of Finance and Student Accounts by filling out the relevant form. The decision to approve or deny will be by the discretion of the Unit of Finance and Student Accounts.

The tuition and ICT fees may change from one incoming class to the next, but it will remain stable across a graduating class.

Students who take leave of absence, defer enrollment, or register below the minimum required credit hours will have to submit a request and be approved by relevant departments. Tuition fees of the new class year or per credit fees<sup>9</sup> may apply, depending on the case. The University expects all students to enroll as full-time students, as the University believes that part-time students' engagement within the University community may not be as meaningful as those of full-time students. The University believes that learning at Parami does not happen only within classrooms, but also outside.

The tuition and ICT fees for the AA class of 2027 and BA class of 2029 for the entire program are as follows:

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<sup>9</sup> Per credit fee is USD 550.





Total Cost of an Associate of Arts Degree (two years) = USD 13,700 plus USD 260

Total Cost of a Bachelor of Arts Degree (four years) = USD 27,400 plus USD 520

## F2. FINANCIAL AID AND SCHOLARSHIP

The University commits to provide equitable educational opportunities to students who demonstrate willingness to achieve excellence and serve their communities. The University will attempt its best to provide financial assistance to those students who need it. The University provides generous financial aid in the form of scholarships, research grants, tuition loan, project grants, and occasionally, may provide stipends. The University will NOT offer merit-based scholarships, as the University will accept students who meet admission requirements and will treat all incoming students equally. The University believes that it is the responsibility of the University to educate all incoming students to a certain *minimum* level of educational standards expected of any graduate from a typical American liberal arts and sciences college, regardless of the initial educational bearing of the student. Thus, the University will only offer need-based scholarships, to provide equitable educational opportunities in honor of one of the University's core values—equity.

As the University attempts to provide institutional scholarships—partial and full— and tuition loans to meet demonstrated financial needs of the student, it is also the responsibility of the student and the family to be completely honest and upfront regarding their financial resources. The University EXPECTS that the student and the family contribute to the cost of the education and bear some or all of the cost of the education if they can *afford* to do so. It is not enough for a student to declare that they do not wish to receive or ask for support from the family. The University will NOT tolerate any misrepresentation of the financial position of the student and the family. Such actions are grounds for sanctions. Please see the section on *PROBATION, SUSPENSION, AND EXPULSION* in this Catalog.

If an applicant needs financial aid, he or she will be able to request financial aid right after the student has been admitted to the University. The University will NOT ask for the student's financial information until he or she has been admitted. This is in honor of the University need-blind admission policy, which states that the University will not take the applicants' ability to pay into consideration during the admission stage. The applicant will be evaluated and reviewed based only on his or her academic merits during admission. If the applicant does not need financial aid, he or she can declare no need for financial aid after he or she has been admitted. Please see the *ADMISSIONS AND FINANCIAL AID* section of this catalog for more information.

Please note that Parami University does not participate in the federal student aid program, since our target students are mostly from outside of the United States.





### F3. PAYMENT METHOD

Payments to the University can be made via a variety of methods.

- Cash, check, money order, cashier's check can be sent to the address  
Parami University  
1250 Connecticut Ave, NW  
Suite 700  
Washington, DC 20036
- Wire payments or electronic transfers can be made to the University's US bank account. Please email [accounts@parami.edu.mm](mailto:accounts@parami.edu.mm) for instructions.

Students in Myanmar

- Checks can be sent to the Myanmar address:  
Parami University Company Limited by Guarantee (PUCLG)  
521(B), Shwe Gone Daing Road, Bahan  
Yangon, Myanmar
- Parami University has a payment processing service agreement with PUCLG, and students in Myanmar can also pay using card or mobile or bank transfers.

Payments by any method should be accompanied by the student's full name and ID number, so that students do not face unnecessary delays or financial holds. Students will receive a notification of financial hold if payments are not made on-time. If the balances are not paid within 14 business days after the notification, the student will be suspended from the institution, and be ineligible for registration of courses for the same semester.

Please note that wire or electronic transfers may require processing time of 3-5 business days and processing fees. Students are required to add the cost of processing fees to the amount transferred. The processing fees will not be absorbed by the university, and will remain as a financial hold on the student account if unpaid.

Payments not made before the due dates will remain as financial holds on the student's account, and will prevent the student from enrolling in further courses, and receiving grades or transcripts. Students should inform the Unit of Finance and Accounts and relevant departments/academic personnel if they are unable to meet their financial obligations. Students will be suspended for one semester if financial obligations are not met within the stipulated period (14 days from the notification of the financial hold), and academically withdrawn if not financially cleared in the following semester.



## F4. FINANCIAL HOLD

Registration of courses will be open only to the students who are cleared of any financial hold. Financial holds will be placed if the payments are not made according to the agreed schedule, and will prevent the students from receiving grades and credits for the courses taken, and from enrolling in further courses. Please note that there are other holds, such as academic hold, disciplinary hold, and administrative hold (financial hold is a type of administrative hold). Please see the *PROBATION, SUSPENSION, AND EXPULSION* section of this catalog.

## F5. REFUND POLICY

Students are responsible to understand the refund policy of the University. Please refer to the *INSTITUTIONAL CALENDAR* subsection of the *STUDENT SUPPORT SERVICES* section of this catalog to see the dates and timeline.

### F5.1. Refund

Refund will be made on the following conditions:

#### 1. Deferred enrollment

All admitted students are required to make a non-refundable enrollment deposit to confirm their spot in the University. They may defer matriculation for one year after making the deposit. Once the enrollment deposit is made, it will not be refunded, but will be held as a credit on the student account until the fall semester of the following academic year when the student can matriculate.

#### 2. Leave of absence or withdrawal from the institution

If the incoming student decides to take leave of absence (LOA) or withdraw (W) from the institution, it will require submission of request to and approval from the relevant academic department/official. Please see the relevant forms at the end of this Catalog. If the request for leave of absence or withdrawal from the institution is made before the first day of classes, including during the Language and Thinking Program, a refund of the total amount paid less the non-refundable deposit and ICT fees will be made. If the request for leave of absence or withdrawal is made after the first day of classes but within 2 weeks of classes before the end of the Add/Drop period, 20 percent of the total amount paid less the non-refundable deposit and ICT fees will be charged and the remainder will be refunded.

For example, the student who is not on any financial aid makes a non-refundable payment of USD 150 for enrollment at the University. Then the student makes a payment of all due tuition charges of USD 3,275 and the non-refundable ICT fee of USD 130 before the due date for fall semester enrollment. The student will receive the refund amount as follows:

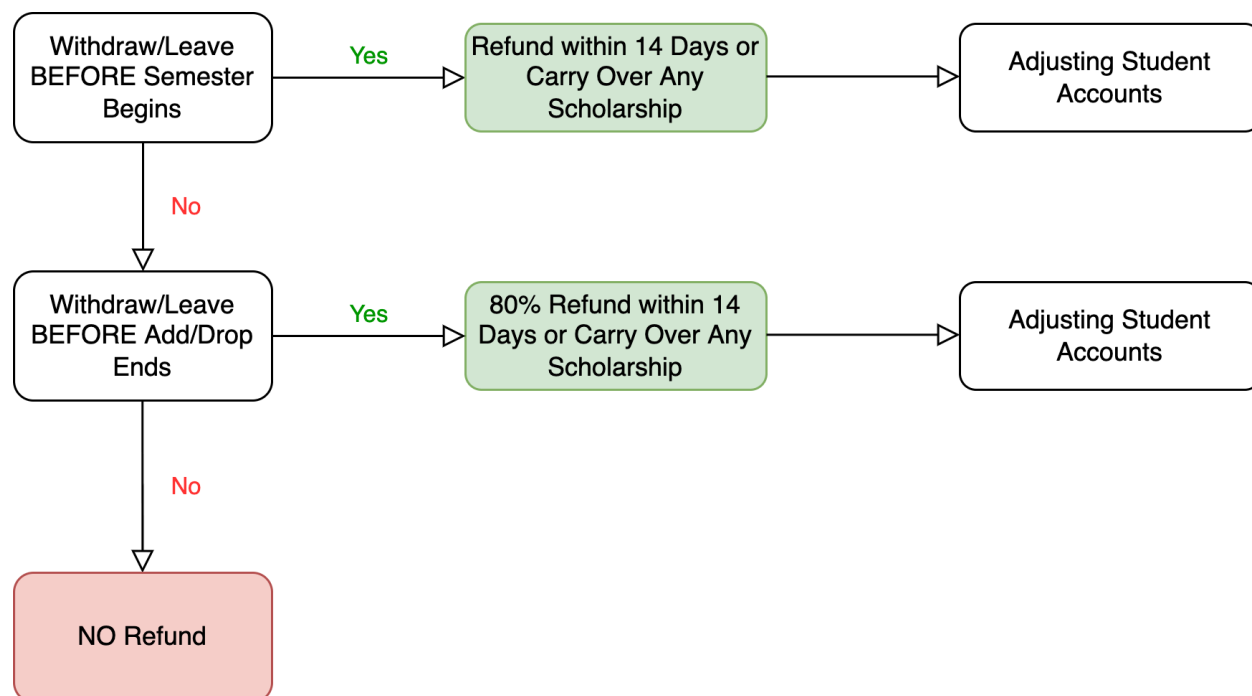


The student paid		Refund Amount*		
Non-refundable	Refundable	LOA or W before semester classes begin	LOA or W during Add/Drop Period	LOA or W after Add/Drop Period
USD 150 (deposit)  USD 130 (ICT fee)	USD 3,275 (tuition charges)	USD 3,275	USD 2,620 (80% of USD 3,275)	None

\*Refund will be provided within 14 days

Please note that students are responsible for requesting refunds. Please see the *Refund Request Form* at the end of this catalog. The University will not be responsible for informing students that they have credit in their accounts. The University will issue invoices if the student has due fees, if any, if students take leave of absence or withdraw.

#### Refund Process Flowchart (for Withdrawal/ Leave of Absence)



### 3. Part-time status

Students who wish to switch from full-time to part-time status (below 12 credits per semester) may be allowed under special circumstances upon submission and approval of request by relevant department or officer. They will be charged per credit (USD 550 per credit) while the



remaining balance of the tuition fees paid, if any, will be refunded to the student. However, this change is only applicable before the drop/add period is over. If the student does not meet minimum credit hours for the full-time status due to inactivity, suspension or other form of academic disciplinary action, refund will not be applicable.

The same refund rules apply to the students who are on a tuition installment schedule. However, they will be liable for the balance of tuition payment incurred after the request for leave of absence or withdrawal from the institution is made. Non-payment will lead to a financial hold that prevents the student from returning to or re-enrolling in the institution.

Suspension or dismissal at period (before or after registration) will not be refunded. Suspension due to student inactivity before the end of drop/add period will not be refunded.

### F5.2. Scholarship and Financial Aid Students

The student accounts of the students on scholarship and/or financial aid will be cleared directly by the University in the amount awarded to the student. The student will be responsible to pay the remainder of tuition charges according to the payment schedule as stipulated in an enrollment letter.

All scholarships—partial or full—awarded by the University are to be used only within the University, and cannot be transferred to other institutions elsewhere. If a student on scholarship takes an official leave of absence or makes a deferment before the first day of classes, the full scholarship amount will be reinstated once the student returns to the University. However, whatever tuition fee amount that the student still has to pay as part of their contribution towards their education will be treated similarly under the Refund policy. It is the student's responsibility to request the refund from the Unit of Finance and Student Accounts ([accounts@parami.edu.mm](mailto:accounts@parami.edu.mm)). If this official leave of absence does not occur before the first day of classes, tuition charges will be incurred from the scholarship amount awarded, and the student will not receive the full scholarship amount when he or she returns to the University, if there are any tuition charges or the student will be responsible to make up the balance of payment exceeding the amount of scholarship awarded.

The withdrawal from the institution by a student on scholarship will be processed similarly. All the scholarships that the student is awarded will be released from the student and will be redirected to another student. If the student wants to come back to Parami, he or she will never be considered for the same scholarship again.

### F5.3. Course Registration at Partner Institutions

Student registration for courses at partner institutions, including the Open Society University Network institutions, will be allowed before tuition payment and financial clearance, if





applicable. However, the student will be suspended from the cross-institution courses if the financial hold is not cleared within the stipulated period.

#### **F5.4. Complaint Mechanism**

A student may fill out a complaint form and submit to the Unit of Student Support Services at [studentservices@parami.edu.mm](mailto:studentservices@parami.edu.mm) if they disagree with the Unit of Finance and Accounts decision on his or her fees payment. The Director of Finance and Operations will receive and review the formal complaint, and either maintain, reverse or make a new decision. If the student is not satisfied with the outcome, he or she may send the complaint to the University Management at [management@parami.edu.mm](mailto:management@parami.edu.mm). Parami University observes its grievance policy and non-retaliation policy in processing student fee complaints.

#### **F5.5. Liability**

The University's liability for adverse consequences from the wrongful processing of student payment will not exceed the amount involved in the transaction under question.

## **G. ADMISSIONS & FINANCIAL AID**

### **G1. OVERVIEW: APPLYING TO PARAMI**

Parami University offers a rigorous degree program in English language encompassing both general education requirements and major specific requirements. Application requirements are prescribed for prospective applicants in this catalog as well as on the website.

Parami University currently has only one intake for the fall semester of the academic year. Please refer to the *TYPICAL ADMISSIONS AND FINANCIAL AID SCHEDULE* subsection of this section for a comprehensive schedule and timeline of admissions and financial aid.

Students from different matriculation and university entrance systems may be unfamiliar with the North American college admissions system and cycles. The Fall semester at Parami University begins in September, and applications are open in January of the preceding year, and typically closed in July. Financial aid applications are open as soon as a student is accepted into the University. Parami University practices rolling admissions, and therefore applicants are encouraged to apply any time of the year. However, those students who apply between January and May have a higher chance of getting into the University and receiving scholarships than those students who apply later than May. The applicants will be informed of the admissions and financial aid decisions on a rolling basis.



All interested applicants are encouraged to study and complete the application requirements as early as possible. This may entail preparing to take required tests and collecting academic certificates and documentation as early as one year prior, although the timeline may differ significantly for each individual depending on their capabilities.

The applicants will be required to complete an application via ‘*Apply*’ application portal and undergo an interview if short-listed. The sample Undergraduate Application Form is attached in the section *FORMS* of this catalog. Please see the section on the *APPLICATION REQUIREMENTS* subsection of this *ADMISSIONS AND FINANCIAL AID* section.

## G2. APPLICATION FEES

There is no application fee for the academic year 2025–2026. If there are any changes for the admissions round of 2026–2027, the University will update this information on the website.

## G3. APPLICATION REQUIREMENTS

Parami University requires the following in the application submissions:

1. Application form
2. Personal statement
3. High school transcript or its equivalent
4. Proof of English language proficiency
5. Standardized test scores (optional)
6. Recommendation letters

### G3.1. Application Form

The applicants will have to access the application form through [application guide](#). The applicants will be asked to submit personal and contact information, as well as academic history and qualifications. There will be an option to save unfinished applications as necessary information is collected.

### G3.2. Personal Statement

After completing the application form, the applicants will be asked to submit a personal statement on the application portal. Parami University looks for students who have the drive to improve themselves, exhibit intellectual curiosity and leadership potential, and show potential and grit to succeed in a rigorous liberal arts and sciences program over 2–4 years. Students from all backgrounds are encouraged to apply, and the University looks forward to getting to know its prospective students better through their personal statements, as well as later in interviews. The statement may generally range from 350 to 500 words.





## G3.3. High School Completion Transcript or Equivalent

The applicants will have to prove that they have finished high school or submit equivalents. The applicants will have to submit a notarized high school transcript that includes the following information – (a) indication that a minimum 12 years of school had been completed and (b) scores in English, Mathematics, Science and/or Social Sciences. High school transcripts in a language other than English will have to be notarized and submitted along with original transcripts. Applicants who are in their final years of high school will be considered with the condition that they submit their high school transcript after graduation. They will need to email their transcripts to the Office of Admissions and Student Affairs AT LEAST two weeks before the semester classes begin.

Parami University recognizes that education systems differ globally, and community/informal school systems play a vital role in many parts of the world. Secondary school documentation requirements are one of the biggest obstacles in increasing access to higher education among vulnerable populations. Therefore, Parami University strives to recognize different K-12 systems.

Not only formal high school certificates but also community school transcripts and, in the case of students from refugee camps, credentials such as UNESCO Qualifications Passports will also be considered.

If the applicant is unable to show a high school transcript or if the transcript is not deemed valid by the University, the applicant may submit high school equivalent certificates such as GED, TASC, HiSET or Cambridge International AS & A certificates. Information on these exams can be found on the following websites:

General Educational Development Exam (GED) – [www.ged.com](http://www.ged.com)

Test Assessing Secondary Completion (TASC) – [www.tasctest.com](http://www.tasctest.com)

HiSET High School Equivalency Test (HiSET) – [www.hiset.ets.org](http://www.hiset.ets.org)

Cambridge International AS & A Levels – [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

If the applicant cannot submit any of the above, they may also submit one of the following federally-approved ability to benefit (ATB) test scores (passing scores as well as the minimum scores needed for the Parami University entrance are posted on the University website).

<i>Ability to Benefit Test</i>	<i>Passing Scores (PS) and Minimum Scores (MS) for Entrance to the University</i>	<i>Publisher</i>
ASSET Program: Basic Skills Tests (Reading, Writing, and Numerical)	Passing Scores: Reading (35), Writing (35), and Numerical (33)	American College Testing (ACT), Inc., 500 ACT Drive, Iowa City, Iowa 52243-0168





	Minimum Scores: Reading (41), Writing (41), and Numerical (41)	<a href="http://www.act.org">www.act.org</a>
COMPASS Subtests: Pre-algebra/ Numerical Skills Placement, Reading Placement, and Writing Placement.	Passing Scores: Pre-algebra/Numerical (25), Reading (62), and Writing (32).  Minimum Scores: Pre-algebra/Numerical (66), Reading (81), and Writing (70)	American College Testing (ACT), Inc., 500 ACT Drive, Iowa City, Iowa 52243-0168 <a href="http://www.act.org">www.act.org</a>
Computerized Placement Tests (CPTs)/Accuplacer (Reading Comprehension, Sentence Skills, and Arithmetic)	Passing Scores: Reading Comprehension (55), Sentence Skills (60), and Arithmetic (34)  Minimum Scores: Reading Comprehension (62), Sentence Skills (70), and Arithmetic (61)	The College Board, 45 Columbus Avenue, New York, New York 10023-6992 <a href="http://www.collegeboard.com">www.collegeboard.com</a>
Wonderlic Basic Skills Test (WBST)	Passing Scores: Verbal (200) and Quantitative (210)  Minimum Scores: Verbal (310) and Quantitative (275)	Wonderlic Personnel Test, Inc., 1795 N. Butterfield Road, Libertyville, IL 60048. <a href="http://www.wonderlic.com">www.wonderlic.com</a>

If the applicants cannot provide any of the equivalent certificates and transcripts, they will be required to take a Parami-proctored Wonderlic Basic Skills Test (WBST), provided free of charge. The applicant must be at least 16 years of age to take WBST and submit an application to Parami University. Applicants will be contacted separately if they indicate that they will take the Parami-proctored test. The test will be offered continuously on a rolling basis. Typically, the University will set up several entrance tests (at least two tests every month) during the admissions season between October and May, after which there will be some scheduled tests based on the number of applicants.



### G3.4. Proof of English Language Proficiency

For the applicants whose mother-tongue is English, or those whose mother-tongue is not English but who completed two years of high school with English as their medium of instruction, it will not be necessary to provide an English proficiency test score.

All other applicants must provide an English proficiency test score at the high end of the upper intermediate level .

English Proficiency Test	Minimum Score
Test of English as a Foreign Language (TOEFL*) Paper-based Test (PBT)	577
TOEFL* Internet-based Test (iBT)	90
International English Language Testing System (IELTS) Academic Test	6.5
Duolingo English Proficiency Test	120
Pearson Test of English (PTE) Academic Test	62
Exams within the Common European Framework of Reference (CEFR)	Higher end of B2

If applicants cannot submit any of these scores or any other evidence for proficiency in English, they will be required to take a Parami-proctored test, provided free of charge. (The Parami-proctored test will test applicant's English writing, reading, speaking and listening skills. Applicants can prepare themselves for the test by studying other English tests such as TOEFL and IELTS. The admissions team will evaluate students' speaking ability during the interview stage.) Applicants will be contacted separately if they indicate that they will take the Parami-proctored test. The test will be offered continuously on a rolling basis. Typically, the University will set up several entrance tests (at least two tests every month) during the admissions season between October and May, after which there will be some scheduled tests based on the number of applicants.

### G3.5. Recommendation Letters

Applicants will be requested to add email information of at least two recommenders, and waive their access to the recommendation letters. Both recommenders must NOT be, in any way, blood-related to the applicants. At least one of the recommenders must be academically-affiliated to the applicant, such as teacher, school administrator, or school principal. Another one could be a mentor, advisor, or supervisor. The recommenders will be automatically contacted through the *Apply* portal. The referees will receive emails separately to create their *Apply* accounts and submit recommendation letters on their own.



### G3.6. Standardized Test Scores (Optional)

Those who have taken the SAT/ACT/AP can submit their SAT/ACT/AP scores in the Parami *Apply* portal. SAT/ACT/AP standardized test scores are not, however, required.

## G4. INTERVIEW

Parami University values the following attributes in our students, and look for them in both the personal statement and interview: aspiration to contribute to one's community and society; civic engagement; competency to thrive in a college program; English level; intellectual curiosity; leadership potential; perseverance against challenges.

## G5. ADMISSION DECISION

Admission decisions will be made on a rolling basis. Generally, applicants will be informed of the admission decisions a few days after the interview, although some late applicants may receive the decisions later. The admissions team will inform their decisions as an offer of admission, conditional offer of admission, wait-listed offer of admission, or denial of admission via the *Apply* portal as well as through email.

## G6. FINANCIAL AID

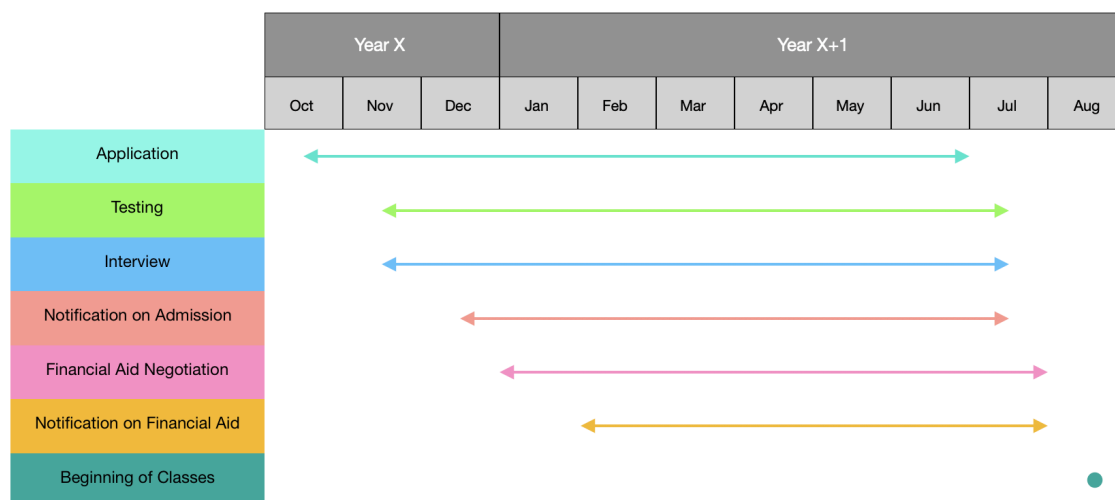
Once admission decisions are made, students, with an offer of admission, would be able to receive financial aid documents via email. Those who do not need any financial aid must declare their status of no further action. However, those who need financial aid will be required to submit two financial documents online—completed financial aid document and completed endorsement form of financial need by the two recommenders of the student, within two weeks. If necessary, the Financial Aid Officer may schedule a meeting with families of admitted students and negotiate with them to come to an agreement with the financial aid scheme suitable to each student in the form of scholarship. Please note that scholarship awarded at the University is typically for two years for AA students and four years for BA students, subject to the student's maintenance of satisfactory academic progress (SAP), which is defined as the maintenance of a cumulative GPA of at least 2.0.

## G7. TYPICAL ADMISSIONS & FINANCIAL AID SCHEDULE

As the Parami's admissions and financial aid operates on a rolling basis, the window of opportunities for applicants to apply is intentionally made wide. This is particularly important as the University's target students come predominantly from different Southeast Asian countries where collecting high school transcripts as well as other major documents takes longer than usual due to the lack of processes. As such the rolling admissions practice is best suited for them.



However, it is important for prospective students to note that rolling admissions also means that those students who apply early have a higher chance of securing a seat in the University. Therefore, prospective applicants are encouraged to apply as early as possible.



## G7.1. Stage 1: Admissions

The Unit of Admissions will hold several virtual info sessions a week depending on the demand and needs, generally starting from October. The University will announce the date of application opening publically, and accept student applications through the *Apply* portal. The portal will generally continue to receive applications until mid July. One week after the portal opens depending on the number of applications received, the Unit of Admissions will start to administer necessary Ability-to-Benefit (ATB) and English Proficiency tests. The Unit will reach out to students directly through emails and administer these tests, depending on the demand and needs all the way to the end of the first week of July. The interviews will be set up also on a rolling basis throughout the admission period. The applicants will receive an email notification regarding their standing of ‘acceptance’, ‘wait-listed’, or ‘rejected’ a few days after interviews.

## G7.2. Stage 2: Financial Aid

‘Accepted’ students will be moved to the next stage of the financial aid process. Wait-listed applicants<sup>10</sup> will be notified of their status of whether they have been moved to the accepted status. Students can declare in the portal that they do not need financial aid (a status of no financial aid), at which point, they will be moved to Stage 3. If they need financial aid, they will be required to fill out financial aid applications. Financial aid applications will be processed

<sup>10</sup>Applicants will be put into a wait-list when the Unit of Admissions and Financial Aid needs to re-evaluate them, based on their comparative application standing with others.



before the end of July. The Unit of Financial Aid will correspond with them to negotiate an acceptable financial aid package. The University will attempt its best to meet the financial needs of the students.

### G7.3. Stage 3: Enrollment and Due Fees

Once the students are satisfied with the financial aid package or no need for financial aid, the Unit of Financial Aid will send an enrollment agreement letter with three available options to choose:

- 1) I plan on attending Parami University for the 2025–2026 academic year. I will pay the non-refundable enrollment deposit of USD 150 to reserve my seat.
- 2) I plan to defer attending Parami University for one year. I will pay the non-refundable enrollment deposit of USD 150 to reserve my seat in the next academic year. (Please explain regarding your decision.)
- 3) I do not plan to attend Parami University. (Please explain regarding your decision, if possible)

Applicants' decision	What will the applicant have to do?
Option 1	<p>The student will have to choose the first option, sign the enrollment letter, and send it back to the Unit of Financial Aid.</p> <p>The registrar will then create a student account, and the Unit of Finance and Accounts will issue an invoice of a non-refundable enrollment deposit with a due date indicated on the invoice. It will be the responsibility of the student to pay the enrollment deposit by the due date, or contact the Unit if there is any payment processing issue. Failure to do so will result in not being able to secure a seat in the University.</p> <p>Once the student has paid the enrollment deposit fee, the Unit of Finance and Accounts will issue an invoice of the fall semester fees that includes the tuition fees of the semester as well as the non-refundable ICT fees. Please see the section on <i>REFUND POLICY</i>, if the student withdraws from the program at this stage.</p>





Option 2	<p>The student will have to choose the second option, sign the enrollment letter, explain what he/she plans to do during the year and send it back to the Unit of Financial Aid.</p> <p>The registrar will then create a student account, and the Unit of Finance and Accounts will issue an invoice of a non-refundable enrollment deposit with a due date indicated on the invoice. It will be the responsibility of the student to pay the enrollment deposit by the due date, or contact the Unit if there is any payment processing issue. Failure to do so will result in not being able to secure a seat in the University for the next academic year. Once the student has paid the enrollment deposit, the University will reserve the student's seat for the next year. The University expects that the student attends the University the following year. The student will be reminded a month before the next academic year starts, and be issued an invoice two months before the next academic year's fall semester begins.</p>
Option 3	<p>The student will have to choose the third option, explain what he/she plans to do during the year (optional), and send it back to the Unit of Financial Aid.</p>



## H. THE INSTITUTES AND CENTERS OF THE ACADEMIC DEPARTMENT



PARAMI INSTITUTE OF UNDERGRADUATE STUDIES  
PARAMI UNIVERSITY

The University focuses on undergraduate education, offering an Associate in Arts (AA) and Bachelor of Arts in three majors—Philosophy, Politics, and Economics (PPE), Statistics and Data Science (SDS), and Environmental and Sustainability Studies (ESS). All these educational programs are offered and organized by the Parami Institute of Undergraduate Studies (PIUS), managed by the Academic Department.



PARAMI CENTER FOR RESEARCH  
PARAMI UNIVERSITY

The Academic Department also oversees an internally-organized center called the Parami Center for Research (PCR). The main purpose of the PCR is to support the faculty and students at the University to engage in research. The support from the PCR is in the form of coordinating funding and research grants, raising awareness regarding potential publication outputs from the University, supporting the faculty and students with outside potential partners within the Open Society University Network, etc.



PARAMI INSTITUTE OF CONTINUING EDUCATION  
PARAMI UNIVERSITY

The Academic Department also brings in those from the current academic staff or visiting faculty who wish to contribute their time to provide short courses, free of charge, to students, as part of the service of the University. The University will employ existing educational technology infrastructure to deliver these courses to students, predominantly those students who already have Bachelor's degrees, who wish to continue their education informally. These courses will be organized under the Parami Institute of Continuing Education.



## I. UNIVERSITY POLICIES

All policies, relevant procedures, and forms are available on [www.policies.parami.edu.mm](http://www.policies.parami.edu.mm).

### I1. STATEMENT ON ACADEMIC FREEDOM

Parami University regards academic freedom as one of the eight founding values of the University. The academic freedom is a value that must be cultivated and practiced throughout all academic programs, activities, and divisions inside and outside class. The entire administration of the University, in addition to academic bodies, such as the Academic Committees and Divisions, actively put in place supporting structures and systems necessary to ensure academic freedom throughout the University.

Parami believes that freedom and responsibility go together. The University endeavors to ensure that no member of the University feels threatened or oppressed for expressing their views, beliefs, and opinions so long as doing so is done in good faith and responsibly without violating other members' rights. It is particularly important that all academic staff are honored and honor the principles of academic freedom. Academic staff is assured full freedom of instruction and expression. There shall be no restriction placed upon the academic staff's freedom of exposition of the subject both within and outside of the classroom. This freedom comes with the responsibility of the academic staff to ensure that they do not violate students' freedom to express or not to express their views. Violations of academic freedom will be addressed accordingly as articulated further in the *Academic Staff Conduct Policy* and its corresponding procedures as well as the *Classroom Conduct and Safe Learning Policy* and its corresponding procedures.

### I2. STATEMENT ON ANTI-DISCRIMINATION

The University does not and shall not discriminate individuals, whether they are students, teachers, or staff, on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. The University serves its beneficiaries—students by providing equal opportunities in recruitment, admissions, scholarship, stipends, or any learning support. The University is an equal opportunity employer. It will take affirmative action measures to ensure against discrimination of any form in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions of employment.





### 13. STATEMENT ON ANTI-HARASSMENT

The University does not tolerate any form of harassment. This includes verbal, written or physical conduct that shows aversion towards an individual on the basis of his/her race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, marital status, citizenship, or any other characteristic protected by the law.

### 14. GRIEVANCE AND COMPLAINT HANDLING MECHANISM

The University complaint handling mechanism is applicable for all cases of complaints, including allegations of discrimination, harassment, academic misconduct, and mishandling of departmental processes.

All the departments of the University have adopted formal complaint handling mechanisms whereby students can report their grievances and complaints, and seek a resolution or a remedy. Students may seek an informal resolution first, with the support of Academic Program Advisors and/or Student Affairs Officers of the University, to facilitate and discuss the issue in question with relevant stakeholders and find a resolution acceptable to both parties.

If students wish to pursue a formal complaint process to investigate the matter in question and receive a hearing, they may file a formal complaint with the Office of Admissions and Student Affairs for any issue, whether it is academic or non-academic. The Office of Admissions and Student Affairs acts as the primary recipient of all student related complaints to make the complaint process accessible to the students, and it will confer with relevant departments—the Academic Department for academic matters, and the Administrative Department for non-academic matters—as necessary. The student who submitted the filing will be assigned a university officer to provide support during the proceedings, and the complaint will be processed, investigated, and handled according to the complaint handling procedures of the relevant departments. Support, inquiries, investigations and hearings will be undertaken by the university staff who are not involved in the allegation.

Alternatively, the students may also file a complaint directly with the University Management at [management@parami.edu.mm](mailto:management@parami.edu.mm) if they wish to bypass the complaint process of the University departments for any reason. The complainant as well as the accused may appeal the decision of the departments with the University Management, which will convene a hearing with respective parties. The decision of the University management will be final.

Students who are dissatisfied with the complaint process of the University may seek remedies out of the University at relevant law enforcement and regulatory agencies, such as the Higher Education Licensure Commission of the District of Columbia (1050 First Street, NE, 5th Floor, Washington, DC 20002, (202) 727-6436 or [osse.elcmail@dc.gov](mailto:osse.elcmail@dc.gov)) as the agency of last resort.



## 15. CONFIDENTIALITY

All parties and witnesses involved in a complaint are prohibited from disclosing the identities of those involved and the details of the complaint to anyone, other than to the University authorities handling the complaint and relevant external law enforcement and regulatory agencies, by any means, including via social media, for the duration of the proceedings. Exceptions may include parents and legal guardians, but they are also bound to observe non-disclosure during the proceedings. This is to protect all the parties involved from the threat of intimidation, humiliation and social pressure that could exert undue influence on the proceedings. The University observes a non-retaliation policy for all those involved in the complaint process, and any action that amounts to retaliation, including unnecessary or indiscreet disclosure after the close of the proceedings, will result in disciplinary actions.

## 16. NON-RETALIATION

Under the non-retaliation policy of the University, students are protected from retaliatory action in terms of adverse academic consequences as well as verbal and non-verbal intimidation, threats, discrimination and harassment, for making claims and pursuing complaint process in good faith.

## 17. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Parami University complies with the provision of the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act gives assurance to students attending a higher educational institution that they have the right of access to their educational records, inspect them, and review certain of their educational records. In line with the University's policies, procedures, protocols, and processes, they will also be able to correct inaccurate representation of their academic records through informal and formal hearings and complaints. In addition to this, the Act also protects students' right to privacy by limiting the University to transfer their educational records and history without student's consent, except under specific circumstances. The students have the right to file formal complaints with the Family Policy Compliance Office, the United States Department of Education.



## J. ACADEMIC POLICIES

All policies, relevant procedures, and forms are available on [www.policies.parami.edu.mm](http://www.policies.parami.edu.mm).

The following section lays out academic policies of the University, which informs the academic related administrative processes of the University, as well as the regulations pertaining to academic conduct in order to ensure quality and rigor in the learning processes. Students should have a clear understanding of these policies and processes to avoid unnecessary delays and holds as well as be aware of the consequences of violation of these policies.

### J1. ACADEMIC INTEGRITY

Parami University aims for collaboration between individual scholars as well as between faculty and students resulting in the exchange of ideas and the creation of new knowledge. This collaboration is based on mutual trust and it depends on the integrity of the members of the academic community at the University. Integrity is about being loyal to principles that lead to making choices that reflect integrity and responsible behavior. Principles to guide academically responsible behaviors are built around honesty, trust, fairness, respect, and responsibility. Examples of breaching these principles are cheating, plagiarizing, fabricating results, claiming other people's work or words as one's own.

Academic integrity is important for everyone who is a part of the community involved with research, education, and scholarship. The principles of academic integrity apply to everyone whether their role in academia is that of a student, research assistant, or professor. Upholding the principles of academic integrity is a way of protecting the integrity of the University and the academic community as a whole. However, it is also about one's own learning and development process as a student or a professional academic.

The abilities to analyze evidence, practice critical judgement, and write clearly and persuasively are skills that lead to better academic performance. These skills will serve as a foundation for any career, whether in academia or beyond. In that sense, the principles that guide academically responsible behaviors are principles that guide responsible conduct in any field or area of life. Learning how to live by these principles during one's years at university can be one of the greatest gifts a university has to offer to its students.

Any breach of academic integrity will result in grade sanctions and disciplinary sanctions.





## J2. RULES ON CLASS ATTENDANCE

Parami University expects all students to fulfill full attendance. The University believes that active engagement between the academic staff and students as well as among students in real-time is of paramount importance for quality education. Since class sizes are small and the primary mode of learning at the University is through active synchronous engagement, a student missing from a class is visibly felt by everyone in the class and creates a vacuum of active learning not only for the missing student but also for other students. As such, attendance is not optional, but a mandatory requirement for fulfilling and graduating from the University.

### J2.1. Minimum Attendance Policy

While there can be certain personal circumstances that warrant exception by respective academic staff and these need to be evaluated on a case by case basis, to maintain the rigor and integrity of teaching and learning, the University has set the policy of 0.90 minimum attendance rate as the threshold. Attendance below 0.90 will trigger a notice of concern. The academic staff will report to the Dean and the Unit of Student Support Services, Office of Admissions and Student Affairs if a student's record of attendance falls below 90% attendance. The Unit of Student Support Services will contact the respective student to understand the situation that the student is in to better support them. If the student keeps missing classes, even after the meeting with the Unit of Student Support Services, the student will be put on academic probation. Please see the PROBATION, SUSPENSION, AND EXPULSION section.

Students who do not meet the required class attendance without a waiver at the end of the course will be subject to grade subtraction or a fail grade. The waiver is, at the end, set by the respective teaching faculty, who will decide what is best for their class.

### J2.2. Participation

It is to be noted that attendance is a necessary but not sufficient condition of optimal learning. The academic staff will ensure active participation of their students, and depending on the nature of the course, active participation could be part of the course completion requirements. The academic staff will clearly convey expectations and requirements for active participation at the start of the course. In an online environment, participation would be assessed both synchronously and asynchronously. Participation will also factor into the final performance of the student's grades, subject to the requirements of the individual faculty.

### J2.3. Tardiness

Students will be considered late to class if they enter the online classroom five (5) minutes after the beginning of the class. Tardiness affects not only the violating student but also other students in class. Since the University values small classes of no more than twenty students in





each class, it is quite visible and felt when students are missing when a class starts. The University values students' synchronous and live interactions in class. If a student is late to enter the class while the class is already in session, it disrupts the classroom dynamics and flow. As such, tardiness is not tolerated at the University. There will be times that a student is late because of technical difficulties. However, it is the responsibility of the student to prepare in advance to ensure that they can enter the virtual classroom on time. Academic staff are required to mark student's attendance, lateness, and absence. Repeated violations of tardiness may result in academic probation. Please see the *PROBATION, SUSPENSION, AND EXPULSION* section in this Catalog.

## J2.4. Excused/Unexcused Absence

While the University has a policy on attendance that students are expected to attend 90% of the classes in each course, it is, at the end, at the discretion of the academic staff who is providing the instruction. Students are required to get permission to be absent from class. A student who wishes to take an absence in class due to an unforeseen emergency must inform the respective academic staff at least two hours in advance. Giving a notice only a few minutes before the class begins may result in an unexcused absence, subject to the academic staff's determination. Excused absences are tolerated as long as they do not add up to 10% of the attendance. Repeated incidences of unexcused absence may be grounds for academic probation.

## J2.5. Early Dismissal from Class

If an academic staff determines that a student is disturbing a class, the academic staff may dismiss the student from class and record such dismissal as an excused absence from class. If the academic staff determines that the student has a pattern of disturbing the class, the student may be put on academic probation.

## J2.6. Partial Attendance

If a student attends a class for the first few minutes and later leaves the class it will be recorded as unexcused absence, unless the student informs the academic staff that there was an emergency or unexpected circumstance that disallowed him or her to be in class. It is at the academic staff's discretion to grant this leave as an excused absence.

## J2.7. Make-Up Work due to Absences

It is the student's responsibility to request an absence in class in advance. If a student has taken an unexcused absence, there will be no responsibility on the part of the academic staff to provide any make-up work. If a student, however, has taken an excused absence, the academic staff are encouraged to consider providing make-up work opportunities. However, it







is the academic staff who have full authority and discretion to determine on a case by case basis.

## J3. REGISTRAR'S REGULATIONS

Course registration related processes are explained below. Students who matriculated to the University will be able to enroll in the AA/BA courses at the University. The program structure and required courses are laid down in the *PROGRAMS AT PARAMI* section of this Catalog, and the description of individual courses can be read in the *ACADEMIC DIVISIONS* section of this Catalog. Please refer to the *INSTITUTIONAL CALENDAR* subsection under the *STUDENT SERVICES* section of the catalog to know the dates and timeline.

Before the fall semester and the spring semester, students will be notified when the course catalog is released and the course registration period is open. Students will select mandatory courses and courses of interest (electives) from the course catalog as well as consult with their Academic Program Advisor to ensure course registration is in line with program requirements and graduation pathway. First year students will have to register for mandatory first year seminar courses and English composition courses, and choose courses of their interest in math or science field, social science or humanities field, and art field.

### J3.1. Course Registration Schedule

Students will receive a notification when the course registration period is open, and will have access to a Course Catalog on the Course Inventory and Management Review System (CIMRS, in *Populi accounts*, as well as in an email. Please be mindful that only students who have been financially cleared are allowed to register for courses. Please see the *TUITION AND REFUND* section of the catalog for important dates and notices as well as the *INSTITUTIONAL CALENDAR* subsection under the *STUDENT SERVICES* section of this Catalog. After registration, students will learn whether their course registrations have been approved or not. Course placements will depend on the availability of seats and pre-requisites among other things. Students are guaranteed to be able to fulfill their program requirements, and will be able to register for more courses in the late registration period if they need more credit hours.

Late course registration will open after the normal course registration period for students whose financial holds were cleared as well as for students who need more credit hours. Courses with open seats will be announced during this period.

Students who do not meet the minimum credit hours required for full-time students will need to obtain a waiver from the Dean of Academic Affairs, and their billing/financial aid status will be affected.





### J3.2. Dropping/Adding and Withdrawing from Courses

The University allows students to drop or add courses during a defined period of time after they have begun their classes. There will be a two-week period after the beginning of classes when students may drop courses they are in and/or add more courses up to the maximum number of credit hours. This may be due to change in interest, or unmatched expectations, or any other reason. Courses dropped or added during this period will not appear on the transcript, nor will they affect grades. Students will be required to obtain permission from the faculty of the course they would like to drop or add, and submit a drop/add form to the Registrar. Please refer to the *INSTITUTIONAL CALENDAR* subsection under the *STUDENT SERVICES* section of the catalog to understand more about the dates.

After the drop/add period, students will not be able to make changes to their course registrations. They may still withdraw from courses up to a date indicated on the institutional calendar. However, please note that course withdrawal will appear as W next to the course on the transcript. Credits will not be given for withdrawn courses, and it will not factor into student grades or the cumulative GPA. However, students will still be charged tuition for the withdrawn course, if they are on a part-time basis.

### J3.3. Leave of Absence

The University understands that there will be times when a student may need to take a leave of absence (LOA) for an extended period of time due to various reasons, such as medical needs, family circumstances, and political situations. The leave of absence may be up to two semesters (one-year). A degree candidate who is granted a leave of absence will not need to be readmitted to the University upon returning to their program of study. However, students are not permitted to attend another college or university while on an official leave of absence. If the student has to miss school for an emergency reason for an extended period of time, they must receive a leave of absence from the Dean of Academic Affairs first. If the student has not received such a permission, they are not allowed to miss classes. If they miss classes and the academic staff wants to penalize the student because there was no grant of leave of absence, there is no opportunity for make-up work. The student must fill out the application for leave of absence form, and send it to the Dean of Academic Affairs. The Dean will respond to the request with the approval within ten working days. Only with the Dean's approval will the student's leave of absence be recorded at the Registrar. If the student does not return to the University at the stated date and time, the registrar will withdraw the student from the Program, unless the student has notified the Office of Admissions and Student Affairs after getting permission again from the Dean in advance through the same process as mentioned above. A student may request leave of absence from the University only two times during the course of their study at the University.





## J3.4. Withdrawal from the Program

It is the responsibility of a student to discuss with their Academic Program Advisor and Dean of Academic Affairs, if he/she wishes to withdraw from the program. Not showing up in classes once a semester starts is not acceptable. In fact, if a student does not show up in classes during the first two weeks after the semester begins, the student will be withdrawn from the Program. The same regulation applies once semester classes begin. If a student wishes to withdraw from the program, they must fill out the *Withdrawal from the Program* Form. Failure to do so will result in fees not being refunded or scholarships not reversed for future use.

## J3.5. Satisfactory Academic Progress

Students are required to have a cumulative GPA of at least 2.0 at all times to maintain satisfactory academic progress (SAP). Falling below the satisfactory academic progress (SAP) warrants the Academic Department or the Unit of Student Support Services to set up meetings with the student to discuss the issue. The inability to maintain the SAP may affect the student's scholarship at the University.

The first time a student receives a cumulative GPA lower than 2.0, the student will be placed on academic probation by the Dean of Academic Affairs. Please see the section on *PROBATION, SUSPENSION, AND EXPULSION*. The student will have an opportunity to demonstrate that they are improving during this probationary period and will have a chance to remove the academic hold. The Dean will extend the academic hold to observe the student more until the end of a semester. If the Dean believes that the student is trying to improve, the Dean will release the student from the academic hold, and the student will be able to enroll further and demonstrate their improvement. If the Dean, however, believes that the student is not putting efforts in to improve their academic performance, the student will be put on suspension. Please see the section on *PROBATION, SUSPENSION, AND EXPULSION*.

## J3.6. Transfer Credit

The students are more than welcome to submit courses that they have taken elsewhere with the aim to potentially shorten the programs at Parami University. For example, those students who have studied for two years at another institution may submit their transcripts (official transcripts required) as well as any other evidentiary documents of summer courses, so as to demonstrate that they have an equivalence of an associate degree. However, the University will accept credits from institutions that are accredited by institutional accreditors recognized by the United States Department of Education or relevant government authorities if foreign. At the end, such acceptance of credits from other institutions, for the sake of quality of Parami University, will be at the discretion of the Dean of Academic Affairs and the Unit of Registrar.





Parami University, itself, is a new institution of higher education. As such, the University has yet to obtain accreditation from an institutional accreditor recognized by the United States Department of Education. The credits earned at Parami University are transferable at the discretion of the accepting institution.

## J3.7. Enrollment Status within *Populi*

There are four broad status groups within Populi that students will see. They are 'Accepted', 'Active', 'Inactive', and 'Graduated'.

### Accepted

Once a student has signed an enrollment agreement, the Registrar will create a Populi account for the student as 'accepted'. The Unit of Finance and Accounts will send an invoice of enrollment deposit to the student. Once the student has paid the enrollment and has paid the deposit by the due date, the registrar will change the status of the student to either 'active - attending' or 'inactive - deferred', based on the student's decision.

### Active - Attending

Once the 'accepted' students are changed to 'active attending' status in the *Populi system*, the students will be able to register for classes and can check their personal information, financial information, academic progress reports, references, announcements and attendances on their students portal.

### Active - Attending on Probation

Students may be placed on probation for academic or disciplinary reasons. Students on probation may attend classes and appear as regular students in the *Canvas LMS*. However, a 'hold' will be placed on the student's record in the *Populi system*. A student on probation will be allowed to register for courses for the following semester; however, if the student fails to meet the conditions for lifting the probation, the student will be denied admission to courses and will be placed on suspension. Students whose status is 'active - attending on Probation' still have access to the *Populi student portal* to check the messages, announcements, invoices, attendances, students progress reports and course enrollment information.

### Active - Leave of Absence

A leave of absence (LOA) is granted by the University and it allows students to temporarily take a break from their studies. The Parami University lets students take a leave of absence up to one year at a time, and they can take only two leaves of absence throughout their studies. Students can take a leave of absence for a variety of reasons and must submit a leave of absence request letter. During a leave of absence, students remain affiliated with the University and still have access to the *Populi system* to check personal information, financial information, messages, announcements, course information and schedules; they are also allowed to enroll in classes prior to their return to Parami.

### Active - Suspended

Students may be suspended for academic or disciplinary reasons. A suspended student is prohibited from attending classes for a specified period of time. Suspensions are considered a removal from the university for a specified period of time, typically a semester or a year. Suspended students will be removed from their courses on *Canvas*, but will retain access in the *Populi system* to student profiles,





messages, announcements, financial information and are permitted to re-enroll to the classes when they return from the suspension period.

### Inactive - Deceased

Once the registrar has confirmed that a student has passed away, the student status is changed to 'Inactive - Deceased' in the *Populi* system. The deceased student's login will be removed from the system but the University will retain the student's record.

### Inactive - Deferred

A student who has deferred the University's acceptance decision and postponed his or her studies due to personal, academic, or financial reasons will be regarded as a deferred student. A deferred student will not be active on the *Populi* system and will not have access to their dashboard or course information until they have been changed to 'Active - Attending' again.

### Inactive - Dropped Out

Students who do not complete their required credits or drop out from the program without submitting the withdrawal form to the University. The registrar will change the student status to 'Inactive - Dropped Out' and that student will no longer access their dashboard or course information in the *Populi* system.

### Inactive - Expelled

Expulsion refers to the removal or dismissal of a student from the University for a variety of reasons including failure to meet academic standards, cheating, repeated violations and criminal activities. Students who are expelled from the University means that they are asked to leave, often by force. Those students are placed to the 'Inactive - Expelled' status by the registrar and they will not have access to the *Populi* system. The students will no longer be able to re-enroll in the University programs within one year of expulsion. The Dean of Academic Affairs must approve the decision to re-enroll the student in the system.

### Inactive - Withdrawn

Students who withdraw from the program will be placed in the 'Inactive - Withdrawn' status. Withdrawal becomes effective on the date that the appropriate withdrawal form is officially received by the University. The withdrawn students will not be allowed access to the *Populi* system.

### Graduated - Deceased Alumni

The deceased alumni graduates will be listed in the *Populi* system and the registrar will be updated regularly to 'Graduated - Deceased Alumni' after confirming the death of the graduated students with appropriate documentation (obituary or death certificate).

### Graduated - Living Alumni

Graduated alumni is any student who has completed the required credits to earn a degree of undergraduate programs at the Parami University. The registrar will add the graduated students under the completed tab in the *Populi* system and students are on the 'Graduated - Living Alumni' status.

## J3.8. Grades and Reports within *Populi*

Students will be able to see all their academic information in their *Populi* student accounts. The academic staff are responsible to submit their grades into the *Canvas* LMS. The Registrar will put the grades from the *Canvas* LMS into respective student's *Populi* accounts one week after





the grades are due. If there are any progress reports associated with students, particularly those students who are on probation or suspension, these will also be available in the *Populi* accounts. The grades and transcripts are available to be downloaded easily in their *Populi* accounts.

### J3.9. Student Records

The Registrar keeps records of the students' personal information, academic records, and professional information during the years the students are enrolled at the University. These records are transferred to the Unit of Alumni Relations which conducts surveys to monitor students' post-degree further education and careers for general reporting and internal improvement purposes. Alumni records are archived and kept permanently. Students will be able to request their academic and financial aid records in accordance with the Registrar's procedures. Please note that the request for information, including transcripts, may be delayed if the requesting student's financial hold has not yet been cleared. Alumni may submit transcript requests by filling out the *Transcript Request Form*. If students wish to request other information such as financial records, they are required to send an email to the Registrar, explaining the purpose of the request and what information they seek. The University complies with the Family Educational Rights and Privacy Act, and will not reveal students' personal, academic and personal information to any third-party without the explicit consent of the students themselves.



## K. STUDENT CODE OF CONDUCT

Rights and responsibilities always go hand in hand. The students at the University have a wide range of rights as students. The students have the right to receive instruction, to get advice to improve their lives, to have access to resources, and to receive fair due process and complaint mechanisms. At the end, these rights are practiced for the single most important thing at the University—to immerse themselves in a learning environment that can empower them with critical thinking, inspired leadership, and compassionate service in line with the mission of the University.

### K1. LEARNING ENVIRONMENT

As the most important aspect of being a student at the University is to immerse in a learning environment, how is the University ensuring that the students have the best learning and academic experience in a stimulating environment. The learning environment at the University can be best described by the following eight features:

1. A sense of community...building a hub for learning
2. A spirit to connect...interacting with the world, to the world, and for the world
3. A preamble of confusion...beginning to discover oneself
4. A goal towards humility...learning to see a larger world
5. An education to transform...overcoming obstacles for a change
6. A time to liberate...questioning previous beliefs and opinions
7. A habit of learning...appreciating lifelong learning

The learning environment at the University is being created to educate students so that they can become an intellectual individual and a whole person.

**The University aims to support the students' intellectual development:** one, to think clearly; two, to become an educated person who can entertain ideas that they do not accept; three, to relate what they have known to new bodies of knowledge; and four, to synthesize their traditional values with values that are essential in the modern way of life.

The students will meet new bodies of knowledge, exercise new skills in analysis and synthesis, and practice those values, such as curiosity and love of learning, needed to thrive in further studies or careers. The students will learn to ask thoughtful questions about the central message of every text, its cultural contexts, and the assumptions that the author made.

Because everything is connected to something else, the students will learn to look for interconnected systems that underlie whatever they are studying. Learning to think in new ways is such an all-consuming activity that the students will need to devote full time to the Program.







**The University aims to support the students' growth as a whole person.** The University provides daily opportunities for cooperative learning, so that they will find happiness in helping others. The University provides new adventures and new responsibilities, so that they challenge themselves to welcome experiences new to them. The University provides intercultural encounters, so that they will develop more respect for people different from them.

The University explores beauty in nature, literature, and art, so that the students will open themselves more fully to what is beautiful. The University curriculum takes up many facets of modern civilization and ecology, so that they will enhance their well-grounded pride in the community. The readings, field trips, talks by guests, papers, and reflective assignments augment their creativity and enjoyment of learning. Success in the months with the University will lay the groundwork for a lifetime of pleasure in learning.

The University is a small community in which everyone participates according to both their rights and their responsibilities. As an institution which respects and promotes the independence and integrity of young adults, the University encourages its students to take part and organize institution-wide activities with the Unit of Student Support Services. By empowering students to take ownership over their community, the University fosters a spirit of civic engagement and leadership.

To ensure that this learning environment can be created, the academic staff pledge to:

- Design instruction and educational materials where all learners can flourish and as such they need to set the conditions for safe, respectful and inclusive online learning spaces for students.
- Treat students fairly, respectfully, and without bias related to their race, color, religion, ethnicity, sex, sexual orientation, gender, or age.
- At all times avoid behaviors that compromise the integrity of the educational process, for example asking students to perform personal chores, using grading/assessment in a punitive or self-serving manner, sexual misconduct, including but not limited to sexual or romantic remarks, grooming, engaging in romantic relationships with students, etc (Note that non-consensual relationships are always prohibited and may involve other policies or laws.)
- Be aware and respect students' rights.

The entire University staff—administrative as well as academic—are organized and mobilized to create this learning environment for students, so that students can practice their rights, enjoy their privileges, and use their opportunities.

## K2. CODE OF CONDUCT

While students enjoy numerous rights, along with privileges and opportunities, the responsibilities of the students ALSO play a crucial role in keeping the University on course and







creating a conducive environment for learning. These responsibilities of students **MUST** be enforced, and thus codified in the Student Code of Conduct for all students. All students at the University vow to respect the following codes of conduct:

- a. No student shall inflict physical or emotional harm or any threat whatsoever to any student, academic staff, or administrative staff. This physical harm includes, but is not limited to, assault, sexual abuse, or other forms of abuse.
- b. No student shall assist, participate in, or instigate any type of bullying—physical or cyber—throughout the University.
- c. No student shall harass any member of the University in any form, such as humiliation or belittlement in public or privately, sexual or romantic remarks, engaging in the act of grooming, etc
- d. All students must comply with academic integrity and no student shall violate academic honesty as outlined in the *ACADEMIC INTEGRITY* subsection.
- e. No student shall engage in disruption or obstruction of other University's members' rights to exercise their freedom of expression.
- f. No student shall discriminate against any other individual based on race, color, religion, ethnicity, sex, sexual orientation, gender, or age.
- g. No student shall engage in theft of or damage to the University, and other members of the University.
- h. No student shall engage in illegal forgery, fabrication, or intentional alteration of their digital identities or violate other member's identities.
- i. All students shall observe good classroom behavior, such as no drinking or intoxication during classes, no obscene or indecent behavior in class, or no swearing or using inappropriate language—verbal or written.
- j. No student shall engage in purchasing, sale, or use of illegal drugs, substances, weapons to the University members or outside of the University.
- k. All students will comply with required administrative duties as imposed by the University officials.
- l. All students shall report or notify the University if they know of a situation that can threaten the health and safety of the University community.
- m. No student shall violate any international, federal, state or local law.
- n. No student shall violate any University policy, procedures, protocols, and processes as published by the University to be known to the students in the University Student Catalog.



## L. PROBATION, SUSPENSION, AND EXPULSION

### L1. NATURE OF VIOLATION

There are three types of violations that a student at the University might commit: academic, disciplinary, and administrative violations. Expected behaviors and conduct are articulated in this Catalog under the *STUDENT CODE OF CONDUCT* section. Academic violations result from poor academic performance or breaking academic rules and regulations as expected of students at the University, and these will be dealt with by the Academic Department. Disciplinary violations result from personal misconduct behaviors. Administrative violations result from failing to meet expected administrative responsibilities such as paying due fees, failing to submit required forms, etc.

### L2. THREE STAGES OF ACTION

Students who violate the University's rules and regulations, policies, ethical standards, and students' code of conduct shall be handled according to this procedure. Depending on the severity and nature of the violation, a student may be subject to one of the three sanctions in the order of severity: probation, suspension, and expulsion.

#### L2.1. Probation

Generally, if it is a student's first time committing a violation that is 'minor' but that deserves a serious warning, the student is subject to probation. A violation is minor when the violation affects only the violator, and it does not affect other students in a significant way. The examples include committing plagiarism for the first time, showing disrespect towards a staff member, violating a class rule or regulation intentionally, falling below *Satisfactory Academic Progress* (SAP), and failing to meet a payment deadline.

A probationary period is typically a one-month 'watch' period, in which the student receives a warning from a respective University official, detailing the nature of the violation, and the consequences of continued violation. The information that the student has been put on probation will be filled out, and sent to the Units of Student Support Services and the Registrar and it will be recorded as 'hold'. The University official must then send a response form with a clear indication of how the 'hold' could be removed.

The purpose of a probation is to issue a formal warning to a student so that the student can learn not to violate again. During a probation, a student may continue his or her studies as well as participate in regular student activities, but must demonstrate that he or she is addressing





the sanction. The University official will observe the student's continued performance and, at the end of a month, remove or extend the probation for another month. Unless the student is removed from the hold, the student will not be allowed to register for classes in the next semester, and it is the responsibility of the student to demonstrate that he or she deserves to be removed from the probation.

### L2.2. Suspension

If a student has committed a violation that is 'of serious concern', a student may be put on suspension. A violation is of serious concern if the student's behavior results in consequences beyond the violator. The examples include intentional instigation of cyberbullying, committing repeated incidents of plagiarism, multiple probation incidents (three or more) lodged in a single semester by University officials, intentionally damaging University property, or jeopardizing a University's administrative operation.

A suspension is a forced temporary leave from the University. A respective University official will launch a suspension sanction case and will file a report in their respective department first. Once found to be guilty and worthy of the suspension by the respective Department, the case will then come to University Management. The suspension filing form will include the information about the violation that is of serious concern and the consequences if the student is not put on suspension. The University Management will decide if the student should receive a suspension or not, and the University Management's decision is final. The University will then issue a response report to the student that he or she will be on suspension for a defined period of time (eg. a semester) and a plan of improvement with clear indicators of improvement. Only when the student is cleared off the suspension can he or she re-enroll in the University. It is the responsibility of the student to ensure that she/he is improving and must file their improvement reports.

The purpose of a suspension is to ensure that the University community is safe from being affected by a violating student. The suspension shall not be used to just punish the student. As an educational institution, the University makes its best effort to improve students personally and academically. Shutting a student out is not the best solution, and therefore it will be done only with the consideration that a student's continued study with the University community adversely affects the well-being of others.

### L2.3. Expulsion

Expelling a student from the University studies is a serious matter, and therefore it is not in the University's best interest to do so. However, there may be circumstances that warrant this most severe form of sanction. This usually arises from the fact that a student shows a pattern of probation and/or suspension violations on multiple occasions amidst serious warnings issued to the student. This pattern of violations demonstrates the student's deceitful behavior in





claiming that they will improve their behaviors, while continuing to violate on multiple occasions after they have been cleared of the incidents. This deceitful behavior violates the University's core values of integrity and honesty. The sanction of expulsion is used when the University has determined that trying to help the student is beyond the University's resources and capabilities, and therefore it is the University's decision to terminate a student's status in the University and hand it over to a respective authority or body through referral.

A case to expel a student from the University will be filed by a respective University official at the level of Dean or Director to the University Management. The University Management, through the original filing Dean or Director, will then send a response report to the student regarding the expulsion decision and this decision will be placed in the student's record in the Registrar until such a status is removed after the student's permitted re-enrollment.

The student is not eligible to re-enroll in the University for a period of one year after expulsion. If a student wishes to re-enroll, they must contact the Office of Admissions and Student Affairs, along with the following documents:

- a) Statement of Reflection: The statement must demonstrate the student's reflection on the expulsion and what he or she has done to correct the behaviors as outlined in the response report from the University.
- b) Two Community Reference Letters: The letters must come from reputable individuals from the student's community. They cannot be relatives. The letters must testify the student's community involvement or engagement since the date of expulsion. If the student has been engaging in employment, one letter may come from the employer. However, at least one letter must come from a reputable individual in the student's community, testifying his or her personal experience with the student's behavior.
- c) One Supervisory Reference Letter. This letter must come from an individual who has direct supervisory responsibilities over the student. The letter must testify how the student has improved over the course of the expulsion period. If the student is attending another institution, the letter must come from the head, principal, student affairs administrator, instructor, or advisor.

The Office of Admissions and Student Affairs will then submit the re-enrollment application to the University Management. Only the University Management can decide whether a student would be allowed to re-enroll in the University.



## M. ADMINISTRATIVE AND ACADEMIC SUPPORT CONTACTS OF THE UNIVERSITY

Students are more than welcome to contact respective offices if they have any questions. As a small community of students, academic staff, and administrative staff, students are encouraged to take advantage of this opportunity to receive personalized education and service to be successful at the University. The following is the list of offices and units that students can get in touch with if they have any inquiries.

### M1. ACADEMIC DEPARTMENT

Students are encouraged to be in touch with their faculty during office hours as well as outside hours through Parami emails. In addition to the faculty, they are encouraged to take advantage of various academic support services that the University provides. The students can request a one-on-one meeting with the Dean of Academic Affairs for various academic issues that are of serious concern to them. Otherwise, they are encouraged to set up one-on-one meetings with Academic Program Advisors as well as Academic Tutors.

Dean of Academic Affairs	-	<a href="mailto:dean@parami.edu.mm">dean@parami.edu.mm</a>
Academic Program Advisors	-	<a href="mailto:programadvisors@parami.edu.mm">programadvisors@parami.edu.mm</a>
Academic Tutors	-	<a href="mailto:tutors@parami.edu.mm">tutors@parami.edu.mm</a>

### M2. OFFICE OF ADMISSIONS AND STUDENT AFFAIRS

The Office of Admissions and Student Affairs is responsible for engaging with prospective students, recruiting students into the University, evaluating students for admission and financial aid, onboarding students into various University systems, providing students with support services, and maintaining student and academic records. The Director of Admissions and Student Affairs oversees the entire operation of the Office. These functions of the Office of Admissions and Student Affairs are provided through the following units, and the corresponding email addresses of the units are available for inquiries:

Unit of Admissions	-	<a href="mailto:admissions@parami.edu.mm">admissions@parami.edu.mm</a>
Unit of Financial Aid	-	<a href="mailto:financialaid@parami.edu.mm">financialaid@parami.edu.mm</a>
Unit of Student Support Services	-	<a href="mailto:studentservices@parami.edu.mm">studentservices@parami.edu.mm</a>
Unit of Registrar	-	<a href="mailto:registrar@parami.edu.mm">registrar@parami.edu.mm</a>



### M3. OFFICE OF FINANCE AND OPERATIONS

The Office of Finance and Operations is responsible for administering student financial accounts, issuing fees invoices to students, collecting student fees and payments, overseeing financial preparation and audit, overseeing university procurement, overseeing the human resource needs of the University, making payments to administrative staff, budgeting for short-term and long-term needs of the University, ensuring compliance with applicable federal and state laws and regulations, and coordinating assessment of the administrative units and academic offerings with the Directors and the Dean. These functions of the Office of Finance and Operations are provided through the following units, and the corresponding email addresses of the units are available for inquiries:

Unit of Finance and Accounts	-	<a href="mailto:finance@parami.edu.mm">finance@parami.edu.mm</a> <a href="mailto:accounts@parami.edu.mm">accounts@parami.edu.mm</a>
Unit of Human Resource and Payroll	-	<a href="mailto:hr@parami.edu.mm">hr@parami.edu.mm</a> <a href="mailto:payroll@parami.edu.mm">payroll@parami.edu.mm</a>

### M4. OFFICE OF INSTITUTIONAL ADVANCEMENT

The Office of Institutional Advancement is responsible for engaging in public relations, improving the institutional image, reputation and standing, maintaining direct communications with various outside stakeholders of the University, publishing managing university magazines, brochures, and advertisements, maintaining social media presence of the University, managing grants and sponsorship agreements, fostering relations with existing donors and supporters, cultivating new donors and supporters for the University, and nurturing alumni's engagement with the University. These functions of the Office of Institutional Advancement are provided through the following units, and the corresponding email addresses of the units are available for inquiries:

Unit of Public Relations and Communications	-	<a href="mailto:communications@parami.edu.mm">communications@parami.edu.mm</a>
Unit of Development	-	<a href="mailto:advancement@parami.edu.mm">advancement@parami.edu.mm</a>
Unit of Alumni Relations	-	<a href="mailto:alumni@parami.edu.mm">alumni@parami.edu.mm</a>
Unit of Institutional Assessment	-	<a href="mailto:assessment@parami.edu.mm">assessment@parami.edu.mm</a>

### M5. OFFICE OF INFORMATION AND TECHNOLOGY

The Office of Information and Technology is responsible for ensuring that the internal information and technology needs are met, supporting the educational technological needs of the Academic Department, and implementing cyber security protocols. The Office of



Information and Technology, that includes the educational technology officers can be reached via [techsupport@parami.edu.mm](mailto:techsupport@parami.edu.mm).

## **N. UNIVERSITY LEADERSHIP**

The University Leadership is composed of the Board of Trustees, and the University Management. The Board of Trustees is the highest authority governing the University, and sets strategic decisions and policies of the University. The Board of Trustees appoints the President, who is endowed with all the powers and privileges of a Chief Executive and Academic Officer to lead the University Management. The President, along with the Dean of Academic Affairs and the respective Directors regulates the entire University Management, that is composed of two constituencies—Academic Department and Administrative Department. The University Management implements the Board's strategic directions and policies through the development and the execution of procedures, protocols, and processes to operate the University.

### **N1. BOARD OF TRUSTEES**

The Parami University, Inc., the license holder of Parami University, is governed by a Board of Trustees. The Board is made up of fourteen trustees, who have experience in the affairs of the region of Southeast Asia, that the University is aiming to serve. The Board oversees the operation of the University through established and ad hoc committees. The Board of Trustees of the University can be reached via the Board Secretariat, [board.secretariat@parami.edu.mm](mailto:board.secretariat@parami.edu.mm). More information about the trustees can be found on <https://www.parami.edu.mm/leadership>.

#### **Zali Win (Chair)**

Zali Win is the Managing Director, Head of Transactional Commodity Finance for North America at Credit Agricole CIB. He was previously the Managing Director at BNP Paribas. He has extensive board and pro-bono service experience and has worked with a number of Myanmar-related educational and charitable programs. He has served on the board of Kenyon College since 2015 and is the board chair of its Philander Chase Conservancy. He is secretary-treasurer of Rondout-Esopus Land Conservancy in Ulster County, NY. He previously served as Treasurer of Habitat for Humanity New York City and a director of Cultural Vistas in Washington, D.C. Mr. Win has an MBA from Babson F.W. Olin Graduate School of Business and a BA from Kenyon College in political science.

#### **Kyle Anderson (Vice-chair)**

Kyle Anderson is the Vice President of Strategic Programming at Academic Programs International (API) and one of Parami's Board members. He previously served as the Chair of Asian Studies and the Director of the Center for Global Citizenship at Centre College and was





the Senior Director for Global Engagement over Global Partnerships and Initiatives at Clemson University. Kyle's experience includes on and off-campus curricular design and management; the creation and implementation of in-person and virtual global learning modalities; international faculty, staff, and student services; off-campus student success; faculty development; donor relations; integrated experiential learning pathways, and more. While at Clemson University, Kyle directed the Global Learning Institute for faculty and founded the VRMondi Global Learning Lab - the first lab of its kind dedicated to the adoption of XR technologies in global learning. Kyle's scholarship investigates student success in study abroad and the history of East-West--particularly Sino-Italian--cultural exchange. He is also a well-known translator of Chinese contemporary adult and children's fiction into English.

### **Chin-Po Tseng (Vice-chair)**

Chin-Po (Bob) Tseng is the Managing Partner of Thanlwin Legal and the Co-Chair of the Legal Committee, AmCham Myanmar. He is a qualified lawyer in both mainland China and Taiwan. Mr. Tseng is a leading practitioner in Myanmar. Mr. Tseng combines a rare set of skills, including historical and cultural familiarity with Myanmar, legal know-how, and cross-cultural diplomacy, that build his reputation in the business community in Myanmar. In particular, he draws on his Chinese and Taiwanese background to marshal a formidable knowledge of Chinese business practices. Working at the interface of the emerging economy of Myanmar and regional integration, Mr. Tseng dedicates himself to Myanmar's progress. He received LL.B. from National Taiwan University and LL.M. from Northwestern University Pritzker School of Law.

### **Lex Rieffel (Secretary)**

Lex Rieffel is a Washington DC-based economist, writer, and teacher with a long career of service. After graduating from college in 1963 (Princeton University, New Jersey), he served two years as an officer in the U.S. Navy (Saigon, Vietnam, and San Francisco). He then did two years of volunteer service in the U.S. Peace Corps (India). After completing a 2-year M.A. program in International Development Studies (Fletcher School, Tufts University, Medford MA), he worked for 18 months with the International Paper Company (New York City). From 1971-1975, he was employed by the U.S. Agency for International Development (USAID; Jakarta, Indonesia, and Washington DC). From 1975 to 1994, he was an international economist with the U.S. Treasury Department. His last employment was as head of the Multilateral Policy Department at the Institute of International Finance (1994-2001; Washington DC). He joined the Brookings Institution (Washington DC) in 2002 and completed a number of policy studies in his 18-year affiliation, mostly as a pro-bono Nonresident Senior Fellow. He taught graduate seminars during ten semesters between 1993 and 2013 for three universities in Washington DC.

### **Stan Sze (Treasurer)**







Stan Sze is the Managing Member of Rivermark Management LLC, an investment advisory firm specializing in enhanced long/short equity strategies. He has extensive experience in mergers and acquisitions, the capital markets and venture capital financings. He also serves as the President of the B.K. Kee Foundation and as a director of the Kim and Harold Louie Family Foundation and Community Partners International. B.K. Kee Foundation and Community Partners International focus on humanitarian, health and development needs in Myanmar. Mr. Sze received his undergraduate degrees in electrical engineering and political science from Stanford University and his law degree from the Georgetown University Law Center.

### **Nang Hlaing Tin Maung (Trustee)**

Nang Hlaing Tin Maung is the Deputy Director of the Coronavirus Science Branch at the California Department of Public Health. Prior to moving to California, she was the Director of the Graduate Programs in Public Health at the University of New England (UNE) in Portland, Maine. She has extensive experience in teaching and mentoring undergraduate and graduate students, and at UNE, she also led the program's reaccreditation by the Council on Education for Public Health. She was born and raised in Yangon, Myanmar. She received her BA (Biology) from Bard College at Simon's Rock, her PhD from University of Massachusetts Medical School and her MPH from Harvard School of Public Health.

### **David Shein (Trustee)**

David Shein is Dean of Studies & Associate Vice President for Academic Affairs and OSUN-Bard Network Programs at Bard College in Annandale-on-Hudson, NY., where he also teaches in the Philosophy program. He was the founding director of Bard's Learning Commons and Bard's Center for Student Life & Advising, and he has overseen the development of academic policy and advising and support systems there and across the Bard international and domestic networks for over two decades. He is an associate of the Institute for Writing & Thinking, has twice served as dean of students, and in 2019 was awarded a Fulbright scholarship for his work in international education administration.

### **Dwight Clark (Trustee)**

Dwight Clark's lifetime focus on melding experiential education and service with formal academic study began when he was dean of freshmen at Stanford University. Students' interest in the non-Western world led to an initial service program in Hong Kong and quickly expanded with the establishment of Volunteers in Asia (now VIA). That trans-Pacific flow later became two-way with the addition of Asian students seeking short-term programs in the Stanford/Silicon Valley area. After retiring from VIA, he founded Learning Across Borders (LAB) which offers short study programs in Southeast Asia to students from East Asia (mainly Keio University [Tokyo] and National Taiwan University). In recent years, these programs have focused on Burma/Myanmar and have included members of Parami University in Myanmar and the Pre-Collegiate Program.





## **Jonathan Becker (Trustee)**

Jonathan Becker is Vice President for Academic Affairs and Director of the Center for Civic Engagement at Bard College in Annandale-on-Hudson New York, where he is an Associate Professor of Political Studies and co-Director of the Global and International Studies Program. His scope of work includes academic oversight of the Bard High School Early Colleges; the Bard Prison Initiative; the Clemente Course in the Humanities; and Bard's international dual-degree partnerships with the American University of Central Asia, Al-Quds University, Bard College Berlin; and St. Petersburg University. Jonathan earned his B.A. from McGill University in 1987 and his Ph.D. from St. Antony's College, Oxford in 1993.

## **Nang Khin Khin Gyi (Trustee)**

Nang Khin Khin Gyi joined Yoma Bank in September 2016 and is currently serving as the Chief People Officer. Before returning to Myanmar, she worked for over 10 years in Corporate America as an Internal Auditor. She was a Global Corporate Internal Audit Manager for Alere Inc. based in Massachusetts. Prior to Alere, Nang also worked for Thermo Fisher Scientific, a Fortune 500 Company headquartered in Massachusetts. She holds a Master's Degree in International Economics and Finance from Brandeis University, Massachusetts, a B.SC in Management from University of Massachusetts, and an A.A. in Liberal Arts from Bard College at Simon's Rock, Massachusetts. She is also a Certified Internal Auditor (CIA).

## **Lynn Lynn Tin Htun (Trustee)**

Lynn Lynn Tin Htun is the Managing Director of Mango Marketing. She became co-founder of Mango Group after a 7-year career in FMCG Marketing in a multinational consumer goods company, Unilever, in Myanmar and Laos markets. She has in-depth knowledge and experience in consumer marketing, not only in ATL and BTL activities, but also the consumer marketing industry of emerging markets. She has a Bachelor's degree in Commerce specialized in Banking, and Master degree in Business Administration. She is an active mother, a successful business woman, a training facilitator, a mentor and a social contributor.

## **Daniel Siegfried (Trustee)**

Daniel Siegfried is a Co-Founder and Managing Director Programmes of Child's Dream Foundation. Daniel serves on various boards of the Child's Dream charity family and chairs the board of the Swiss association. He is responsible for the overall strategy of the organisation as well as the development and implementation of local humanitarian projects aimed at improving health and education for sustainable development. With a budget of close to US\$ 10 million, Child's Dream, with its 50 colleagues, has implemented or runs over 700 charitable projects and programmes in the Mekong Sub-Region. A graduate of the Zurich Business School, Daniel



worked for close to 10 years at UBS in Zurich, Hong Kong, Seoul and Singapore before leaving the financial sector for good in 2003 to dedicate his life on empowering people in the Mekong Sub-Region to shape their communities.

**Abby Pratt (Trustee)**

Abby Pratt is a long-time supporter of Parami Institute. As the founder of New World Fund of the Berkshires, Abby has a deep interest in supporting educational initiatives and those in need. She was born in New York City in 1941. She graduated with a bachelor's degree in English from the University of Michigan, Ann Arbor. After college she worked in foster care and at Doubleday and Co., in New York City, before moving to Malawi with her husband where she taught English. On returning to the States, Abby became a reporter and editor for The Berkshire Eagle, the Berkshires' daily newspaper. Since retiring, she has made 15 trips to Myanmar where she has visited all but the far north and far south of the country.

**Naw Show Ei Ei Tun (Trustee)**

Naw Show Ei Ei Tun currently serves as the Deputy Chief of Party at USAID-funded Transparency and Inclusive Growth Activity. Previously, she served as the Deputy Chief of Party at USAID-funded Private Sector Development Activity. Prior to this, she was a consultant at APCO Worldwide, specializing in economic and development issues in Southeast Asia. She has also served as a Research Assistant at the Washington D.C. think-tank, Woodrow Wilson Center for Scholars, where she focused on US foreign policy in developing countries. Show Ei Ei Tun holds an M.A. in International Relations and Political Economy with a focus on Southeast Asia from Johns Hopkins University. She earned her B.A. in Economics and Finance from Eastern University, Pennsylvania.

## N2. UNIVERSITY MANAGEMENT

The day-to-day affairs of the University are managed by the University Management through the two constituent bodies, namely the Academic Department and the Administrative Department. The members of the University Management are as follows:

Dr. Kyaw Moe Tun, President (kyawmoetun@parami.edu.mm)

Dr. Phil Enns, Dean of Academic Affairs (phil.enns@parami.edu.mm)

Aung Myin Thu, Director of Admissions and Student Affairs (aungmyinthu@parami.edu.mm)

Aye Marlar Htat, Director of Finance and Operations (ayemarlarhtat@parami.edu.mm)

Thea Khine, Director of Institutional Advancement (theakhine@parami.edu.mm)

## O. FORMS

The students at the University are expected to understand all academic and administrative requirements to navigate their studies at the University. The University has developed clear lines of instruction and information to fulfill these requirements by posting the information on the website, in this catalog, information pamphlet, as well as in many policies, procedures, processes and protocols. All relevant forms for the policies, procedures, processes and protocols are available on [www.policies.parami.edu.mm](http://www.policies.parami.edu.mm).

