

General Catalog

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WELCOME MESSAGE

Congratulations! By selecting Broward International University, you are taking a firm step towards your future and fulfilling your educational aspirations. Broward International University understands that as the world and professional fields evolve, your academic needs will do so, as well. We are committed to providing you with the tools to face those challenges, by delivering higher education programs.

Located in Miami, Florida, Broward International University is proud to embrace the diversity that engulfs South Florida. The region has become a hub for the United States to the Americas, Europe, Africa, and Asia. The influx of ethnicities has helped us observe many different points of view regarding past, current, and future events; it is this global outlook that allows Broward International University to offer a diverse faculty with different perspectives that currently shape the global professional environment.

We are in an age where information and technological changes are constantly reshaping our lives. As time goes on, there is no doubt that this trend will continue to increase.

Keeping this in mind, Broward International University is committed to offering our students a well-organized learning platform, which will allow them to have an enjoyable, reliable, and efficient learning experience. To accomplish this, Broward International University constantly monitors the most recent technological advancements and new innovations in the field of educational technology.

Finally, we believe that success comes to those who take advantage of opportunities and execute these opportunities at the right time. Your desire to grow professionally, combined with our academic instruction, is the best way to achieve success. Today, you undertake the challenge of improving your knowledge and we are confident that with your desire and our support you will reach your goals and will prevail at this new endeavor. Thank you for choosing Broward International University. We look forward to hearing from you and witnessing your achievements.

Good Luck!

Broward International University, Inc.

BROWARD INTERNATIONAL UNIVERSITY, INC.

General Catalog

Effective Date: January 01, 2016

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Publication Policy

The Catalog of the University, which is published biennially during the month of December of even-numbered year, contains summaries of the University Official Policies and Procedures, Rules and Regulations, minimum and Specific Program eligibility requirements for admission, Academic Programs information, Academic Calendar, Student Support Services, and other Regulatory Information.

Changes to the Catalog

At its discretion, Broward International University reserves the right to change, at any time and without previous notice, the Policies and Procedures, Regulations, Academic Calendar, applicable Tuition and Fees, Academic Programs and related Courses, and any other information published in this Catalog to carry out its purposes and objectives.

Periodical revisions of the content of the Catalog, which also includes references to applicable Federal and State laws and regulations as well as rules and policies enforced by the Florida Commission for Independent Education, will be made to correct error and omissions, and to publish updates. This effort is motivated by the University commitment to ensure the accuracy of the material included herein. Particularly, when mayor changes are incorporated due to curricular reviews, which may result in the discontinuation of programs and courses, and changes in requirements for admission, academic progress, and graduation, the University will make every reasonable effort to honor the curriculum and requirements originally established for each student affected.

Any Academic Department responsible for the administration and leadership of a specific program of study may also publish additional material prepared to provide specific information pertaining to its program. This information must be consistent with the information provided within the Catalog. However, if any conflict is observed, the information found in this Catalog supersedes any other published conflicting information regardless of the source.

Since the University Catalog is subject to periodical revisions, we urge students to visit our

website at <http://www.biu.us> or our academic platform at <http://campus.biu.us> to explore the latest version of the Catalog as well as other useful information pertaining to academic programs, admission processes, cost, financial assistance, and student services. Student could also contact the Office of the University Registrar at (administration@biu.us) for further assistance.

Equal Access and Equal Opportunity Statement

Broward International University is committed to provide equal access to education and employment opportunities to applicants for admission, students, applicants for employment, and employees. In more specific terms, this policy covers the areas of admission, employment, financial assistance, access to programs and course offerings, and University services such as library, advising, and guidance. The University is also committed to provide educational and work environments that are free from unlawful discrimination, harassment, or retaliation practices, which are based on race, color of the skin, ethnicity, creed, religion, age, disability, gender, pregnancy, sexual orientation, marital status, national origin, veteran or military status, and/or any other protected status.

Academic Calendar for the Years 2024-2026

Broward International University offers four (4) ten-week academic terms per year. The following is the official University Academic Calendar for the years 2025-2026.

Winter 2025 Academic Calendar	
Event	Date
Registration and advising	10/16/24 – 01/19/25
Late Registration	01/21/25– 01/27/25
First day of classes and First day of Add/Drop Period	01/20/25
Last day of Add/Drop Period	02/02/25
Last day to Drop with 100% Refund	02/02/25
Last day to Withdraw from Classes	03/09/25
Last day to pay tuition and fees to avoid cancellation of Enrollment	03/10/25
Last day of classes and examinations	03/29/25
Grade entry and submission by Faculty	03/31/25 – 04/02/25
Grade Report available to Students	04/12/25

Spring 2025 Academic Calendar	
Event	Date
Registration and advising	01/28/25 – 04/20/25
Late Registration	04/22/25 – 04/28/25
First day of classes and First day of Add/Drop Period	04/21/25
Last day of Add/Drop Period	05/04/25
Last day to Drop with 100% Refund	05/04/25
Last day to Withdraw from Classes	06/08/25
Last day to pay tuition and fees to avoid cancellation of Enrollment	06/09/25
Last day of classes and examinations	06/28/25
Grade entry and submission by Faculty	06/30/25 – 07/02/25
Grade Report available to Students	07/12/25

Summer 2025 Academic Calendar	
Event	Date
Registration and advising	04/29/25 – 07/27/25
Late Registration	07/29/25 – 08/04/25
First day of classes and First day of Add/Drop Period	07/28/25
Last day of Add/Drop Period	08/10/25
Last day to Drop with 100% Refund	08/10/25
Last day to Withdraw from Classes	09/14/25
Last day to pay tuition and fees to avoid cancellation of Enrollment	09/15/25
Last day of classes and examinations	10/04/25
Grade entry and submission by Faculty	10/06/25 – 10/08/25
Grade Report available to Students	10/18/25

Fall 2025 Academic Calendar	
Event	Date
Registration and advising	07/29/25 – 10/26/25
Late Registration	10/28/25 – 11/03/25
First day of classes and First day of Add/Drop Period	10/27/25
Last day of Add/Drop Period	11/09/25
Last day to Drop with 100% Refund	11/10/25
Last day to Withdraw from Classes	12/14/25
Last day to pay tuition and fees to avoid cancellation of Enrollment	12/15/25
Last day of classes and examinations	01/17/26
Grade entry and submission by Faculty	01/19/26 – 01/21/26
Grade Report available to Students	01/24/26

Winter 2026 Academic Calendar	
Event	Date
Registration and advising	11/04/26 – 01/25/26
Late Registration	01/26/26– 02/03/26
First day of classes and First day of Add/Drop Period	01/26/26
Last day of Add/Drop Period	02/08/26
Last day to Drop with 100% Refund	02/08/26
Last day to Withdraw from Classes	03/15/26
Last day to pay tuition and fees to avoid cancellation of Enrollment	03/16/26
Last day of classes and examinations	04/04/26
Grade entry and submission by Faculty	04/06/26 – 04/08/26
Grade Report available to Students	04/19/26

Spring 2026 Academic Calendar	
Event	Date
Registration and advising	02/04/26 – 04/19/26
Late Registration	04/20/26 – 04/28/26
First day of classes and First day of Add/Drop Period	04/20/26
Last day of Add/Drop Period	05/03/26
Last day to Drop with 100% Refund	05/03/26
Last day to Withdraw from Classes	06/14/26
Last day to pay tuition and fees to avoid cancellation of Enrollment	06/15/26
Last day of classes and examinations	06/27/26
Grade entry and submission by Faculty	06/29/26 – 07/01/26
Grade Report available to Students	07/11/26

Sumer 2026 Academic Calendar	
Event	Date
Registration and advising	04/29/26 –07/26/26
Late Registration	07/27/26–08/04/26
First day of classes and First day of Add/Drop Period	07/27/26
Last day of Add/Drop Period	08/09/26
Last day to Drop with 100% Refund	08/09/26
Last day to Withdraw from Classes	09/13/26
Last day to pay tuition and fees to avoid cancellation of Enrollment	09/14/26
Last day of classes and examinations	10/03/26
Grade entry and submission by Faculty	10/05/26 – 0/07/26
Grade Report available to Students	10/17/26

Fall 2026 Academic Calendar	
Event	Date
Registration and advising	07/27/26 – 10/25/26
Late Registration	10/27/26 – 11/03/26
First day of classes and First day of Add/Drop Period	10/26/26
Last day of Add/Drop Period	11/07/26
Last day to Drop with 100% Refund	11/07/26
Last day to Withdraw from Classes	12/13/26
Last day to pay tuition and fees to avoid cancellation of Enrollment	12/14/26
Last day of classes and examinations	01/16/27
Grade entry and submission by Faculty	01/18/27 – 1/20/27
Grade Report available to Students	01/30/27

Winter 2027 Academic Calendar	
Event	Date
Registration and advising	11/04/26 – 01/30/27
Late Registration	02/01/27– 02/09/27
First day of classes and First day of Add/Drop Period	02/01/27
Last day of Add/Drop Period	02/14/27
Last day to Drop with 100% Refund	02/14/27
Last day to Withdraw from Classes	03/21/27
Last day to pay tuition and fees to avoid cancellation of Enrollment	03/22/27
Last day of classes and examinations	04/10/27
Grade entry and submission by Faculty	04/12/27 – 04/14/27
Grade Report available to Students	04/24/27

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Statement of Legal Control

Broward International University (BIU) is owned and operated by Broward International University Inc., a Florida corporation. Broward International University operates under the guidelines and policies established by its Board of Directors.

Board of Directors

- Ferrán Calatayud Ventura
- Carlos Gimenez
- Andrea Pulido
- Dr. Sandra Verde
- Dr. Luis José Torres Morales

Licensure

Broward International University is a private institution licensed by the Florida Commission for Independent Education, License #4619.

Additional information regarding this Institution may be obtained by contacting the Commission at:

Florida Department of Education Commission for Independent Education 325 West Gaines Street,
Suite 1414
Tallahassee, FL 32399-0400
Toll-Free: 1(888) 224-6684

Purpose

The philosophical motivation of Broward International University is to become an effective practitioner in the future of education and a positive influence in our students.

Consequently, we are fully committed to furnish students with the tools, information, and guidance they need to become knowledgeable and responsible citizens. Our academic programs have been designed to provide a transformational virtual learning experience, using an online environment conducive to learning. Through this virtual setting, we emphasize in implementing innovative teaching methodologies heavily engaged in learning motivators aimed to achieve a significant improvement in the assimilation of knowledge and the understanding of it. We further emphasize in developing critical thinking and practical skills that facilitate the conversion of knowledge into practical solutions applicable to real- world problems, which provide our students with certain advantage when seeking professional opportunities through their respective employers or in the labor market. Our virtually delivered programs of study are structured to comply with the highest standards of quality possible and yet flexible enough to open educational opportunities to individuals whose personal limitations would otherwise deprive them from furthering their education and reaching a higher standard of living.

Mission

Broward International University's mission is to research, design, and implement innovative virtual teaching and evaluations methodologies conducive to effectively disseminate knowledge; reignite imagination, and creativity to use existing information to further advance knowledge to solve problems challenging our local and global societies. The mission of Broward International University transcends beyond creating, conveying, and applying knowledge, supplementing this undertaking with a profound understating of its social responsibility. The University, therefore, further aims to contribute to eradicate perpetual cycles of poverty in our society by providing affordable education to undereducated and financially challenged communities, seeking to improve their lives and prosperities.

Vision

To become a prestigious University recognized worldwide for its academic quality and as a leading architect of the future of education. We envision our graduates as globally competent and ethical professionals who are prepared to not only meet the challenges of an ever- changing complex knowledge-based economy but thrive in stimulating economic growth, and whose contributions to the public good promote positive social transformation and are environmentally sensitive.

Objectives

- To offer academic programs in fields of study that are predicted to experience a high- demand in the job marketplace.
- Design academic programs that meet relevant employment requirements, and thus, reflect a high degree of relevance in the job marketplace, leading graduates to a path of success in their professional endeavors.
- To create a virtual environment conducive to learning and developing critical and creative thinking.

Goals

- Develop a virtual place where ideas and experiences are broken into their fundamental units and reconstructed back into new and innovative strategies conducive to successfully addressing academic and real-world challenges.
- To create strategic partnership agreements with other Universities to promote academic and research growth.
- To implement innovative instructional strategies that are conducive to facilitating the learning process.
- To review, on a regular basis, our academic programs to ensure the relevance of their content in the job marketplace.
- To foster innovation and research.

Facility Description

Broward International University is conveniently located near major highways and public transportation. The University current location offers approximately 300 square feet for administrative offices only. This includes two (2) double offices. In addition, the building has common areas including conference rooms, and two (2) restrooms per floor. Note that due to the virtual nature of the University, no classrooms are available. From this facility, the University provides administrative support for its operational activities including Admissions, Registrar, Student Services, Job Placement Services, and Financial Assistance. Additionally, adequate parking space is also available.

Servers

Broward International University has entered a strategic alliance with Planeta Formación y Universidades (PFU) to host its technological infrastructure and guarantee the reliability needed for its educational purposes. The server, which has an unlimited hosting capability, currently hosts several sites, provides web managing privileges, and uses an encrypted network protocol, Secure Shell (SSH), to allow remote login and other network services to operate securely over the network. The web hosting offers an advanced platform that operates with Linux to provide greater reliability for the websites and application management. The server includes a remote desktop connection with all the managing capabilities to be able to install and execute any application. Moreover, the hosting counts with unlimited domains, database creation and performance customization to meet our needs.

Contact Information

Broward International University

801 Brickell Avenue
7th Floor, Suite 729 Miami, FL 33131, USA

Phone: (954) 870 - 7359

Fax: (954) 337 - 0210

Email:

- admissions@biu.us (this e-mail address is to be used for matters related the admission process, including request for information about the requirements, cost and fees, and other related issues).
- registrar@biu.us (this e-mail address is to be used for issues related to the Students' Educational Records).
- studentcare@biu.us (this e-mail address is used to request technical support in matters related to BIU's LMS and Website).

Office Hours

Broward International University is open to the public Monday through Friday from 8:30 a.m. to 5:00 p.m. The University reserves the right to change this schedule during holidays and academic period breaks.

University Holidays

- New Year's Day
- Birthday of Martin Luther King, Jr.
- Washington's Birthday
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving Holiday
- Christmas Eve Holiday
- New Year's Eve Holiday

It should be noted that Broward International University will not hold academic activities of any kind during the holidays above indicated.

METHOD OF INSTRUCTION

Delivery

To provide an alternative to classroom-based educational instruction, Broward International University (BIU) offers 100% online academic programs. To support the virtual interaction between our faculty and enrolled students and among students, BIU has developed a robust and structured web-based Learning Management System (LMS). BIU's LMS, which was created using a Blackboard-based learning platform, provides a flexible, secure, and integrated learning environment that also complies with the highest standards of quality possible. As the Blackboard evolves to incorporate new and improve existing build-in features, and integrate external tools and applications, BIU's LMS is updated as needed to suit the current and evolving requirements of its users (faculty, students, administrators).

Currently, BIU's LMS supports its academic activities through virtual spaces where the instructional material (syllabi, resources, homework assignments, tests, and others) is available to users; tools that allows for the synchronous and asynchronous exchange of ideas and information, including the delivery of lectures, are also available to users; assignments are uploaded, tests are responded to, users' participation on the platform activities are available for review and control, and grades are available for the students to keep track of their academic progress.

Online degree programs allow students to pursue their academic goals without creating conflicts with their personal and/or job-related schedules, regardless their physical location. However, the fact that

100% online courses do not require to participate in on campus meetings, they are equivalent to traditional courses, in the sense that they are designed to meet the same competencies and learning objectives.

Learning Platform

Broward International University has implemented a Blackboard-based Learning Management System (LMS) platform, which has been designed to fully display the content of each course offered. The virtual space for each course is presented in weekly blocks, each describing all the weekly activities, including Assignments, Tests, Forums, Chats, and Videoconferences, among other assigned activities. In addition, most of the primary learning resources recommended as well as other related resources are also provided in the LMS course virtual place. This way, each course virtual place offers a rich learning environment with more than enough material to pursue their learning objectives. Currently, Broward International University LMS is based on the **Blackboard Learn⁺** platform, Release 3700.07-rel21+54e64bd.

Some of the elements contained in the platform are:

- **Course syllabus:** Each Course Syllabus provides a detailed description of the course, the general and specific objectives of the course, the weekly intended learning objectives, the recommended bibliographic material and other resources like videos, blogs, websites, among others, and the weekly activities including Assignments, Tests, Forums, Chats, Videoconferences, among other activities.
- **Forum:** this is an asynchronous tool that allows faculty to create a virtual place where ideas and viewpoints about specific issues or topics of learning interest can be exchanged. Through this tool, students can post their understating of the topic of discussion and to reply to other students' postings.
- **Chat:** this is a synchronous tool that allow students to engage in informal interactions with other students and faculty. In addition, it allows students to formally seek, from faculty, clarification about issued of concern.
- **Calendar:** The University Calendar is displayed to remain the users of important dates relate to the current academic term.

Credit Hours

Conforming to generally accepted practices in higher education, students at Broward International University are awarded credit hours for classes taken at the University, which are calculated in accordance with the definition of the Carnegie unit of credit hour. Since the academic calendar of Broward International University consists of **four (4) ten-week** periods, then, the University defines **one (1) semester credit hour** as one and one half (1.5) hours (50-minute session per hour for a total of seventy-five (75) minutes) of synchronic Student-Professor interaction and a minimum of three (3) hours of asynchronous student coursework per week during a semester of ten (10) weeks.

Thus, a semester unit of credit hour is equivalent to one and one half (1.5) hours of synchronic Student-Professor interaction plus three (3) hours of asynchronous student coursework per week for ten (10) weeks.

Activities and Knowledge Assignments

There are many Academic activities typically required to be performed by students, including, but not limited to, reading, forums, chats, and watching videos. To evaluate their knowledge, students may be required to take quizzes, exams, and other forms of evaluations, and complete individual and team assignments.

Language of Instruction

Broward International University has created a robust Online Learning Platform designed to enhance the quality of the students' academic experience and serve the purpose of providing Spanish-Speaking students the opportunity to study at an American educational institution without the language barrier. Accordingly, the University has developed a fully Bilingual Online Learning Platform, which enable students to navigate throughout its content, including users' courses and academic resources, using either the English or Spanish language. To support the objectives of this infrastructure and the operations performed within, the Faculty and Administrative Staff of Broward International University are bilingual professionals who are proficient in the used of both the English and Spanish languages.

Having this Online Bilingual Learning Platform enables Broward International University to offer three (3) distinctive pathways to study any of the available academic program. Specifically, qualifying students may select:

- English as the language of instruction. This track is offered to native English speakers and other qualified students who are highly proficient in the use of the English language. This is also the recommended option for those students who are seeking employment in the United States, other English-speaking countries, or in other countries where English is required.
- Spanish as the language of instruction. This track is designed for Spanish- Speaking students who want to advance their academic careers studying at an American educational institution but are not proficient enough in the use of the English Language. This track is offered to people seeking employment in Spanish-Speaking countries, or in places where Spanish is required. Completing a program in Spanish may reduce employability in the United States, other English-speaking countries, or, in general, in any country where English is required.
- The Bilingual option. This track allows qualified students to take selected courses that will be instructed in the English language and others that will be instructed in the Spanish language. Completing a portion of a program in Spanish may reduce employability in the United States, other English- Speaking countries, or, in general, in any country where English is required.

ADMISSIONS

Non-Discrimination Policy

Broward International University is an equal access and equal opportunity educational institution that, by conviction and to comply with the applicable federal and state laws, does not discriminate in the execution of its functions on the basis of race, color of the skin, ethnicity, creed, religion, age, disability,

gender, pregnancy, sexual orientation, marital status, national origin, veteran or military status, and/or any other protected status. Contrary, the University is firmly committed to make students and employees related decision based on merit.

Regular Admission Policy

It is the Policy of Broward International University (BIU) to accept applications for admission from any Applicant, and regulate eligibility and admissibility to the University, solely based on the Applicant's credentials and other applicable standards adopted by the University. This process, which is within the legal control of the University, is executed regardless of the Applicant's race, ethnicity, color of the skin, creed, religion, age, disability, gender, pregnancy, sex, sexual orientation, marital status, national origin, veteran or military status, and/or any other protected status, which is consistent with all applicable federal, state, and local laws on non-discrimination and equal opportunity, as well as BIU's own Equal Access & Equal Opportunity Policy.

The Admission of Applicants to the University is a dual evaluation process, which is subject to approval by the Office of University Registrar and the Applicants' selected Academic Department. First, the Office of University Registrar determines the eligibility for admission to the University by confirming that the Applicant meets the minimum University admission requirements. Secondly, the Academic Department, responsible for the Administration of the Applicant's selected program of study, determines the admissibility to the selected degree program by confirming that the Applicant meets the Department specific admission requirements. Since the University's Academic Departments or, Schools or Colleges may, at their discretion, impose more restrictive admission requirements, it is recommended that Applicants review the University General Catalog, available at the University Website (www.biu.us/), to learn more about relevant information on departmental admission requirements.

Applicants, who are eligible for admission to the University and admissible to their selected degree programs, must be conscious of the fact that the University reserves the right to close the admission process earlier than the published deadline for a specific degree program if its enrollment limit is reached. Therefore, Applicants are encouraged to submit their Applications for Admission with enough time prior to the academic term for which they are seeking Admission. However, Applications for Admission will not be accepted by the University if they are submitted earlier than one year prior to the selected academic term.

Regular Admission to Undergraduate Study Policy

To be eligible for admission to an Undergraduate Degree Program at Broward International University, Applicants must meet the minimum University admission requirements. Specifically:

- An Applicant must have earned a High School Diploma from any public or non-public high school in the United States or was awarded a Department of Education high school equivalent (GRE) diploma in the United States, or earned a foreign high school diploma, which is equivalent to a United States high school diploma, with a minimum Cumulative Grade Point Average (GPA) of 2.00 (on a 4.00 scale).

Foreign Applicants who are non-native English Speakers and selected English or the Bilingual option as the language of instruction, must also pass either:

- A standardized Test of English as a Foreign Language (TOEFL), earning a score of 79 on the Internet Based Test, or 550 on the Paper Based Test, or

- A Duolingo English Test (DET), which combines an English proficiency test with a brief video interview, earning a score of at least 120.

This policy applies to both, domestic and international Applicants who are interested in seeking admissions to any of the Undergraduate Programs offered by Broward International University.

Regular Admission to Undergraduate Study Procedures

To apply for admission to Broward International University, **the Applicant** must email the following documents, in a pdf format, to the Office of the University Registrar (**admissions@biu.us**):

- Completed and signed the “STUDENT APPLICATION FOR ADMISSION TO UNDERGRADUATE STUDY FORM”. This Form is available at the University Website (**www.biu.us/**) and the University Platform (**campus.biu.us/**) and could also be requested by contacting the Office of the University Registrar at **admissions@biu.us**.
- A certified copy of the original High School Diploma issued by each High School attended. If this/these document(s) is/are issued in a language other than English, then, it/they must be translated into the English Language by an official certified Translator. Copy of the official translation(s) must also be email to the Office of the University Registrar (**admissions@biu.us**).
- An original official High School Transcript issued by each High School attended. If this/these document(s) is/are issued in a language other than English, then, it/they must be translated into the English Language by an official certified Translator. Copy of the official translation(s) must also be email to the Office of the University Registrar (**admissions@biu.us**).
- Copies of two (2) photo identification documents issued by official government agencies.
- A copy of an Official course-by-course evaluation of the original official High School Transcript issued by each High School attended. This evaluation must be done by a member of the National Association of Credential Evaluation Services (NCES) or a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) (*).

(*) Even if this document is not submitted together with the Application for Admission, the University will begin the evaluation process. That fact does not exempt the Applicant from complying with this requirement, unless, otherwise, the University makes a final determination without it. See the University “STUDENT PROVISIONAL ADMISSION TO UNDERGRADUATE STUDY” for more details.

- A copy of the most recent original official result of an English Proficiency test. This requirement applies only to Foreign Applicants who are non-native English Speakers and selected the English or Bilingual option as the language of instruction. The Applicant could submit either of the two (2) option shown below
- A copy of the most recent original official result of a standardized Test of English as a Foreign Language (TOEFL). To be acceptable for the purposes of Admission to the University, the Applicant must have earned a score of 79 on the Internet Based Test, or 550 on the Paper

Based Test, or

- A copy of the most recent original official Duolingo English Test (DET). To be acceptable for the purposes of Admission to the University, the Applicant must have earned a score of at least 120.

Upon completion of the above requirements, **the Office of the University Registrar** must:

- Evaluate the Applicant's Application for Admission and the supporting documents to verify compliance with the University minimum requirements for admission.
- Complete and sign the corresponding "EVALUATION OF APPLICATION" portion of the "STUDENT APPLICATION FOR ADMISSION TO UNDERGRADUATE FORM" reflecting compliance and non-compliance issues.
- If noncompliance issues are identified, notify the Applicant that his/her application cannot be processed until all noncompliance issues has been fully addressed.
- If full compliance with the University minimum requirements for admission is verified, deliver the Applicant's Application for Admission and the supporting documents to the Dean of the selected School or College.

Upon receiving the above documents, **the Dean of the selected School or College** must:

- Evaluate the Applicant's Application for Admission and the supporting documents to verify compliance with the School or College minimum requirements for admission to the selected program of study.
- Complete and sign the corresponding "EVALUATION OF APPLICATION" portion of the "STUDENT APPLICATION FOR ADMISSION TO UNDERGRADUATE FORM" stating his/her decision on the matter and describing the reasons for such decision.
- Return the Applicant's Application for Admission and the supporting documents to the Office of the University Registrar.

Upon receiving the above documents, **the Office of the University Registrar** must:

- Notify the Applicant, via email, of the University decision. In addition, if the Application for Admission has been approved, this notification will include additional instructions on how to proceed to complete the enrollment process.

Upon receiving the Notification of Approval, **the Applicant** must email the following additional documents, in a pdf format, to the Office of the University Registrar (**admissions@biu.us**):

- Completed and signed:
 - "STUDENT ENROLLMENT AGREEMENT FOR UNDERGRADUATE DEGREE FORM".
 - "STUDENT UNIVERSITY CATALOG ACKNOWLEDGEMENT OF RECEIPT FORM".
 - "DFSCA - STUDENT ACKNOWLEDGEMENT OF RECEIPT".
 - "STUDENT STATEMENT OF UNDERSTANDING FORM".
 - "STUDENT PUBLICITY CONSENT AND RELEASE FORM".

These Forms are available at the University Platform (<https://campus.biu.us/>) and could also be requested by contacting the Office of the University Registrar at admissions@biu.us.

In addition, the Applicant must submit (via certified mail) the following documents, to the Office of the University Registrar:

- A certified copy of the original High School Diploma issued by the High School the Applicant graduated from. If this/these document(s) is/are issued in a language other than English, then, it/they must be translated into the English Language by an official certified Translator. The official translation(s) must also be submitted to the Office of the University Registrar.
- An original official High School Transcript issued by each High School attended. If this/these document(s) is/are issued in a language other than English, then, it/they must be translated into the English Language by an official certified Translator. Copy of the official translation(s) must also be submitted to the Office of the University Registrar.
- Copies of two (2) photo identification documents issued by official government agencies. be done by a member of the National Association of Credential Evaluation Services (NCES).
- Either the most recent original official result of a standardized Test of English as a Foreign Language (TOEFL) or the most recent original official result of a Duolingo English Test (DET).

Regular Admission to Graduate Study Policy

To be eligible for admission, Applicants must meet the minimum University admissions requirements. Specifically, an Applicant who is seeking admission to a graduate Degree Program at Broward International University must have:

- A Bachelor's Degree or a Graduate Degree earned from a regionally or nationally accredited U.S. educational Institution, or an equivalent Degree from an international educational Institution, with a minimum Cumulative Grade Point Average (GPA) of 3.00 (on a 4.00 scale).

Foreign Applicants who are non-native English Speakers and selected English or the Bilingual option as the language of instruction, must also pass either:

- A standardized Test of English as a Foreign Language (TOEFL), earning a score of 79 on the Internet Based Test, or 550 on the Paper Based Test, or
- A Duolingo English Test (DET), which combines an English proficiency test with a brief video interview, earning a score of at least 120.

This policy applies to both, domestic and international Applicants who are interested in seeking admissions to any of the Graduate Programs offered by Broward International University.

Regular Admission to Graduate Study Procedures

To apply for admission to the Broward International University, **the Applicant** must email the following documents, in a pdf format, to the Office of the University Registrar (admissions@biu.us):

- Completed and signed "STUDENT APPLICATION FOR ADMISSION TO GRADUATE STUDY

FORM". This Form is available at the University Website (www.biu.us/) and the University Platform (<https://campus.biu.us/>), and could also be requested by contacting the Office of the University Registrar at admissions@biu.us.

- A certified copy of the original Diploma issued by each College and/or University attended. If this/these document(s) is/are issued in a language other than English, then, it/they must be translated into the English Language by an official certified Translator. Copy of the official translation(s) must also be email to the Office of the University Registrar (admissions@biu.us).
- An original official Transcript issued by each College and/or University attended. If this/these document(s) is/are issued in a language other than English, then, it/they
- must be translated into the English Language by an official certified Translator. Copy of the official translation(s) must also be email to the Office of the University Registrar (admissions@biu.us).
- His/her Statement of Purpose. In this letter of intent, the Applicant should describe his/her Motivation to pursue a Graduate Study in his/her chosen field of study; Academic and/or work experience related to his/her selected field of study; Educational objectives, including academic plans and/or research interests; and Reasoning for considering Broward International University to be a good option to achieve his/her professional goals. This letter must be submitted in English.
- Copies of two (2) photo identification documents issued by official government agencies.
- Copies of original Letters of Recommendations issued by members of the profession advocating for your Admission to Graduate Study.
- A copy of an Official course-by-course evaluation of the most relevant original official Transcript issued by the corresponding College and/or University attended. This evaluation must be done by a member of the National Association of Credential Evaluation Services (NACES) or a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) (*).

(*) Even if this document is not submitted together with the Application for Admission, the University will begin the evaluation process. That fact does not exempt the Applicant from complying with this requirement. See the University "STUDENT PROVISIONAL ADMISSION TO GRADUATE STUDY" for more details.

- A copy of the most recent original official result of an English Proficiency test. This requirement applies only to Foreign Applicants who are non-native English Speakers and selected the English or Bilingual option as the language of instruction. The Applicant could submit either of the two (2) option shown below
 - A copy of the most recent original official result of a standardized Test of English as a Foreign Language (TOEFL). To be acceptable for the purposes of Admission to the University, the Applicant must have earned a score of 79 on the Internet Based Test, or 550 on the Paper Based Test, or
 - A copy of the most recent original official Duolingo English Test (DET). To be acceptable for the purposes of Admission to the University, the Applicant must have earned a score of at least 120.

Upon completion of the above requirements, **the Office of the University Registrar** must:

- Evaluate the Application for Admission and the supporting documents to verify compliance with the University minimum requirements for admission.
- Complete and sign the corresponding “EVALUATION OF APPLICATION” portion of the “STUDENT APPLICATION FOR ADMISSION TO GRADUATE FORM” reflecting compliance and non-compliance issues
- If noncompliance issues are identified, notify the Applicant that his/her application cannot be processed until all noncompliance issues has been fully addressed.
- If full compliance with the University minimum requirements for admission is verified, deliver the Applicant’s Application for Admission and the supporting documents to the Dean of the selected School or College.

Upon receiving the above documents, **the Dean of the selected School or College** must:

- Evaluate the Applicant’s Application for Admission and the supporting documents to verify compliance with the School or College minimum requirements for admission to the selected program of study.
- Complete and sign the corresponding “EVALUATION OF APPLICATION” portion of the “STUDENT APPLICATION FOR ADMISSION TO GRADUATE FORM” stating his/her decision on the matter and describing the reasons for such decision.
- Return the Application for Admission and the supporting documents to the Office of the University Registrar.

Note that the entire evaluation process must be completed within seven (7) business days. Upon receiving the above documents, the Office of the University Registrar must:

- Notify the Applicant, via email, of the University decision. In addition, if the Application for Admission has been approved, this notification will include additional instructions on how to proceed to complete the enrollment process.

Upon receiving the Notification of Approval, **the Applicant** must email the following additional documents, in a pdf format, to the Office of the University Registrar (**admissions@biu.us**):

- Completed and signed:
 - “STUDENT ENROLLMENT AGREEMENT FOR MASTER DEGREE FORM” or “STUDENT ENROLLMENT AGREEMENT FOR DOCTORAL DEGREE FORM”, depending on selected program of study.
 - “STUDENT UNIVERSITY CATALOG ACKNOWLEDGEMENT OF RECEIPT FORM”.
 - “DFSCA - STUDENT ACKNOWLEDGEMENT OF RECEIPT”.
 - “STUDENT STATEMENT OF UNDERSTANDING FORM”.

- “STUDENT PUBLICITY CONSENT AND RELEASE FORM”.

These Forms are e-mailed to the Applicant together with the Notification of Approval. In addition, they are available at the University Platform (<https://campus.biu.us/>) and could also be requested by contacting the Office of the University Registrar at admissions@biu.us.

In addition, the Applicant must submit (via certified mail) the following documents, to the Office of the University Registrar:

- A certified copy of the original Diploma issued by each college and/or university attended. If this/these document(s) is/are issued in a language other than English, then, it/they must be translated into the English Language by an official certified Translator. The official translation(s) must also be submitted to the Office of the University Registrar.
- An original official Transcript issued by each College and/or University attended. If this/these document(s) is/are issued in a language other than English, then, it/they must be translated into the English Language by an official certified Translator. Copy of the official translation(s) must also be submitted to the Office of the University Registrar.
- His/her original Statement of purpose.
- Copies of two (2) photo identification documents issued by an official government agency.
- Original Letters of Recommendations issued by members of the profession advocating for your Admission to Graduate Study.
- Official course-by-course evaluation of the most relevant original official transcript issued by the corresponding College and/or University attended. This evaluation must be done by a member of the National Association of Credential Evaluation Services (NCES).
- Either the most recent original official result of a standardized Test of English as a Foreign Language (TOEFL) or the most recent original official result of a Duolingo English Test (DET).

Provisional Admission Policy

As part of the admission process, Applicants are responsible for submitting all the documentation required, including specific educational records to prove compliance with some of the admission requirements imposed by the University and the Department responsible for the administration and leadership of the Applicant chosen academic program. Broward International University, however, fully understands that gathering educational documentation, such as official transcripts, degree certificates, and other academic credentials, is a time-consuming task in many countries. The University also recognizes that the time factor of this process cannot be altered in any way by the Applicant. Consequently, it is the Policy of Broward International University to grant Provisional Admission to any Applicant who claims compliance with degree requirement but does not have available all the educational documents required for Admission at the time the Application for Admission is submitted to the University. Applicants who are granted Provisional Admission must, nevertheless, submit all the missing admission documents within the period established by this policy (see the PROCEDURES section of this document shown below).

This policy specifically addresses educational documents such as official Transcripts, degree

Certificates, and other academic credentials that are necessary to establish compliance with the University and the selected School or College admission degree requirement.

It should be noted that to meet the minimum University degree requirement, an Applicant to an Undergraduate program must have a High School Diploma from a regionally accredited U.S. educational institution or a foreign degree comparable to a U.S. High School Diploma. An Applicant to a graduate program, on the other hand, must have earned a bachelor's degree from a regionally accredited U.S. educational institution or a foreign degree comparable to a U.S. Bachelor's degree and an Undergraduate Cumulative Grade Point Average ≥ 3.0 .

Provisional Admission Procedures

To be granted a Provisional Admission to the University, an Applicant must:

- Complete and sign an **Affidavit of Educational Background** and submit it concurrently with his/her Application for Admission.

To remove the Provisional Admission status, students who were granted Provisional Admission must:

- Submit all the missing admission documents to the Office of the University Registrar no later than the end of the second consecutive academic term from the first day of enrollment at the University. Students who fail to comply with this obligation may, at the discretion of the Office of the University Registrar, be dismissed from the University.

A student who was granted a Provisional Admission to the University, but failed to submit the missing admission educational documents, within the timeframe allowed, due to no fault of his/her own, may submit a request to remove the provisional status based on his/her academic progress. To this effect, the affected student must:

- Initiate the process by completing a "STUDENT REQUEST FOR REMOVAL OF CONDITIONAL STATUS FORM".
- Sign and email this Form to the Office of the University Registrar at **registrar@biu.us** at least **one (1) week** before the end of the second consecutive academic term from the first day of enrollment at the University.

The Office of the University Registrar will forward this Form to the University Academic Authority in charge of the student's program (Department Chair, School or College Dean, or Academic Dean) for his/her review and consideration. If the assigned University Academic Authority denies the request, then, the affected student will no longer be considered a Degree Seeking Student, but rather a Non-Degree Seeking Student (see BIU current Catalog, under Non-Degree Seeking Study, for more related information).

Conditional Admission to Graduate Study Policy

As part of the admission process, Applicants are responsible for submitting all the documentation required to verify compliance with the admission requirement related to the minimum Cumulative Grade Point Average (GPA) imposed by the University and the Department responsible for the administration and leadership of the Applicant chosen academic program. Broward International University, however, fully understands that some educational and grading systems from other countries are widely different than those in the United States. In some cases, for instance, the curricular contents of foreign

undergraduate programs are designed to specialize students in their field of study, and therefore, could be construed as fully based on challenging courses rather than a combination of easy and challenging courses as typically found in the U.S. education system. This reality may make the comparison of GPA compositions somewhat inappropriate and even unfair. Consequently, it is the Policy of Broward International University to grant Conditional Admission, to graduate studies, to any Applicant who does not meet the minimum cumulative GPA requirement, provided that the Applicant complies with the specific requirements and GPA time- sensitive condition established by this policy (see the SCOPE OF POLICY and PROCEDURES sections of this document shown below).

It should be noted that an Applicant who is granted a conditional Admission to the University is not considered to be enrolled as a Graduate Student, but rather as a Non- Degree Seeking Student who is enrolled in graduate courses. If the conditionality of his/her application is resolved, then, the Applicant status will change to that of a Graduate Student. The date of the new status will be the date he/she first enrolled at the University. The courses enrolled and the grades earned will become part of his/her official transcript.

This policy specifically addresses Applicants who:

- Earned a bachelor's degree from an accredited U.S. College or University with a cumulative GPA of 2.50 or greater.
- Earned a foreign tertiary (postsecondary) degree that is considered equivalent to a four (4) year U.S. bachelor's degree with a cumulative GPA of 2.50 or greater, provided that such foreign degree was granted by a degree-granting educational institution legitimately recognized in the country in which it operates.

Conditional Admission to Graduate Study Procedures

To be granted a Conditional Admission to the University, an Applicant must:

- Comply with the general Admission requirements imposed by the University and, in addition, the specific requirements, if any, imposed by the Department responsible for the administration of the graduate program of his/her choice.

Once submitted, if the Applicant Cumulative GPA is lower than the minimum required by the selected graduate program, then, the Department Chair (or the School or College Dean if the Department Chair is not available) responsible for the administration of the selected graduate program will review the application and make the determination of approving or denying the application for admission on a conditional basis. If approved, an Applicant who is granted a conditional admission to the University must:

- Enroll in at least two (2) graduate courses belonging to the curriculum of the selected program of study.

To remove the Conditional Admission status, an Applicant who was granted Conditional Admission must:

- Earn a grade of "B" or better on each of those courses during the academic term the Applicant was admitted on a conditional basis.

If a Conditional Student fails to accomplish the above condition, then, his/her Application for Admission

to Graduate Study may be denied.

Transferring to Broward International University from another Institution

The transferability of credits from one University to another is entirely at the discretion of the accepting institution. Thus, as a matter of policy, Broward International University is not currently accepting the transferring of credits earned at other Universities, unless a specific articulation agreement is hold between institutions.

Professional Experience Credit Policy

Broward International University does not recognize credits from work experience. However, the Education committee can evaluate an especial request.

Foreign Students

Foreign students are welcome to Broward International University (BIU). Note that BIU is a 100% online University, which does not require its students to be physically present in the USA. Therefore, not special “Student Visa” is required to become a BIU student.

Students understand BIU University always keep in mind educational background in different countries and not guarantee automatic recognition of its degrees abroad. Students are responsible for verifying recognition policies, obtaining credential evaluations, and meeting additional licensure requirements. BIU provides academic support but is not liable for non- recognition.

Visiting Students

Visiting Students are defined as degree-seeking-qualify Individuals who wishes to register to take courses for personal development only. An Applicant who fully qualifies for admission as a Regular Student, but who is not seeking a degree from Broward International University may be allowed to register to take one (1) or many courses during one (1) academic period. Provided that the Visiting Student achieved the established standard for academic progress at the end of his/her first (1st) academic period, he/she will be allowed to take one (1) or many courses during the next academic period. The Visiting Student will be allowed to repeat this cycle as many times as he/she wishes, provided that his/her academic progress continues to meet the established standard. Regardless of whether a Visiting Student is seeking or not a degree from another University, he/she is responsible for having the knowledge and or the skill required to successfully benefit from the selected course(s).

Non-Degree Seeking Study

Non-Degree Seeking Students are defined as individuals who wishes to take courses for credit but not interested in pursuing a degree at this time. An Applicant who has not been admitted to Broward International University as a Regular Student or as a Visiting Student, may be allowed to enroll to take courses as a Non-Degree Seeking Student.

For those students enrolled under this category who, later, are admitted to the University as Regular Students, up to twelve (12) credit hours could be transferred toward the selected degree program. To be eligible, a student must have earned a grade of “B” or better on those courses that could be transferred.

FINANCIAL ASSISTANCE

Financial Aid Programs

The Financial Aid Office at Broward International University is committed to assist students in pursuing and reaching their educational goals by providing access to institutional and private donor funding. Currently, however, BIU does not provide access to federal or state funding.

Academic Scholarships

To promote postsecondary education (undergraduate and graduate), Broward International University awards scholarships to its national and international students based on the physical location of their residency, academic achievements, and job- related occupations. To this effect, BIU is committed to reduce the financial barriers for students whose residence is in the USA, Central America, the Caribbean basis, or South America, who are interested in pursuing their education at BIU and are eligible for admission. In addition, Merit-based, specific Job-Occupation-based, and ESL-of- Learning-based supplementary scholarships are also available to BIU's students. BIU offers these scholarships to further support its commitment to make high quality education as affordable as possible.

BIU America Educational Scholarships

Broward International University is pleased to offer the **America Educational Scholarships** to potential full-time students whose residence is in the USA, Central- America, the Caribbean basis, or South America, and who enroll into a degree program offered by BIU. These scholarships, which are funded by the University, should not be confused with any federal or state financial aid program. These scholarships are awarded for a period equal to the expected duration of the academic program the beneficiary is pursuing and could be granted, depending on availability of funds and the student ability to maintain the required academic progress. A potential student aspiring to be awarded a scholarship of this nature needs to provide an official document that unequivocally establishes the aspiring country of residence. Therefore, the application for admission and all other required admission documents, including an official document that identifies the country of physical residence, are used to determine.

America Educational Scholarship eligibility. These categories of scholarships will be awarded each admission cycle until the University scholarship program's funds are depleted or the scholarship program is discontinued. Due to funding limitations and the highly competitive nature of these scholarships, they are not guaranteed. To improve the likelihood of been awarded an America Educational Scholarship, we encourage potential students to submit their application for admission and all the required documentation at least six weeks prior to the termination of each admission cycle. A Potential student who has been accepted to BIU and has been awarded an America Educational Scholarship will be notified, in writing, no later than two (2) business days after the admission process has been closed. The following table summarizes the current applicable Tuition Fee awarded as Scholarship:

SCHOLARSHIP AMOUNT (*)
≤ 50.00 % (of the current applicable Tuition Fee)

BIU Merit-based Scholarships

Broward International University is also pleased to offer supplementary **Merit-based Scholarships** to academically gifted potential full-time students who enroll for the first time into an undergraduate (Associate) degree or into a graduate (Master or Doctoral) degree program. These scholarships, which are funded by the University, should not be confused with any federal or state financial aid program. A potential student aspiring to be awarded a scholarship of this nature does not need to submit any application form or supporting documentation, since he/she is automatically considered for such scholarship at the time he/she applies for admission to BIU. Only the applicant's Credential Evaluation Report issued by a specialized third-party company is used to determine Merit-based Scholarship eligibility. Scholarships of this kind are awarded each admission cycle until the University scholarship funds are depleted or the scholarship program is discontinued. Therefore, due to funding limitations and the highly competitive nature of these scholarships, they are not guaranteed. To improve the likelihood of been awarded a merit-based scholarship, we encourage potential students to submit their application for admission and all the required documentation at least six weeks prior to the termination of each admission cycle. A potential student who has been accepted to BIU and have been awarded a Merit-based Scholarships will be notified, in writing, no later than **two (2) business days** after the admission process has been closed. The following table summarizes the academic criterion, and the percentage of the current applicable Tuition Fee awarded as scholarship to first time undergraduate or graduate student who qualify for this program:

UNDERGRADUATE GPA(*) GRADUATE GPA (*)	SCHOLARSHIP AMOUNT (**)
> 3.50 (Based on a 0.00 to 4.00 Grade Scale)	10.00 % (of the remaining applicable Tuition Fee after any other qualifying scholarship has been factored in)

BIU Active-Teacher-based Scholarships

Broward International University is also pleased to offer supplementary **Job- Occupation- based Scholarships** to potential full-time students who enroll for the first time into an undergraduate (Associate or Bachelor) degree or into a graduate (Master or Doctoral) degree program and are **Active Teachers**. These scholarships, which are funded by the University, should not be confused with any federal or state financial aid program. A potential student aspiring to be awarded a scholarship of this nature does need to submit an official letter, issued by the education institution the applicant currently works for, indicating his or her Active Teacher status. Only the applicant's Employment letter reflecting his or her teacher's status is used to determine Job- Occupation-based Scholarship eligibility. These Job-Occupation-based Scholarships are awarded each admission cycle until the University scholarship program's funds are depleted or the scholarship program is discontinued. Therefore, due to funding limitations and the highly competitive nature of these scholarships, they are not guaranteed. To improve the likelihood of been awarded an Active-Teacher-based scholarship, we encourage potential students to submit their application for admission and all the required documentation at least six weeks prior to the termination of each admission cycle. A potential student who has been accepted to BIU and have been awarded an Active-Teacher-based Scholarships will be notified, in writing, no later than **two (2) business days** after the admission process has been closed. The following table summarizes the academic criterion, and the percentage of the current applicable Tuition Fee awarded as scholarship to first time undergraduate or graduate student who qualify for this program:

SCHOLARSHIP AMOUNT (*)

15.00 % (of the remaining applicable Tuition Fee after any other qualifying scholarship has been factored in)

BIU Business-Ownership-based Scholarships

Broward International University is also pleased to offer supplementary **Job- Occupation- based Scholarships** to potential full-time students who enroll for the first time into an undergraduate (Associate) degree or into a graduate (Master or Doctoral) degree program and are **Business Owners**.

These scholarships, which are funded by the University, should not be confused with any federal or state financial aid program. A potential student aspiring to be awarded a scholarship of this nature does need to submit official documentation, issued by the agency with regulatory authority over his or her company, showing his or her Business Ownership's status and that his or her business has been in active operations longer than one (1) year. Only this official documentation reflecting his or her business ownership's status and the time that his or her company has been in active operations, is used to determine Business-Ownership- based Scholarship eligibility. These Job- Occupation-based Scholarships are awarded each admission cycle until the University scholarship program's funds are depleted or the scholarship program is discontinued. Therefore, due to funding limitations and the highly competitive nature of these scholarships, they are not guaranteed. To improve the likelihood of been awarded a Business-Ownership-based scholarship, we encourage potential students to submit their application for admission and all the required documentation at least six weeks prior to the termination of each admission cycle.

A potential student who has been accepted to BIU and have been awarded a Job-Occupation-based Scholarships will be notified, in writing, no later than **two (2) business days** after the admission process has been closed.

The following table summarizes the academic criterion and the percentage of the current applicable Tuition Fee awarded as scholarship to first time undergraduate or graduate student who qualify for this program:

SCHOLARSHIP AMOUNT (*)

10.00 % (of the remaining applicable Tuition Fee after any other qualifying scholarship has been factored in)

BIU Business- Entrepreneur-based Scholarships

Broward International University is also pleased to offer supplementary **Job- Occupation- based Scholarships** to potential full-time students who enroll for the first time into an undergraduate (Associate) degree or into a graduate (Master or Doctoral) degree program and are **Business Entrepreneurs**. These scholarships, which are funded by the University, should not be confused with any federal or state financial aid program. A potential student aspiring to be awarded a scholarship of this nature does need to submit

official documentation, issued by the agency with regulatory authority over his or her company, showing his or her Business Ownership's status and that his or her business has been in active operations less than one (1) year. In addition, the aspirant student must also submit a business plan showing that his or her business has been built around an innovative venture or idea oriented to growth and expansion based on innovation and adaptation, or a Startup investment recently made (less than 1 year). Only these official credentials are used to determine Business- Entrepreneur-based Scholarship eligibility.

These Job-Occupation- based Scholarships are awarded each admission cycle until the University scholarship program's funds are depleted or the scholarship program is discontinued. Therefore, due to funding limitations and the highly competitive nature of these scholarships, they are not guaranteed. To improve the likelihood of been awarded a Business-Entrepreneur- based scholarship, we encourage potential students to submit their application for admission and all the required documentation at least six weeks prior to the termination of each admission cycle. A potential student who has been accepted to BIU and have been awarded a Job- Occupation-based Scholarships will be notified, in writing, no later than **two (2) business days** after the admission process has been closed. The following table summarizes the academic criterion, and the percentage of the current applicable Tuition Fee awarded as scholarship to first time undergraduate or graduate student who qualify for this program:

SCHOLARSHIP AMOUNT (*)
15.00 % (of the remaining applicable Tuition Fee after any other qualifying scholarship has been factored in)

BIU ESL-of-Learning-based Scholarships

To promote the English Language as the language of learning, Broward International University is also pleased to offer supplementary **ESL-of-Learning-based Scholarships** to potential full-time students who enroll for the first time into an undergraduate (Associate) degree or into a graduate (Master or Doctoral) degree program and are **Non-Native English Speakers** selecting **English** as the **language of Learning**. These scholarships, which are funded by the University, should not be confused with any federal or state financial aid program. A potential student who is a non-native English speaker aspiring to be awarded a scholarship of this nature does need to select English as his or her preferred language of learning in his or her signed "Student Enrollment Agreement". Only this official document is used to determine ESL- of-Learning-based Scholarship eligibility. Scholarships of this kind are awarded each admission cycle until the University scholarship program's funds are depleted or the scholarship program is discontinued. Therefore, due to funding limitations they are not guaranteed. To improve the likelihood of been awarded an ESL-of- Learning-based scholarship, we encourage potential students to submit their application for admission and all the required documentation at least six weeks prior to the termination of each admission cycle. A potential student who has been accepted to BIU and have been awarded a ESL-of-Learning-based Scholarships will be notified, in writing, no later than **two (2) business days** after the admission process has been closed. The following table summarizes the academic criterion, and the percentage of the current applicable Tuition Fee awarded as scholarship to first time undergraduate or graduate student who qualify for this program:

SCHOLARSHIP AMOUNT (*)
5.00 % (of the remaining applicable Tuition Fee after any other qualifying scholarship has been factored in)

TUITION AND FEES

Tuition for Associate's Degree Programs (60 semester credit hours)

The flat rate tuition for each Associate degree program only covers the program tuition cost and is established as a per credit hour value. Specifically, the tuition rate for Associate degree courses is currently **\$140.00 per credit hour**. Therefore, the total tuition cost of an Associate degree program is **\$8,400.00** (60 semester credit hours).

Tuition for Master's Degree Programs (36 semester credit hours)

The flat rate tuition for each Master degree program only covers the program tuition cost and is established as a per credit hour value. Specifically, the tuition rate for Master degree courses is currently **\$334.00 per credit hour**. Therefore, the total tuition cost of a Master degree program is **\$12,024.00** (36 semester credit hours).

Tuition for Doctoral Programs (60 semester credit hours)

The flat rate tuition for each Doctoral degree program only covers the program tuition cost and is established as a per credit hour value. Specifically, the tuition rate for Doctoral degree courses are currently **\$410.00 per credit hour**. Therefore, the total tuition cost of a Doctoral degree program is **\$24,600.00** (60 semester credit hours).

Additional Fees

In addition to the program tuition cost, there are other fees and supply expenses associated with the Academic Programs offered by Broward International University. The following table describes the current fees and estimated supply expenses:

FEES AND SUPPLY EXPENSES		
DESCRIPTION		COST
Insufficient Funds Fee		\$ 50.00 (*)
Returned Check Fee		\$ 50.00 (*)
Late Payment Fee		\$ 50.00 (*)
Change of Starting Date		\$ 25.00 (*)
Books and Supplies	For Associate's Degree Programs	\$ 2,400.00 (**)
	For Master's Degree Programs	\$ 1,950.00 (**)
	For Doctoral's Degree Programs	\$ 4,000.00 (**)

(*) Non-refundable fees.

(**) BIU does not provide books or related material. This cost is only an estimate.

Accepted Forms of Payment

- Personal Check, Cashier's Check, or Money Order: The student using this option, must make the Check payable to Broward International University.
- Payment by Credit Card: Broward International University accepts Visa, MasterCard, Discover, and American Express.
- Online Payment: The student may schedule a wire-transferring of funds from a bank checking or saving account.

To use any of these options, please contact the BIU Accounting Office (Tel.: (954) 870- 7359) for further details. Payment is expected according to the published academic calendar payment schedule.

Cancellation of a Course

Broward International University (BIU) reserves the right to cancel any course and/or academic program for which there is insufficient enrollment. If BIU exercises that right and cancel a course, BIU will notify the registered students via email and/or phone. BIU will be, in this case, responsible for issuing a full refund of the tuition and other fees charged for the cancelled course.

Refund Policy

If Broward International University (BIU) cancel an academic course, the University will issue a full refund of the tuition and other applicable fees charged for it

Students, who drop a course or courses, after applicable tuition and fees are paid, may be eligible for a refund. Any amount paid more than the amount owed to BIU will be issued as a refund

according to the following schedule:

- If the applicant is not accepted by BIU, or the student cancels his/her registration after signing the enrollment agreement and making initial tuition payment but prior to the first day of classes, all tuition monies paid to BIU will be refunded.
- If the student drops any course or courses, at any time within the add/drop period, all tuition monies paid for the course or courses dropped will be refunded.
- If a student drops any course or courses at any time after the add/drop period, no refund will be issued.
- All monies paid to procure textbooks and/or other goods through BIU are non-refundable.
- All monies paid in excess to BIU are due and to be refunded to the student within 30 calendar days after the date it was determined that he/she has dropped from a course or courses or has withdrawn from academic program.

The Add/Drop Period begins the first day of classes, of each Academic Term, and ends the last day of the second week after the commencement of classes, of the same Term. During these two (2) weeks period, students can change their academic load by adding and/or dropping academic courses. Tuition will be adjusted accordingly.

The last date of attendance is defined as the last date the student interacted with the LMS and/or the course faculty to perform activities related to his/her course load.

Enrollment Agreement Termination or Cancellation

Students must comply with the rules and policies and understand that the University reserves the right to terminate a student's enrollment at any time for violation of rules and policies as outlined in this catalog. Broward International University also reserves the right to modify or remove existing or implement new rules and regulations as it deems appropriate.

ACADEMIC

Grading System Policy

To represent the academic achievement of a student in a course that he/she was enrolled at the end of an academic period, the course Professor will assign a grade commensurable to the student cumulative performance in such course. To standardize such representation, Broward International University adopted the Grading System defined in the following table:

Definition	Percentage Earned	Grade	Quality Points Per Credit Hour
Exceptional	94-100	A	4.00
Excellent	90-93	A–	3.67
Very Good	87-89	B+	3.33
Good	84-86	B	3.00
Better than Average	80-83	B–	2.67
Average	77-79	C+	2.33
Passing	74-76	C	2.00
Failure	≤ 73	F	0.00
Incomplete (*)		I	N/A
Satisfactory (**)	≥ 84	S	N/A
Unsatisfactory (**)	≤ 83	U	N/A
Withdrawn before deadline (***)		W	N/A
Withdrawn after deadline with failing grade (****)		WF	0.00

- (*) Incomplete (“I”) is a temporary grade granted to a student who, due to reasons beyond his/her control, was unable to complete a gradable portion of a coursework. Before assigning an Incomplete grade, the course Professor must notify the School Coordination to ensure proper documentation and alignment with academic policies. The requirements imposed by the course Professor who granted the Incomplete grade must be submitted within the time established by the said Professor, which should not, under any circumstances, exceed one (1) academic term after the incomplete grade was awarded. See the “INCOMPLETE “I” GRADE POLICY AND PROCEDURES” for more information.
- (**) The Satisfactory (“S”) and Unsatisfactory (“U”) grade options are assigned to Supervised Research, Master Thesis, and Doctoral Dissertation. It should be note that the course credit hours assigned to any of such academic activities, for which a grade of “S” is awarded, will not be recognized as part of the number of credit hours required to comply with the graduation requirements of your Academic Program of Study.
- (***) The Withdrawn before deadline (“W”) grade option is assigned to a course when such is withdrawn after the second (2nd) week of classes (end of the Add/Drop Period) and before the beginning of the eighth (8th) week of classes (end of the Withdrawal Period).

- (****) The Withdrawn after deadline with failing grade (“WF”) grade option is assigned to a course when such is withdrawn after the end of the Withdrawal Period, provided that the grade earned at the time of withdrawal is a failing grade (< C). This is equivalent to a grade of “F” and is used to calculate Grade Point Averages.

It should be noted that the “I”, “S”, “U”, and “W” grades are not used to calculate Grade Point Averages (see Grade Point Average below) for the purpose of verifying compliance with requirements for Admission to the University, determining end-of-term academic progress, or establishing compliance with the minimum academic standard required to confer a degree. It should also be noted that the grading system described above is applicable to all Graduate Schools and Colleges.

Grading Procedures

Upon completion of an academic period, each student must receive a grade in each course for which he/she was enrolled at the end of such academic term. The grade assigned to a course by the course Professor must be commensurable to the student cumulative performance in such course.

Within the **first (1st) week after the end of each academic term**, each Professor must complete and sign a “FACULTY CURRENT TERM GRADE REPORT PER CLASS FORM”, and send it, via e-mail (**registrar@biu.us**), to the Office of the University Registrar. Soon after the course Professors submitted their corresponding Grade Reports to the Office of the University Registrar, this Office will process the information and issue a “STUDENT CURRENT TERM GRADE REPORT FORM” for each student who was enrolled in at least one (1) academic course at Broward International University. Each student in such group will receive via email, no later than **one (1) week after** collecting all Grade Reports, his/her corresponding Term Grade Report. To this effect, the Office of the University Registrar will use the student’s institutional email as well as a personal email if available.

Once the final grade assigned to the students in a course is reported to the Office of the University Registrar by the course Professor, the said grade cannot be changed by the Professor who assigned it unless a recording error is identified or the consideration of a “Student Grade Grievance” resulted in a grade change. If a grade change is due, the Professor involved must complete a “FACULTY CORRECTION OR CHANGE OF GRADES FORM”.

In order to assign a grade defined as Excellent (“A” or “A-”), Good (“B+”, “B”, or “B-”), Average (“C+” or “C”), or Failure (“F”), a Professor must use the Grading System described in the Table provide under the POLICY STATEMENT. Accordingly, a course that was not withdrawn from a student term enrollment will be graded according to the Percentage earned for the said course. Any of these grades are used to calculate Grade Point Averages for the purpose of Admission to the University, determining end- of-term academic progress, or stablishing compliance with the minimum academic standard required to confer a degree. Other grades, including “I”, “S”, “U”, “W”, or “WF”, are used under the specific circumstances previously described. Finally, a course withdrawn **within the first two (2) weeks of classes (Add/Drop Period)** will have no grade assigned to it, and the transcript of the student involved will have no record of such enrollment.

Grade Point Average

Grade Point Averages (GPAs) are used for the purpose of verifying compliance with requirements for Admission to the University, determining end-of-term academic progress, or establishing compliance

with the minimum academic standard required to confer a degree. GPAs are calculated by using the “Quality Points” assigned to each course credit hour as shown in the Grading System described in the Table provided under the **Grading System Policy** previously described. Specifically, the Cumulative GPA is calculated as following:

$$\text{Cumulative GPA} = \frac{(\text{Total Number of Quality Point})}{(\text{Total Number of Term Credit Hours})}$$

In the above calculation,

$$\begin{aligned} &(\text{Number of Quality Points Per Course}) \\ &= (\text{Quality Point Per Credit Hour}) \times (\text{Course Credit Hours}) \end{aligned}$$

where Course represents any academic Courses in which a student has enrolled and a grade of “A”, “A-”, “B+”, “B”, “B-”, “C+”, “C”, “F”, or “WF” was assigned to it.

Incomplete “I” Grade Policy

It is the policy of Broward International University that an Incomplete grade may be used by a faculty member, at his/her discretion, to record a temporary designation representing a student’s inability to complete a gradable portion of a coursework due to reasons beyond his/her control. Before granting an Incomplete grade, the course Professor must notify the School Coordination to ensure proper documentation and compliance with academic policies.

Under this policy, an Incomplete grade may only be recorded if the student has already completed a significant portion of the gradable even if the missing coursework is not considered. Furthermore, to take advantage of this opportunity, the affected student must submit the requirements imposed by the course Professor no later than one (1) academic term after the Incomplete grade was awarded.

An Incomplete grade may be granted, at the discretion of the course Professor, only to a student who has experienced a mitigating circumstance, such as an unexpected personal, job-related, or medical emergency, that justifiably prevented the completion of required coursework within the allowed timeframe. Professors must consult with the School Coordination before assigning an Incomplete grade to ensure all necessary conditions are met.

Under this policy, an Incomplete grade cannot be granted as a replacement for a failing grade, even if the student experienced an emergency like those previously described. Additionally, an Incomplete grade may not be granted to provide a student with an opportunity to improve his/her grade by completing additional coursework after the end of an academic term.

Incomplete Granting Procedure

Incomplete grades are not granted automatically. A student who believes he/she qualifies for an incomplete grade and is interested in pursuing this option must:

- Initiate the process by completing a “STUDENT REQUEST FOR INCOMPLETE GRADE FORM”.
- Sign and email this Form to the Office of the University Registrar at **registrar@biu.us**, for his/her review and consideration, at least **one (1) week** before the end of the current academic term.
- Submit, along with the completed and signed “STUDENT REQUEST FOR INCOMPLETE GRADE FORM”, the necessary documentation to support your request.

The course Professor involved will calculate the student’s grade earned at the time he/she reviews the request without factoring the missing coursework to determine if the student has earned a passing grade regardless of missing coursework. This grade will be identified as the “Default Grade”. If the “Default Grade” is a passing grade and the supporting documentation is acceptable to the course Professor, then, the “Request for an Incomplete Grade” will be approved. The student involved will then receive, via email, a copy of the “STUDENT REQUEST FOR INCOMPLETE GRADE FORM” reflecting the course Professor’s decision and, if approved, the required coursework and the expected date of completion for assigned coursework.

If the required coursework is submitted within the timeframe allowed, the course Professor will recalculate the grade to factor the contribution of the submitted required coursework. The calculated final grade is then recorded using a “FACULTY CORRECTION OR CHANGE OF GRADES FORM”. To finalize the change of grade, the course Professor will send this Form, via e-mail, to the Office of the University Registrar at **registrar@biu.us**. If, on the contrary, the required coursework is not submitted on time, the course Professor will proceed exactly as indicted above to record and validate the Default Grade previously defined.

Add / Drop Courses Policy

It is the Policy of Broward International University to allow a student who requests to withdraw from a course to do so without academic or financial consequences, provide that the request is sent, via e-mail (**registrar@biu.us**), to the Office of the University Registrar at any time within an Add/Drop Period. To this effect, an Add/Drop Period will be scheduled within each academic term (see the Academic Calendar published in the University Catalog for detailed information). A course dropped within the Add/Drop Period, will be remove from the Student Permanent Academic Records. Furthermore, any tuition paid due to enrollment in a dropped course will be refunded in accordance to the University Refund Policy.

The Add/Drop Period begins the first day of classes, of each Academic Term, and ends the last day of the second week after the commencement of classes, of the same Academic Term. During these **two (2) weeks period**, students can change their academic load by adding and/or dropping academic courses. Tuition will be adjusted accordingly.

Add / Drop Courses Procedures

Students may enroll in open classes through the end of open registration. At the end of open registration, all the open classes will be closed and remain closed regardless of any drop activity. Only the Department Chair (or School or College Dean if the Department Chair is not available) may approve a student enrollment into a closed class. Once open registration closes, a student who wishes to Add/Drop a course must:

- Download a copy of the “STUDENT SCHEDULE CHANGE REQUEST (ADD/DROP) FORM” from the University Platform (<https://campus.biu.us/>) or contact the Office of the University Registrar, via e-mail (registrar@biu.us), to request a copy of the said document.
- Complete and sign the Add/Drop Form, and send it within the Add/Drop Period, via e-mail (registrar@biu.us), to the Office of the University Registrar. Add/Drop Forms submitted after the Add/Drop Period ended will not be considered.

To process this request, the Office of the University Registrar will:

- Check if the student satisfies the prerequisite requirements when the petition involves adding a course.
- Seek the formal opinion (approval or rejection) and signature of the Department Chair (or School or College Dean) who is responsible for the administration and leadership of the student academic program of study.
- Update the Student Academic Record accordingly, and place the Add/Drop Form, signed by the Student and the Department Chair (or School or College Dean), into the Student Academic File.
- Within **five (5) business days** from the end of the Add/Drop Period, email a “STUDENT CURRENT TERM ACADEMIC LOAD FORM” to each student who has changed his/her academic load to reflect those changes.

Withdrawal from Courses Policy

It is the Policy of Broward International University to require a student, who wishes to withdraw from individual courses or his/her entire course load, to follow the University’s official withdrawal procedures described below. Failure to follow the said procedures during the Withdrawal Period may result in the assignment of failing grades in all the courses involved, adversely affecting the Student Good Academic Standing, Academic Progress, and Cumulative Grade Point Average (GPA).

During each Academic Term, The Withdrawal Period begins the first day of the third (3rd) week after the commencement of classes (the first (1st) day after the end of the Add/Drop Period) and ends the last day of the seventh (7th) week after the beginning of classes. During these **five (5) weeks period**, students can withdraw individual courses or their entire course load without any impact on their Good Academic Standing, Academic Progress, or Cumulative GPA. However, the tuition portion incurred by registering the withdrawn course(s) will not be refundable. Furthermore, a grade of “W” will be

assigned to each course withdrawn within the Withdraw Period.

Any course withdrew after the end of the Withdrawal Period will be assigned the grade of “WF” if, at the time of withdrawal, the grade earned by the student is a failing grade ($< C$). In the calculation of a Student Cumulative GPA, both “F” and “WF” have the same “Quality Points Per Credit Hour” (0.00). Therefore, they both represent failing grades that will adversely affect the Student Cumulative GPA. In fact, they are merely used to establish whether a student who earned a failing grade stayed in class until the end of the academic term or withdrew the class after the end of the Withdrawal Period. If, on the contrary, the grade earned by the student at the time of withdrawal is a passing grade ($\geq C$), then, the passing grade will be assigned to the course withdrew instead of the “WF” grade. Therefore, in such case, submitting a Withdrawal Form is not required. It should be noted that withdrawing the entire course load is equivalent to withdrawing from the University.

Withdrawal from Courses Procedures

A student may drop individual courses or his/her entire course load during the Add/Drop Period without any academic or financial consequences (see the “STUDENT ADD- DROP COURSES POLICY AND PROCEDURES” for more information).

Once the Add/Drop Period ends, a **student** who wishes to withdraw from individual courses or his/her entire course load **must**:

- Download a copy of the “STUDENT WITHDRAWAL FORM” from the University Platform (<https://campus.biu.us/>) or contact the Office of the University Registrar, via e-mail (registrar@biu.us), to request a copy of the said document.
- Complete and sign the “STUDENT WITHDRAWAL FORM” and e-mail it to the Office of the University Registrar (registrar@biu.us).
 - If a “STUDENT WITHDRAWAL FORM” is submitted within the Withdrawal Period, no further action is required.
 - If, on the other hand, a “STUDENT WITHDRAWAL FORM” is submitted after the Withdrawal Period ended, but prior to the end of the academic term, the withdrawing student must also provide proper documentation to prove that extenuating circumstances resulted in his/her inability to submit the “STUDENT WITHDRAWAL FORM” within the Withdrawal Period. Poor academic performance, for instance, is not a valid extenuating circumstance, and therefore, it will not be accepted as justification for Later Withdrawal. Withdrawal Forms submitted after the end of the academic term will not be accepted.
 - If a “STUDENT WITHDRAWAL FORM” involves the student entire course load, the application will be considered as a formal Withdrawal from the University for that Academic Term. To this effect, the withdrawing student must also provide proper documentation to prove that unforeseen circumstances forced him/her to unexpectedly interrupt his/her enrollment.

All student-initiated withdrawals that are submitted to the Office of the University Registrar within the Withdrawal Period will be automatically accepted. In this case, a “W” grade will be assigned to each course withdrew. Such information will become part of the permanent academic record of the withdrawing students and will be shown in their corresponding transcripts. Withdrawals initiated during

this period will not result in tuition adjustment or reimbursement.

On the other hand, all student-initiated withdrawals that are submitted to the Office of the University Registrar after the Withdrawal Period ended, but prior to the end of the academic term, will be review. In case that a Late Withdrawal is approved, a “W” grade will be assigned to each of the courses withdrew by the student involved. On the contrary, in case that a Late Withdrawal is not approved, a “WF” grade will be assigned to a course withdrew by the student involved that, at the time of the request, has earned a failing grade. The grade earned will be assigned to a course withdrew that, at the time of the request, has earned a passing grade.

If, a student-initiated withdrawal involves the student entire course load, then, the “STUDENT WITHDRAWAL FORM” will be recognized as a formal Withdrawal from the University for that Academic Term.

A student who does not act in accordance with the “STUDENT WITHDRAWAL FROM COURSES POLICY AND PROCEDURES” will be considered as having failed the portion of his/her course load not properly withdrawn. Consequently, a grade of “F” will be assigned to the course or courses involved.

Withdrawal from the University Policy

It is the Policy of Broward International University to consider that a student who is withdrawing from his/her entire course load during an Academic Term is in fact “Withdrawing from the University”. To this effect, a student, who wishes to withdraw from the University during an Academic Term, or equivalently, his/her entire course load, must follow the University’s official withdrawal procedures described below.

Failure to follow the said procedures during the Withdrawal Period may result in the assignment of failing grades in all the courses involved, adversely affecting the Student Good Academic Standing, Academic Progress, and Cumulative Grade Point Average (GPA).

In addition, the University also considers that a student who is dropping his/her entire course load during the Add/Drop Period is indeed “Withdrawing from the University” (see the University “ADD/DROP POLICY AND PROCEDURES” for more information). Similarly, the University considers that a student who fails, intentionally or unintentionally, to register for an Academic Term is also “Withdrawing from the University”.

Finally, the University further considers that a student who had secured an approved Leave of Absence also had “Withdrew from the University”.

In accordance with this Policy Statement, this Policy covers any student who drops his/her entire course load during the Add/Drop period, fails to register for an Academic Term, secures an approved Leave of Absence, or withdraws from his/her entire course load during an Academic Term.

During each Academic Term, the Withdrawal Period begins the first day of the third (3rd) week after the commencement of classes (the first (1st) day after the end of the Add/Drop Period) and ends the last day of the seventh (7th) week after the beginning of classes. During these **five (5) weeks period**, students can withdraw from the University, or equivalently, their entire course load, without any impact on their Good Academic Standing, Academic Progress, or Cumulative GPA. However, the tuition portion incurred by registering the withdrawn course load will not be refundable.

Furthermore, a grade of “W” will be assigned to each course withdrawn within the Withdraw Period.

Withdrawal from the University Procedures

A student may withdraw from the University, or equivalently, his/her entire course load during the Add/Drop Period without any academic or financial consequences (see the “STUDENT ADD-DROP COURSES POLICY AND PROCEDURES” for more information).

- After the Add/Drop Period expires, a **student** who wishes to withdraw from his/her entire course load **must**:
- Gather all proper documentation to prove that unforeseen circumstances forced him/her to unexpectedly interrupt his/her enrollment.
- Download a copy of the “STUDENT WITHDRAWAL FORM” from the University Platform (<https://campus.biu.us/>) or contact the Office of the University Registrar, via e-mail (registrar@biu.us), to request a copy of the said document.
- Complete and sign the “STUDENT WITHDRAWAL FORM”, and e-mail it, along with the related documentation of extenuating circumstances, to the Office of the University Registrar (registrar@biu.us).
 - If a “STUDENT WITHDRAWAL FORM” is submitted within the Withdrawal Period, no further action is required.
 - If, on the other hand, a “STUDENT WITHDRAWAL FORM” is submitted after the Withdrawal Period ended, but prior to the end of the academic term, the withdrawing student must also provide proper documentation to prove that extenuating circumstances resulted in his/her inability to submit the “STUDENT WITHDRAWAL FORM” within the Withdrawal Period. Poor academic performance, for instance, is not a valid extenuating circumstance, and therefore, it will not be accepted as justification for Later Withdrawal. Withdrawal Forms submitted after the end of the academic term will not be accepted.

Leave of Absence Policy

Broward International University fully understands that a student may face the possibility of experiencing unforeseen adverse circumstances (medical, military service, or other personal reasons) that could force him/her to unexpectedly interrupt his/her studies at the University. Consequently, it is the Policy of Broward International University to grant a Leave of Absence to a student, who is experiencing unexpected hardship, to interrupt his/her studies temporarily and to grant him/her an exemption from the Continuous Registration requirement. To be in effect, any request for a Leave of Absence must first be review by the University Registrar. Consequently, the requesting student will remain registered and, therefore, be responsible for fulfilling his/her financial and academic obligations until the approval of his/her requested Leave of Absence is granted.

Under this policy, a period of up to two (2) years associated with an approved Leave of Absence requested to perform Active Military Service, or any other active-duty service, will not count against the time limit established for the graduate program selected by the requesting student.

Leave of Absences requested due to unexpected hardship, other than the “Active-Duty Service” exception about indicated, will be considered only if the requesting student is in good academic standing at the time of the request and that the period of the approved Leave of Absence is within the applicable time limit. In addition, under this policy, a student with an approved Leave of Absence is not considered an enrolled student and therefore, he/she will not be allowed to make any academic progress toward the completion of his/her graduate degree, have access to the University services and benefits afforded to enrolled students, or be eligible for any student financial support.

Moreover, the approval of a student request for a Leave of Absence should not be construed as a guarantee that the University would be able to offer financial support, or any graduate assistantship to a student with an approved Leave of Absence once he/she return to resume his/her studies.

This policy applies to all Graduate Students registered at Broward International University to pursue a Master or a Doctoral degree program, provided that the requesting student has not received an extension of his/her degree program time limit or has an unresolved Incomplete grade on any course taken and has satisfactorily completed at least one academic term. A student who wishes to request a Leave of Absence but has not satisfactorily completed at least one (1) academic term, should request a withdrawal from the active courses at the time.

During the entire length of an academic program, Leaves of Absence are granted for periods of time equivalent to multiples of one (1) academic term. However, the combined time granted must not exceed **one (1) academic year (four (4) academic terms)**. If extraordinary circumstances persist, the affected student, who was granted a Leave of Absence or a series of Leave of Absences that amount to the maximum time of one (1) year, could request an extension of the Leave of Absence for a maximum period of **one (1) additional year**. Any request to return from an approved Leave of Absence will be granted and in effect as of the beginning of the selected academic term.

Although a student with an approved Leave of Absences is required to submit a “STUDENT REQUEST TO RETURN FROM AN APPROVED LEAVE OF ABSENCE FORM” to resume his/her studies, under this policy his/her acceptance is guaranteed. However, if a student has been on leave for more than two (2) years (eight (8) academic terms), he/she will have to apply for admission as a new student with no assurance of acceptance. Regardless of whether a student request to resume his/her studies is guaranteed or not, the University Registrar will review the Request and the student existing records in order to evaluate if the current degree requirements are met, determine if any of the credit hours previously earned meet the current degree requirements, organize an achievable plan for returning to complete the degree, and establish a new time limit for completion (if needed).

Typical compelling circumstances that could force students to interrupt their studies at the University include, but are not limited to, a persistent medical condition (physical or psychological), illness, maternity, military service obligation, financial impediment, unavoidable child or adult care, grief, conflicting changes in employment related conditions, jury duty, and other compulsory obligations required by law.

Leave of Absence Procedures

In advance of the Leave period, the requesting student must:

- Complete and sign a “STUDENT REQUEST FOR A LEAVE OF ABSENCE FORM”.
- Gather documentation to support his/her request whenever possible. For instance, this requirement must be fulfilled in case of a medical or a military service leave.
- Submit, via email (**registrar@biu.us**), the completed and signed “STUDENT REQUEST FOR A LEAVE OF ABSENCE FORM”, including the supporting documents, to the Office of the University Registrar. This Form must be submitted at least **one (1) week** prior to the requested Leave of Absence effective date.

If a student who was granted a Leave of Absence for the maximum period of one (1) year is still experiencing hardship conditions that prevent him/her to return to the University, he/she must:

- Complete and sign a new “STUDENT REQUEST FOR A LEAVE OF ABSENCE FORM”.
- Gather documentation to support his/her request for an extension of the Leave of Absence.
- Submit, via email (**registrar@biu.us**), the completed and signed new “STUDENT REQUEST FOR A LEAVE OF ABSENCE FORM”, including the

supporting documents, to the Office of the University Registrar. This Form must be submitted at least **one (1) week** prior to the expiration of the originally approved Leave of Absence.

All the submitted “STUDENT REQUEST FOR A LEAVE OF ABSENCE FORM”, must be reviewed by the University Registrar. After a thoroughly consideration, he/she will issue his/her final decision on the matter. The Office of the University Registrar will then email, to the requesting student, a copy of the signed “STUDENT REQUEST FOR A LEAVE OF ABSENCE FORM” reflecting the decision of the University Registrar and, if applicable, instructions to follow.

ACADEMIC STANDARDS

Minimum Academic Standard

The Minimum Academic Standard is defined in terms of the Cumulative Grade Point Average (GPA). Specifically, a student pursuing an Associate Degree program must maintain a Minimum Cumulative GPA of 2.00. On the other hand, a student pursuing a Master Degree program must maintain a Minimum Cumulative GPA of 3.00. Similarly, a student pursuing a Doctoral Degree program must also maintain a minimum Cumulative GPA of 3.00.

Academic Probation

Many students experience some form of academic difficulty while pursuing their education. For some students, they may simply struggle through a class or two or through a single term. For others, academic difficulty may be more severe and/or long lasting. Undergraduate students whose Cumulative GPA falls below the minimum of 2.00 and Graduate students whose Cumulative GPA falls below the minimum of 3.00, are placed on Academic Probation. A graduate student placed on Academic Probation must return to Good Academic Standing by the end of the following academic

period or face the possibility of termination of his registration at Broward International University.

For a student on Academic Probation, the two most important steps you can take, are to gain as much information as possible about your individual academic situation and, based on this information, develop a plan to return to good academic standing during the following academic period. To this effect, the affected student should:

- Seek the advice and support of his/her professors during the probationary period and beyond.
- Assess the severity of your grade point average deficit.
- Know what courses he/she should be taking (or retaking).
- Be aware of the grades that need to be achieved to accomplish good academic standing and, consequently, be removed from probationary status.
- Develop a study schedule and routine that will provide you with both the structure and support you need to concentrate on improving your academic performance.

Extended Enrollment Status

A student who has been deemed to have not met satisfactory academic standard, may be given the opportunity to continue as an Extended Enrollment student, with the approval of the Academic Dean, and for a period not to exceed one (1) additional academic period. When a student is designated to be in Extended Enrollment Status, the student will have the opportunity to improve his/her academic record and re- establish a satisfactory academic standard by re-attempting any courses in which the student received a failing grade. It should be noted that the costs for re-attempting any courses is a financial responsibility of the student, and any credits or attempted grade points will be considered in GPA calculation.

If at the end of the academic period in which a student was designated to be in an Extended Enrollment Status, the student involved meets the minimum academic standards, course completion rates, and demonstrates the ability to continue his/her education; the Academic Dean may reinstate the student to a Regular Student Status, effective as of the following academic term.

Repeating a Course

A course may be repeated by a student who has received a failing grade. The tuition and other applicable fees associated with the course is a financial responsibility of the student. All grade points earned will be factored in the calculation of the student's cumulative GPA and academic record.

Undergraduate Degree Program Completion Time Limits Policy

Although there are no specific time limits for completing an Associate or a Bachelor degree, usually, institutions impose some time limitation based on mayor changes implemented to academic programs resulted from substantial changes in the job marketplace. Undergraduate students pursuing an Associate Degree at Broward International University are expected to complete all the requirements, including all the course work on the student's Associate Degree plan of study, in approximately two

(2) years. This estimation is based on an Associate Degree plan of study that includes six (6) consecutive ten-week academic periods taking three (3) academic courses (nine (9) semester credit hours) plus an additional ten-week academic period taking two (2) academic courses (six (6) semester credit hours). Considering that unforeseen hardship could affect any student at any time, it is the Policy of Broward International University that an undergraduate student pursuing an Associate Degree must complete all applicable requirements within a **period of four (4) years** starting with the academic term of the earliest course load taken that carries undergraduate credits applicable to his/her selected undergraduate degree program. Therefore, if no other action is taken within this period, a student who fails to graduate from an Associate Degree program within the four (4) year time limit will be dismissed from the University. However, Broward International University fully understands that a student may experience unforeseen hardship (Active Military Service, Service in the Peace Corps, Jury Duty, Persistent Medical Condition (Physical or Psychological), Illness, Maternity, Financial Impediment, unavoidable Child or Adult Care, Grief, Conflicting Changes in Employment related conditions, Compulsory Obligations required by law, or significant personal reasons among others) that could limit his/her ability to complete his/her studies within the expected 2- to 4-year time limitation. Consequently, when specific circumstances deserve consideration, the Academic Dean, at the recommendation of the Department Chair (or School Dean if the Department Chair is not available), may waive this time limit restriction. Under this policy, an extension of up to **one (1) year** (four (4) additional consecutive ten- week academic periods) at a time for a **maximum of two (2) years** may be granted when circumstances deserve such consideration.

If, after the maximum extension of two (2) years is granted, a student is still unable to complete all the requirements for graduation within the extension period, then, the student will be dismissed from the University. Students who were dismissed under this circumstance and wish to enroll again are required to apply for readmission. If accepted, they are then required to abide by the current University and undergraduate policies as well as comply with the University and undergraduate program requirements enforced at the time of readmission.

Furthermore, courses that were satisfactorily completed more than **4 years** prior to the date on which all requirements for an **Associate** degree are completed will not be counted to meet program requirements. Therefore, outdated course work, defined as course work satisfactorily completed more than the student's applicable time limit ago, cannot be validated and, consequently, must be retaken.

This policy affects the Associate degree currently offered by Broward International University as well as any other Associate or Bachelor degree implemented in the future.

An exception to the time limit established in this policy is granted to any student who is forced to interrupt his/her enrollment in a graduate program due to Active Military Service, Service in the Peace Corps, or any other equivalent service. Specifically, up to two (2) years of the time expended while in active duty will not count toward the applicable time limit. To be considered for this exception, an official letter issued by the appropriate agency must be sent to the University to document the cause of the interruption.

Undergraduate Program Completion Time Limits Procedures

A **student** seeking an extension of time to complete his/her academic degree requirements **must:**

- Complete and sign a "STUDENT REQUEST FOR EXTENSION OF TIME TO

COMPLETE DEGREE REQUIREMENTS FORM”, including any related documentation that could be used as evidence of extenuating circumstances.

- Email, in PDF format, the above completed and signed Form and supporting documents to the Office of the University Registrar at registrar@biu.us. These documents must be emailing at least **four (4) weeks** prior to the end of the applicable time limit.

Upon receiving the request, the **Office of the University Registrar must:**

- Submit the Student Request for extension of Time, including their related documentation of extenuating circumstances, to the proper Department Chair (or School or College Dean if the Department Chair is not available) to seek his/her formal opinion (approval or rejection) and signature. The term “extenuating circumstances” refers to verifiable cases of accidents, illness, or other circumstances beyond the control of the student.
- Submit the Student Request for extension of Time, including all the supporting documents evidencing the claimed extenuating circumstances, and the proper Department Chair (or School or College Dean if the Department Chair is not available) recommendation to the Academic Dean, to seek his/her final decision (approval or rejection) and signature.
- Notify the student, via E-mail, of the Academic Dean decision.
- Place the completed and signed "STUDENT REQUEST FOR EXTENSION OF TIME TO COMPLETE DEGREE REQUIREMENTS FORM", any related documentation submitted to support the request, and any notification issued to student, into the student's administrative file.

Graduate Program Completion Time Limits Policy

Usually, graduate students pursuing a Master Degree at Broward International University are expected to complete all the requirements, including all the course work on the student's Master Degree plan of study, in one and one half (1½) years. This estimation is based on a Master Degree plan of study that includes six (6) consecutive ten-week academic periods taking two (2) academic courses (six (6) semester credit hours). Considering that unforeseen hardship could affect any student at any time, it is the Policy of Broward International University that a graduate student pursuing a Master Degree must complete all applicable requirements within a **period of three (3) years** starting with the earliest course taken that carries graduate credits applicable to his/her selected graduate degree program. Therefore, if no other action is taken within this period, a student who fails to graduate from a Master Degree program within the three (3) year time limit will be dismissed from the University.

However, Broward International University fully understands that a student may experience unforeseen hardship (Active Military Service, Service in the Peace Corps, Jury Duty, Persistent Medical Condition (Physical or Psychological), Illness, Maternity, Financial Impediment, unavoidable Child or Adult Care, Grief, Conflicting Changes in Employment related conditions, Compulsory Obligations required by law, or significant personal reasons among others) that could limit his/her ability to complete his/her studies within the expected 1½- to 3- year time limitation. Consequently, when specific circumstances deserve consideration, the Academic Dean, at the recommendation of the Department Chair (or School Dean if the Department Chair is not available), may waive this time limit restriction. Under this policy, an extension of up to **one (1) year (four (4) additional consecutive ten-week academic periods)** at a time for a **maximum of two (2) years** may be granted when circumstances deserve such consideration.

Normally, graduate students pursuing a Doctoral Degree at Broward International University are

expected to complete all the requirements, including all the course work on the student's Doctoral Degree plan of study, in three and three semesters (**3¾**) years. This estimation is based on a Doctoral Degree plan of study that includes fifteen (15) consecutive ten-week academic periods taking two (2) academic courses (six (6) semester credit hours). Considering that unforeseen hardship could affect any student at any time, it is the Policy of Broward International University that a graduate student pursuing a Doctoral Degree must complete all applicable requirements within a **period of seven and one half (7½) years** starting with the earliest course taken that carries graduate credits applicable to his/her selected graduate degree program. Therefore, if no other action is taken within this period, a student who fails to graduate from a Master Degree program within the seven and one half (7½) year time limit will be dismissed from the University. However, Broward International University fully understands that a student may experience unforeseen hardship (Active Military Service, Service in the Peace Corps, Jury Duty, Persistent Medical Condition (Physical or Psychological), Illness, Maternity, Financial Impediment, unavoidable Child or Adult Care, Grief, Conflicting Changes in Employment related conditions, Compulsory Obligations required by law, or significant personal reasons among others) that could limit his/her ability to complete his/her studies within the expected 3¾- to 7½-year time limitation.

Consequently, when specific circumstances deserve consideration, the Academic Dean, at the recommendation of the Department Chair (or School Dean if the Department Chair is not available), may waive this time limit restriction. Under this policy, an extension of up to **one (1) year** (four (4) additional consecutive ten-week academic periods) at a time for a **maximum of two (2) years** may be granted when circumstances deserve such consideration.

If, after the maximum extension of two (2) years is granted, a student is still unable to complete all the requirements for graduation within the extension period, then, the student will be dismissed from the University. Students who were dismissed under this circumstance and wish to enroll again are required to apply for readmission. If accepted, they are then required to abide by the current University and graduate policies as well as comply with the University and graduate program requirements enforced at the time of readmission.

Furthermore, courses that were satisfactorily completed more than **3 / 7½ years** prior to the date on which all requirements for a **Master / Doctoral** degree are completed will not be counted to meet program requirements. Therefore, outdated course work, defined as course work satisfactorily completed more than the student's applicable time limit ago, cannot be validated and, consequently, must be retaken.

This policy affects all the Master and Doctor degrees currently offered by Broward International University as well as any other Master or Doctor degree program implemented in the future.

An exception to the time limit established in this policy is granted to any student who is forced to interrupt his/her enrollment in a graduate program due to Active Military Service, Service in the Peace Corps, or any other equivalent service. Specifically, up to two (2) years of the time expended while in active duty will not count toward the applicable time limit. To be considered for this exception, an official letter issued by the appropriate agency must be sent to the University to document the cause of the interruption.

Graduate Program Completion Time Limits Procedures

A **student** seeking an extension of time to complete his/her academic degree requirements **must:**

- Complete and sign a "STUDENT REQUEST FOR EXTENSION OF TIME TO COMPLETE DEGREE REQUIREMENTS FORM", including any related documentation that could be used as evidence of extenuating circumstances.
- Email, in PDF format, the above completed and signed Form and supporting documents to the Office of the University Registrar at registrar@biu.us. These documents must be emailing at least **four (4) weeks** prior to the end of the applicable time limit.

Upon receiving the request, the **Office of the University Registrar must:**

- Submit the Student Request for extension of Time, including the related documentation of extenuating circumstances, to the proper Department Chair (or School or College Dean if the Department Chair is not available) to seek his/her formal opinion (approval or rejection) and signature. The term "extenuating circumstances" refers to verifiable cases of accidents, illness, or other circumstances beyond the control of the student.
- Submit the Student Request for extension of Time, including their related documentation of extenuating circumstances, and the proper Department Chair (or School or College Dean if the Department Chair is not available) recommendation to the Academic Dean to seek his/her final decision (approval or rejection) and signature.
- Notify the student, via E-mail, of the Academic Dean decision.
- Place the completed and signed "STUDENT REQUEST FOR EXTENSION OF TIME TO COMPLETE DEGREE REQUIREMENTS FORM", any related documentation submitted to support the request, and any notification issued to student, into the student's administrative file.

Course Prerequisites

Certain courses that the University offers have prerequisite course completion requirements. All prerequisite courses are listed and described as applicable.

If a student has registered for a course but could not complete the applicable prerequisite course(s) prior to the commencement of the term in which the registered course will be attempted, the student must withdraw from that course.

Graduation Requirements

For Undergraduate Students

To be awarded an undergraduate degree (Associate Degree) from Broward International University, a student must fulfill the following requirements:

- Complete all program coursework requirements for the student's selected academic program.
- Have a cumulative GPA of 2.00 or higher for Associate's Degree Students.
- Have no outstanding financial obligations with Broward International University.
- Ensure that all documents are up to date, such as change of marital status and/or name change.

For Graduate Students

To be awarded a graduate degree from Broward International University, a student must fulfill the following requirements:

- Complete all program coursework requirements for the student's selected academic program.
- Have a cumulative GPA of 3.00 or higher for Master's Degree Students and a cumulative GPA of 3.00 or higher for Doctoral Degree Students.
- Have no outstanding financial or administrative obligations with Broward International University.
- Ensure that all documents are up to date, such as change of marital status and/or name change.

STUDENT POLICIES AND PROCEDURES

Discrimination and Harassment Grievance Policy

Broward International University is fully committed to ensure that each member of its educational community (Students, Faculty members, and non-Faculty members) benefit from an academic and work environment that is free from any form of unlawful discrimination, harassment, or retaliation. A misconduct related to any of these actions is in absolute contrast with the values and moral standards of Broward International University. Furthermore, it is also a violation of federal and state laws as well as BIU's policies. Consequently, illegal discrimination, harassment, or retaliation will not be tolerated by BIU, whether perpetrated by faculty, staff, students, or by others while on the BIU physical premises or virtual platform, or by faculty or staff while conducting official activities on behalf of BIU outside such domain.

BIU stands strong against any unethical and unprofessional treatment of students, professors, administrators, and other employees by any member of our academic community. BIU hold every one of its members responsible for exercising critical self- discipline and ethical judgment in executing their duties and responsibilities.

BIU strongly believe that any kind of illegal discrimination, harassment, or retaliation, materialized in any form of conduct, creates an intimidating, hostile, degrading, and/or offensive academic and work environment that adversely affects the integrity of such setting and prevent its victims and others in fear of becoming victims from achieving their full potential. An unethical and unprofessional misconduct

of this nature may involve individuals of different or the same gender and individuals having equal or unequal power, authority, or influence. Although any member of the Institution academic community could be the perpetrator of such misconduct, those who hold positions of authority over others must be particularly conscious of their responsibility to avoid actions that are, or may be, considered discriminatory and/or abusive.

Specifically, it is the policy of Broward International University that no member of its academic community may discriminate against, harass, or retaliate against another member, an applicant for enrollment, or an applicant for employment on the basis of their race, ethnicity, color of the skin, creed, religion, age, disability, gender, pregnancy, sex, sexual orientation, marital status, national origin, veteran or military status, and/or any other protected status. Therefore, any misconduct of this kind is unconditionally prohibited and will not be tolerated. BIU is fully committed to enforce this policy to ensure that its academic and work environments are free from illegal discrimination, harassment, or retaliation. Furthermore, this Discrimination and Harassment Grievance Policy has been designed to provide the means for alleged victims to seek recourse in a just and swift manner should an unlawful act of discrimination, harassment, or retaliation take place. At the same time, this policy also provides due process for those accused of such misconduct. This policy applies to Students, Applicants for Admission, Faculty members, non-Faculty members (Staff), Applicant for Employment, Contractors, Guests, and other Third Parties interacting with Broward International University in any capacity.

Under this policy, it is irrelevant whether a written, verbal, or physical discriminatory or harassment act was perpetrated purposefully or not. What matter is whether a member of the academic community or a guest of the Institution has been mistreated, intimidated, harassed, or exposed to a hostile or offensive environment because he/she belongs to a protected class, or his/her status is protected under the law. Consequently, a perpetrator who commits a discriminatory or harassment act, regardless of whether such misconduct was intentional or not, may be subjected to disciplinary action including, but not limited to, termination of employment, if the perpetrator is an employee, or dismissal from the University, if the perpetrator is a student. It should also be remarked that any individual who discriminates against or harass another may also be subject to civil or criminal liability under federal or state laws.

This Policy and related procedures are used to address grievances by any alleged victim in which the complaint involves conducts of illegal discrimination or harassment based on race, ethnicity, color of the skin, creed, religion, age, disability, gender, pregnancy, sex, sexual orientation, marital status, national origin, veteran or military status, and/or any other protected status. Incidents in which the complaint involves sexual harassment and duress, however, are not specifically cover under this policy. Such cases are rather covered under the University “**SEXUAL HARASSMENT GRIEVANCE POLICY**”. Consistent with the Institution equal opportunity policy, this policy emphasis on whether alleged victims have been treated arbitrarily or differently, subjected to substantial abuse, duress and/or aggression, or exposed to a dangerous, hostile, intimidating, or offensive academic or work environment.

To this policy, any action associated with the treatment of an individual or group based on specific features protected by law or the University, is construed as unlawful discrimination when:

- Such misconduct is directed to adversely affect conditions of employment, restrict work related benefits and opportunities relative to those offered to others, limit professional advances within the University, interfere with the allege victim’s ability to perform

his/her work-related duties and responsibilities, or unfavorably affect the assessment of the alleged victim's work performance.

- Such misconduct is directed to adversely affect conditions of enrollment, restrict scholarships and other academic benefits, or unfavorably perform the assessment of the alleged victim's academic performance.

In addition, also for the purpose of this policy, any action associated with the treatment of an individual or group based on specific features protected by law or the University, is construed as unlawful harassment when:

- Such misconduct is directed to interfere with the alleged victim's ability to perform his/her work-related duties and responsibilities.
- Such misconduct is directed to interfere with the alleged victim's ability to perform academically.
- Such misconduct has the purpose or effect of creating a daunting, hostile, or offensive work or educational environment for the alleged victim(s).
- Such misconduct is directed against another person or group of people and is physically threatening, harmful, abusive, or severely humiliating, or persists despite the disapproval of the alleged victim(s).
- Such misconduct is purposely performed to cause substantial emotional distress.
- Such misconduct is sufficiently serious to limit the alleged victim's ability to participate in or benefit from the University academic programs, services, opportunities, or events.

A misconduct of a discriminatory nature that is perpetrated in the form of a speech or other means of expression, and takes place in the teaching context, is only construed as discrimination when such misconduct is realistically regarded as offensive and, also is persistent, inescapable, and not relevant to the subject matter being taught. This definition is formulated to indisputably differentiate between a discriminatory incident and an event that may be inferred as acceptable according to court precedents interpreting the concept of free speech, and, therefore, is protected under the First Amendment of the U.S. Constitution. In fact, the policies and regulations of the U.S. Department of Education's Office for Civil Rights (OCR), entity in charge of enforcing the prohibition of discrimination and harassment do not require or prescribe speech, conduct, or harassment codes that impair the exercise of the rights protected under the First Amendment. For instance, regarding racism, the OCR in its published guidance to schools makes clear that the mere offensiveness of speech is insufficient to establish a racially hostile work or academic environment. Therefore, consistent with the fact that speech is constitutionally protected, and that academic freedom is highly valued in higher education, in addressing discrimination or harassment grievances under this policy, the University will take all permissible actions to ensure the safety of all the members of BIU's academic community while complying with their free speech requirements.

Discrimination and Harassment Grievance Procedures

The Office of Discrimination and Harassment Grievance Resolutions (ODHGR) is charged with the responsibility of receiving and investigating allegations of discrimination and harassment within the

boundaries set forth in this policy. This office is also responsible for receiving and investigating allegations of sexual harassment. The director of the ODHGR has primary responsibility for leading these investigations and maintaining all the records pertaining thereto.

To support BIU's full commitment to enforce this policy, any member of its academic community (student or employee) who has witnessed, become aware of, or just become suspicious of the perpetration of what is alleged to be a discriminatory or harassing misconduct, is expected to promptly report it to the proper authorities, including the Director of the ODHGR. Any employee with supervisory authority over an alleged violator of this policy, including Vice-Presidents, Deans, Directors, Department Chairs, Unit Head, Supervisors, or Faculty when acting in a supervisory capacity, must take appropriate corrective actions promptly in addition to report the alleged misconduct.

Failure to execute such responsibilities is considered a violation of this policy and, therefore, shall constitute misconduct subject to disciplinary actions.

The Director of the ODHGR urges any individual who believes that he/she has been the target of any discriminatory or harassing misconduct perpetrated by a member of the BIU academic community, whether a student or an employee, or even if he/she is not sure if a specific conduct is in fact Discriminatory or Harassing, to contact the ODHGR promptly to seek advice in clarifying the issue(s) and trigger the execution of applicable procedures. Even though, due to the unpredictable nature of these incidents, the ODHGR is incapable of preventing Discriminatory or Harassing cases from occurring, this office believes that by swiftly implementing corrective measurements and, if applicable imposing disciplinary actions against perpetrators, others may be deterred from performing such misconducts. This, however, could only happen if alleged victims come forward and inform the ODHGR that misconduct of a Discriminatory or Harassing nature are occurring. Therefore, the ODHGR fully appreciates an alleged victim's courage in exposing these misconducts and emphasizes that such resolute action is the first and most important step in maintaining BIU work and academic environments free from discrimination and harassment.

For specific step by step information pertaining to the procedures related to this policy and other relevant information, please refer to the "DISCRIMINATION AND HARASSMENT GRIEVANCE POLICY AND PROCEDURES", which is available at <https://campus.biu.us/> under "Policies and Procedures".

Confidentiality in Cases of Discrimination or Harassment

The confidentiality of an investigation shall be maintained to the extent authorized by law. All the activities related to any investigation triggered by a grievance of a Discriminatory or Harassing nature shall be conducted with respect and as much discretion as possible to maintain the privacy of the complainant and of the respondent, without compromising in any way the integrity of the investigation. The ODHGR will require anyone who is contacted and interviewed regarding a specific case under investigation, to exercise full discretion and the respect the privacy of the parties involved.

Disciplinary and Other Actions in Cases of Discrimination or Harassment

As indicated in this policy, any misconduct of a Discrimination and Harassment nature is unconditionally prohibited by BIU. Therefore, the University will take appropriate actions against any individual found to be in violation of this policy. Specifically:

- Any employee, whether a non-faculty or a faculty member, who has discriminated against or harassed another employee or a student, retaliated against the complainant, or has withheld information or tampered with evidences pertaining to a Discrimination or Harassment case, regardless of whether or not under investigation, or otherwise violated this policy, shall be considered guilty of discriminatory or harassing misconduct and, therefore, subject to any disciplinary action, including, but not limited to, reprimand, demotion, change of assignment, suspension, and/or immediate termination of employment with University, in accordance with applicable Laws, Rules, Regulations, and University Policies.
- Any student who has discriminated against or harassed another student or employee, retaliated against the complainant, or has withheld information or tampered with evidences pertaining to a Discrimination or Harassment case, regardless of whether or not under investigation, or otherwise violated this policy, shall be considered guilty of discriminatory or harassing misconduct and, therefore, subject to any disciplinary action, including, but not limited to, reprimand, suspension, and/or immediate dismissal from the University, in accordance with the student Code of Conduct.
- Any non-employee or non-student, who has discriminated against or harassed another student, employee, or other individual while in the University premises, shall be considered guilty of discriminatory or harassing misconduct and, therefore, be reported to the proper federal or state authorities for prosecution. Furthermore, a non-employee or non-student, who has been found guilty of violating this policy, will be forever denied from consideration for employment with BIU or admission to the University.

Retaliation in Cases of Discrimination or Harassment

Retaliation against any member of BIU academic community, whether a student, an employee, an applicant for admission, an applicant for employment, or any other person interacting in any capacity with BIU, who in good faith reported a misconduct of a Discriminatory or Harassing nature or assisted the ODHGR in the investigation of a Discrimination and Harassment grievance, is illegal and, therefore, is prohibited and will not be tolerated by BIU. Any individual who is found to be guilty of retaliation, shall be considered in violation of this policy and, consequently, subject to appropriate disciplinary and other actions, in accordance with those described under **"Disciplinary and Other Actions"**.

Filing of False Discrimination or Harassment Grievance

Discriminatory or harassing misconduct must be taken seriously due to the potential adverse implications for the parties involved. Consequently, knowingly reporting a misconduct of a sexual nature is prohibited and will not be tolerated. Any grievance of a sexual nature, that, after subjected to an investigation, regardless of whether informal or formal, is not found to be a violation of this policy and, therefore, dismissed as baseless, is not necessarily considered a false complaint. However, if a member of BIU academic community, whether a student, an employee, an applicant for admission, an applicant for employment, or any other person interacting in any capacity with BIU, who knowingly report a false sexual harassment grievance shall be considered in violation of this policy and, consequently, subject to appropriate disciplinary and other actions, in accordance with those described under **"Disciplinary and Other Actions"**.

Sexual Harassment Grievance Policy

Sexual harassment is considered a form of discrimination based on a person's gender. Such misconduct is contrary to the values and moral standards of Broward International University. Furthermore, it is also a violation of federal and state laws as well as BIU's policies. Consequently, sexual harassment will not be tolerated by BIU, whether perpetrated by faculty, staff, students, or by others while on the BIU physical premises or virtual platform, or by faculty or staff while conducting official activities on behalf of BIU outside such domain.

BIU stands strong against any unethical and unprofessional treatment of students, professors, administrators, and other employees by any member of our academic community. BIU holds every one of its members responsible for exercising critical self-discipline and ethical judgment in executing their duties and responsibilities.

BIU firmly believes that any kind of illegal discrimination, including sexual harassment, adversely affects the integrity of the academic and work environment. BIU further believes that such unethical and unprofessional actions prevent its victims and others in fear of becoming victims from achieving their full potential. A misconduct of this nature may involve individuals of different or the same gender and individuals having equal or unequal power, authority, or influence. Although any member of the Institution academic community could be the perpetrator of such misconduct, those who hold positions of authority over others must be particularly conscious of their responsibility to avoid actions that are, or may be, considered sexually abusive.

Specifically, it is the policy of Broward International University that no member of its academic community may sexually harass another. Therefore, any unwelcome misconduct of a sexual nature is unconditionally prohibited. BIU is fully committed to enforce this policy to ensure that its academic and work environments are free of sexual harassment and duress. Furthermore, this Sexual Harassment Grievance Policy has been designed to provide the means for alleged victims to seek recourse in a just and swift manner should a sexual harassment or duress incident occur. At the same time, this policy also provides due process for those accused of such misconduct.

A perpetrator who commits this kind of misconduct, regardless of whether such action was intentional or not, may be subjected to disciplinary action including, but not limited to, termination of employment, if the perpetrator is an employee, or dismissal from the University, if the perpetrator is a student. It should also be remarked that any individual who sexually harasses another may also be subject to civil or criminal liability under federal or state laws.

This Policy and related procedures are limited to address grievances by any alleged victim in which the complaint involves sexual harassment and duress. Consistent with the Institution equal opportunity policy, this policy emphasizes on whether alleged victims have been treated differently, subjected to duress and/or aggression, or exposed to an offensive academic or work environment.

For the purpose of this policy, any and all unbecoming sexual advances, explicit or implicit requests for sexual favors, and any other physical or non-physical misconducts of a sexual nature, allegedly perpetrated by any member of BIU academic community against any other member regardless of whether such person is of different or of the same gender and have equal or unequal power, authority, or influence, is construed as sexual harassment when:

- Proposal of such misconduct or request is made an explicit or implicit condition of employment, academic or work status, or affects the assessment of the alleged victim's

academic performance.

- Proposal of such misconduct or request is made under a situation implying that the consensual or nonconsensual response to it by the alleged victim might influence decisions of the alleged offender who has authority over the employment, academic or work status, or measurement of academic performance of the alleged victim.
- Such misconduct or request has the objective or effect of perversely interfering with the work and/or scholastic performance, or employment opportunities for advances of the alleged victim(s).
- Such misconduct or request has the purpose or effect of creating a daunting, hostile, or offensive work or educational environment for the alleged victim(s).
- Such misconduct or request is directed against another person or group of people and is either abusive or severely humiliating or persists despite the disapproval of the alleged victim(s).

A misconduct of a sexual nature that is perpetrated in the form of a speech or other means of expression, and takes place in the teaching context, is only construed as sexual harassment when such misconduct is realistically regarded as offensive and, also is persistent, inescapable, and not relevant to the subject matter being taught. This definition is formulated to indisputably differentiate between a sexual harassment incident and an event that may be inferred as acceptable according to court precedents interpreting the concept of free speech, and, therefore, is protected under the First Amendment of the U.S. Constitution. In fact, the policies and regulations of the Office for Civil Rights in the U.S. Department of Education, entity in charge of enforcing the prohibition of sexual harassment under Title IX, do not require or prescribe speech, conduct, or harassment codes that impair the exercise of the rights protected under the First Amendment.

BIU strongly advises against romantic sexual relationships between individuals having unequal power, authority, or influence since there is an intrinsic conflict of interest between making sexual proposals and exercising supervisory, educational, or other official authority. Note, however, that relationships of such nature do not necessarily constitute sexual harassment. Furthermore, it should also be emphasized that it is the BIU's everlasting position that decisions affecting an employee's job duties and responsibilities, job-related promotions, payment and other job-related benefits, opportunities for further professional development, or other terms and conditions for employment must be made solely based on merit. Similarly, decisions affecting a student's academic progress, evaluation, grades, student status, financial assistance, or job placement assistance, must also be made solely based on merit. Other factors may also be used to support the decision-making process if such factors are within the administrative or academic discretion of the BIU official involved.

Sexual Harassment Grievance Procedures

The Office of Discrimination and Harassment Grievance Resolutions (ODHGR) is charged with the responsibility of receiving and investigating allegations of sexual harassment within the boundaries set forth in this policy. This office is also responsible for receiving and investigating allegations of discrimination and other types of harassment. The director of the ODHGR has primary responsibility for leading these investigations and maintaining all the records pertaining thereto.

To support BIU's full commitment to enforce this policy, any member of its academic community (student or employee) who has witnessed, become aware of, or just become suspicious of the perpetration of what is alleged to be a sexual harassment misconduct, is expected to promptly report it to the proper authorities, including the Director of the ODHGR. Any employee with supervisory authority over an alleged violator of this policy, including Vice-Presidents, Deans, Directors, Department Chairs, Unit Head, Supervisors, or Faculty when acting in a supervisory capacity, must take appropriate corrective actions promptly in addition to report the alleged misconduct. Failure to execute such responsibilities is considered a violation of this policy and, therefore, shall constitute misconduct subject to disciplinary actions.

The Director of the ODHGR urges any individual who believes that he/she has been the target of any misconduct of a sexual nature perpetrated by a member, whether a student or an employee, of the BIU academic community, or even if he/she is not sure if a specific conduct is in fact Sexual Harassment, to contact the ODHGR promptly to seek advice in clarifying the issue(s) and trigger the execution of applicable procedures. Even though, due to the unpredictable nature of these incidents, the ODHGR is incapable of preventing Sexual Harassment cases from occurring, this office believes that by swiftly implementing corrective measurements and, if applicable imposing disciplinary actions against perpetrators, others may be deterred from performing such misconducts. This, however, could only happen if alleged victims come forward and inform the ODHGR that misconduct of a sexual nature are occurring.

Therefore, the ODHGR fully appreciates an alleged victim's courage in exposing these misconducts and emphasizes that such resolute action is the first and most important step in maintaining BIU work and academic environments free from sexual harassment.

For specific step by step information pertaining to the procedures related to this policy and other relevant information, please refer to the "SEXUAL GRIEVANCE POLICY AND PROCEDURES", which is available at <https://campus.biu.us/> under "Policies and Procedures".

Confidentiality in Cases of Sexual Harassment

The confidentiality of an investigation shall be maintained to the extent authorized by law. All the activities related to any investigation triggered by a grievance of a sexual nature, shall be conducted with respect and as much discretion as possible, to maintain the privacy of the complainant and of the respondent, without compromising in any way the integrity of the investigation. The ODHGR will require anyone who is contacted and interviewed regarding a specific case under investigation, to exercise full discretion and the respect the privacy of the parties involved.

Disciplinary and Other Actions in Cases of Sexual Harassment

As indicated in this policy, any misconduct of a sexual nature is unconditionally prohibited by BIU. Therefore, the University will take appropriate actions against any individual found to be in violation of this policy. Specifically:

- Any employee, whether a non-faculty or a faculty member, who has sexually harassed another employee or a student, retaliated against the complainant, or has withhold information or tampered with evidences pertaining to a sexual harassment case, regardless of whether or not under investigation, or otherwise violated this policy, shall be considered guilty of sexual

misconduct and, therefore, subject to any disciplinary action, including, but not limited to, reprimand, demotion, change of assignment, suspension, and/or immediate termination of employment with University, in accordance with applicable Laws, Rules, Regulations, and University Policies.

- Any student who has sexually harassed another student or employee, retaliated against the complainant, or has withhold information or tampered with evidences pertaining to a sexual harassment case, regardless of whether or not under investigation, or otherwise violated this policy, shall be considered guilty of sexual misconduct and, therefore, subject to any disciplinary action, including, but not limited to, reprimand, suspension, and/or immediate dismissal from the University, in accordance with the student Code of Conduct.
- Any non-employee or non-student, who has sexually harassed another student, employee, or other individual while in the University premises, shall be considered guilty of sexual misconduct and, therefore, be reported to the proper federal or state authorities for prosecution. Furthermore, a non-employee or non-student, who has been found guilty of violating this policy, will be forever denied from consideration for employment with BIU or admission to the University.

Retaliation in Cases of Sexual Harassment

Retaliation against any member of BIU academic community, whether a student, an employee, an applicant for admission, an applicant for employment, or any other person interacting in any capacity with BIU, who in good faith reported a misconduct of a sexual nature or assisted the ODHGR in the investigation of a sexual harassment grievance, is illegal and, therefore, is prohibited and will not be tolerated by BIU. Any individual who is found to be guilty of retaliation, shall be considered in violation of this policy and, consequently, subject to appropriate disciplinary and other actions, in accordance with those described under “**DISCIPLINARY AND OTHER ACTIONS**”.

Filing of False Sexual Harassment Complaint

Sexual harassment misconduct must be taken seriously due to the potential adverse implications for the parties involve. Consequently, knowingly reporting a misconduct of a sexual nature is prohibited and will not be tolerated. Any grievance of a sexual nature, that, after subjected to an investigation, regardless of whether informal or formal, is not found to be a violation of this policy and, therefore, dismissed as baseless, is not necessarily considered a false complaint. However, if a member of BIU academic community, whether a student, an employee, an applicant for admission, an applicant for employment, or any other person interacting in any capacity with BIU, who knowingly report a false sexual harassment grievance shall be considered in violation of this policy and, consequently, subject to appropriate disciplinary and other actions, in accordance with those described under “**DISCIPLINARY AND OTHER ACTIONS**”.

Anti-Hazing Policy

According to the Hazing Statute stated in Section 1006.135 of the Florida Statutes, Hazing is defined as any action or situation that endangers the mental or physical health or safety of a student at a school for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary Institution.

The definition of “Hazing” includes, but is not limited to:

- Pressuring, coercing, or forcing a student into
- Violating state or federal law.
- Consuming any food, liquor, drug, or other substance; or
- Participating in physical activity that could adversely affect the health or safety of the student.
- Any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

It should be noted that in the State of Florida, Hazing is a criminal offense. Specifically, a person who commits hazing could be charged with a **third-degree felony** when he or she intentionally or recklessly commits any act of hazing upon another person who is a member of or an applicant to any type of student organization and the hazing results in serious bodily injury or death of such other person. On the other hand, a person who commits hazing could be charged with a **first-degree misdemeanor** when he or she intentionally or recklessly commits any act of hazing upon another person who is a member of or an applicant to any type of student organization and the hazing creates a substantial risk of physical injury or death to such other person.

It is also important to note that, according to the Florida Statutes, it is not a defense to a charge of hazing that:

- Consent of the victim had been obtained.
- The conduct or activity that resulted in the death or injury of a person was not part of an official organizational event or was not otherwise sanctioned or approved by the organization; or
- The conduct or activity that resulted in death or injury of the person was not done as a condition of membership to an organization.

Consequently, as a matter of policy, Broward International University does not tolerate that any member of its academic community engages in any action or participates in any situation that could be construed as hazing, particularly, when such actions are considered unlawful by federal, the State of Florida, or local laws, or in violation of Broward International University's policies. Therefore, hazing is absolutely prohibited in any form and the perpetrators will be subject to disciplinary actions.

Anti-Hazing Procedure

To support BIU's full commitment to enforce this anti-hazing policy, any member of its academic community (Student, Faculty, or administrative Employee) who has witnessed, become aware of, or just become suspicious of the perpetration of any action that may be considered hazing, is expected to promptly report it to the proper authorities, including the Provost of the University. Any employee, including Vice- Presidents, Deans, Directors, Department Chairs, Unit Head, Supervisors, or Faculty, must take appropriate corrective actions promptly, if possible, in addition to report the alleged misconduct. Failure to execute such responsibilities is considered a violation of this policy and,

therefore, shall constitute a conduct subject to disciplinary actions.

Alleged violations of this anti-hazing policy shall be reported in writing to the provost or designee. Upon receiving a report of an alleged violation of this policy, the provost or designee may gather and review relevant information and interview the parties involved regarding the incident under investigation. Upon the conclusion of the inquiry, the provost or designee will decide about the disciplinary actions to be imposed if any. If the incident is found to be in violation of federal, state of Florida, or local laws, the proper authorities will be notified for further actions, regardless of the disciplinary action taken by the University.

Disciplinary actions may be in the form of a Disciplinary Sanction, which consists of an official written warning stating that the student's misconduct is in violation of Broward International University Anti-Hazing Policy. A Disciplinary action may also be in the form of a Disciplinary Probation, which represents a temporary status during which any additional violation of the policies of the University may result in temporary suspension or termination of enrollment at the University. In more severe cases, disciplinary actions may be in the form of a temporary Disciplinary Suspension. During this period, the affected student may not attend classes or participate in any related academic activities such as submit required assignment, participating in videoconferences, or any other synchrony or asynchrony interactions with faculty members or other students. Finally, if the most severe cases of misconduct, a Disciplinary Termination may be imposed. In this case, the student's enrollment with Broward International University is permanently terminated without opportunity to graduate or re-enroll at the University at any time in the future.

Access and Release of Student Education Records Policy

To comply with Federal and the State of Florida requirements, Broward International University has access to **and Release of Student Education Records Policy** designed to protect the privacy of education records, both financial and academic, of currently or formerly enrolled University Student. To this effect, Broward International University will not permit access to or release educational (financial and academic) records or personally identifiable information kept on a currently or formerly enrolled University Student, except as otherwise allowed by law.

The Office of the University Registrar, which is the University designated custodian of education records, is responsible for ensuring that procedures required by federal law 34 CFR Part 99 (FERPA) and the Florida law, Sections 1002.225 and 1006.52 of the Florida Statutes, are implemented to control access to and disclosure of Student Education Records and personally identifiable information contained therein.

This policy covers all Students' Education Records and personally identifiable information under the custody of the University, which are collected through the admission process, and generated during their periods of enrollment. Specific documents used to gather and retain education records include, but is not limited to, the Student Application for Admission, Student Enrollment Agreement, Copy of Degree(s) earned prior to enrollment, Student Transcripts from other Institutions of Higher Education, Student Schedule Change Request (Add/Drop) Form, Student Current Term Academic Load Form, cumulative academic records, Student Current Term Grade Report, Student Transcript, Student Scholarship and other sources of Financial Aid Requests, student Resume, Student Placement Records, Student Disciplinary Records, Student Grievances and Resolution Reports, Student Academic and Personal Non- Academic Counseling Records, Law Enforcement Records, and any other source of information containing personally identifiable information.

Under the Family Educational Rights and Privacy Act (**FERPA**), 34 CFR Part 99, commonly referred to as the "Buckley Amendment", and the Florida law, Sections 1002.225 and 1006.52 of the Florida Statutes, the education (financial and academic) records of a currently or formerly enrolled University Student could not be disclosed, in any form, to a third party unless there is a written consent signed by the student. In accordance with FERPA, educational records that are related to a student or contain the student's personally identifiable information are confidential except for those records that such law authorizes disclosure without consent.

The **FERPA** grants currently or formerly enrolled University Students the following five (5) specific rights with respect to their educational records:

1. The right to inspect and review the student's educational records that are formally maintained by the University.
2. The right to seek amendment of those student's educational records that may be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In certain cases, the student also has the right to append a statement to his/her records when it is deemed appropriate to further clarify a specific issue.
3. The right to consent to disclosure of the student's educational records to third parties.
4. The right to be notified annually of the student's privacy rights under FERPA.
5. The right to file a complaint with the FERPA Office of the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

For additional details pertaining to the specific rights outlined above, see the section.

"Annual Notice of Rights Under FERPA" shown below in this Catalog.

For specific step by step information pertaining to the procedures related to this policy and other relevant information, please refer to the "ACCESS TO AND RELEASE OF STUDENT EDUCATION RECORDS POLICY AND PROCEDURES", which is available at <https://campus.biu.us/> under "Policies and Procedures".

Annual Notice of Rights Under FERPA

To comply with the Family Educational Rights and Privacy Act (FERPA), 34 CFR Part 99, commonly referred to as the "Buckley Amendment", specifically with the Annual Notification Requirement indicated in §99.6 of the said federal law, Broward International University provides this official notice to its students in attendance of their rights to privacy as they pertain to their education records, the procedures to be followed in order to exercise such rights, the types of information entered and maintained in their education records, and the University's policy to support the law.

Furthermore, to comply with the Public Notice Requirement indicated in §99.37 of the said federal law, Broward International University also uses this annual notice to inform its students in attendance of the types of Personally Identifiable Information that the University has designated as Directory Information, the fact that each student has the right to refuse to let the University designate any or all of those types of information about him/her as Directory Information, and the period of time within which a student has to notify the University in writing that he/she does not want any or all of those types of information about him/her designated as Directory Information. This notification is annually

updated and published in the University Catalog, the Student Handbook, and the University Policies and Procedures Manual, and posted at the University Platform <https://oncampus.biu.us/acceder>. In addition, a copy of this notification is also sent annually, via e-mail, to each student in Attendance at the University during the fall academic term.

The Office of the University Registrar, which is the University designated custodian of Education Records, is responsible for enforcing the University Access to and Release of Student Education Records Policy, which has been designed to protect the privacy of education (financial and academic) records of currently or formerly enrolled University Students, by controlling access to and disclosure of Students' Education Records and Personally Identifiable Information contained therein.

All Students' Education Records and personally identifiable information under the custody of the University are collected through the admission process and generated during their periods of enrollment. Specific documents used to gather and retain education records include, but is not limited to, the Student Application for Admission, Student Enrollment Agreement, Copy of Degree(s) earned prior to enrollment, Student Transcripts from other Institutions of Higher Education, Student Schedule Change Request (Add/Drop) Form, Student Current Term Academic Load Form, cumulative academic records, Student Current Term Grade Report, Student Transcript, Student Scholarship and other sources of Financial Aid Requests, Student Resume, Student Placement Records, Student Disciplinary Records, Student Grievances and Resolution Reports, Student Academic and Personal Non-Academic Counseling Records, Law Enforcement Records, and any other source of information containing personally identifiable information.

Student's Rights under FERPA

The **FERPA** grants currently or formerly enrolled University Students the following five (5) specific rights with respect to their educational records:

1. The right to inspect and review the student's educational records that are formally maintained by the University. In case that the records are maintain in a remote location, the University is required to provide copies of the said records. To this effect, the student must submit to the Registrar a written request specifically identifying the record(s) he/she wishes to inspect.

The right to seek amendment of those student's educational records that may be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In certain cases, the student also has the right to append a statement to his/her records when it is deemed appropriate to further clarify a specific issue. To this effect, the student must submit to the Registrar a written request specifically identifying the part(s) of a record he/she wishes to change and the reason(s) why he/she believes that such change is in order. Consistent with the fact that FERPA only requires educational institutions to conform to fair recordkeeping practices and not to override the accepted standards and procedure for making academic assessments, disciplinary rulings, or other regulated determinations, then, this law may be used to challenge facts that are inaccurately recorded but not to challenge grades, opinions, or decisions made by the University affecting the student.

The right to consent to disclosure of the student's educational records to third parties. According to the §99.30 of the FERPA regulations, a student shall provide a signed and dated explicit written consent, herein identified as a **Student Consent to Release Personal Education Records Form**,

to authorize the University to disclose personally identifiable information from the student's education records. Prior to the date reflected in this consent form, the University is not allowed to disclose such information, except for those records that the FERPA regulations authorize disclosure without consent.

FERPA permits the disclosure of certain information from the student's educational records, without consent of the student, provided that such disclosure meets the conditions found in §99.31 of the FERPA regulations. In accordance with these regulations, the University may disclose personally identifiable information from an education record of a student without the consent required by the §99.30 of the FERPA regulations, if the information is disclosed to Faculty members, Administrators, Staff, or other University Officials within the University whom the University has determined to have Legitimate Educational Interests. Furthermore, a contractor, consultant, volunteer, or other party to whom the University has outsourced institutional services or functions may be considered a University Official and may have access to personally identifiable information, without the student's prior consent, provided that the outside party perform an institutional service or function for which the University would otherwise use Employees, that the institutional service or function is performed under the direct control of the University with respect to the use and maintenance of education records, that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the student, and that the officers, employees, and agents of the party to whom the information is disclosed may use the information, but only for the purposes for which the disclosure was made. Furthermore, FERPA also permits to non-consensually disclose personally identifiable information from a student's education records when such information, consisting of items not considered educational records, has been appropriately designated as Directory Information. Under FERPA, however, the University may disclose Directory Information only if it has issued a public notice to students in attendance at the University, which includes the types of information it has designated as Directory Information, the student's right to restrict the disclosure of such information, and the period within which the student must notify the University that he or she does not want any or specific Directory Information to be released.

Also, FERPA does not require the University to notify students individually. Rather, the University may disseminate such notice by any conspicuous mass communication mean commonly used to inform students. Note that even though FERPA and state law protect the privacy of educational records, directory information is not treated as confidential and may be disclosed by the university without student consent unless the student notifies the Office of the University Registrar in writing within the time provided in the annual Notice of Rights that he/she has decided to prevent access to or release of directory information related to him/her. Moreover, if a student's social security number or other non-directory information is used along or combined with other data elements, considered to be directory information, to identify or help to identify the student or the student's education record, the University may not disclose or confirm directory information without meeting the written consent requirement indicated in §99.30.

Directory information includes, but is not limited to, the student's name; mailing address; telephone number; E-mail address, Photographic Images; Date and Place of Birth; Major Field of Study; Degree Pursued; Dates of Attendance; Anticipated Graduation Date; Degrees, Honors, and Awards Received, Grade level or year (such as freshman or junior); Student Classification; Enrollment Status (full-time or part-time); The most recent previous attended educational institution; and Student ID number, User ID, or other unique Personal Identifier used to communicate in electronic systems or that is displayed on a student badge, but only if the identifier cannot be used to gain access to education records except when

used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user. It should be underscored that a student's Social Security Number is considered non-directory information.

For clarification purposes, a **University Official** is a person employed by the University in an administrative, supervisory, academic, research, or support staff position. In addition, if a University Official requires personally identifiable information from the student's education records to fulfill University-related responsibilities, that official is said to have **Legitimate Educational Interest**. Finally, the term **Directory Information** is used to represent information available from the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

2. The right to be notified annually of the student's privacy rights under FERPA. To this effect, the University provides an official notice to its students in attendance of their rights to privacy as they pertain to their education records, including the right to file complaints, the procedures to be followed to exercise such rights, the types of information entered in their education records maintained by the University, and the University's policy to support the law. Such notification, known as the **Annual Notice of Rights under FERPA**, is annually updated and published in the University Catalog, the Student Handbook, and the University Policies and Procedures Manual, and posted at the University Website (<http://www.biu.us/>). A copy of this notification is also sent annually, via e-mail, to each student in Attendance at the University during the **fall academic term**.
3. The right to file a complaint with the FERPA Office of the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland
Avenue, SW Washington, DC 20202

FERPA, on the other hand, does not grant the above rights to deceased students or students who have submitted an enrollment application but have not attended any classes.

The text containing the procedures related to the "ACCESS TO AND RELEASE OF STUDENT EDUCATION RECORDS POLICY AND PROCEDURES" is also available in the full version of the "**ANNUAL NOTICE OF RIGHTS UNDER FERPA**" which is also accessible at <https://oncampus.biu.us/acceder> "Policies and Procedures".

Student Grade Grievance Policy

Broward International University recognizes that its faculty members have the complete authority to determine and assign grades to students enrolled in the courses they teach. However, even though the process of assigning a final course grade is assumed to be the result of a consistent application of unambiguously pre-established standards of progress that is utterly unbiased, free from inaccuracies in its calculation, and free from recording errors, it is understood that events not consistent with these expectations could sporadically occur. Consequently, the University also recognizes that a student could raise legitimate concerns about an assigned course grade. Therefore, to address situations of this nature, Broward International University has a **Student Grade Grievance Policy** designed to provide fair and impartial means for students to appeal assigned course grades.

Any student who believes that he/she was unfairly graded is encouraged to attempt to resolve his/her grievance by following the procedures described below. However, a student who is seriously considering exercising his/her right in this matter must understand that he/she is obligated to attempt to resolve the grade issue directly with the Professor who assigned the disputed course grade. A third-party intervention in this matter is only possible if the student has compelling evidence of discriminatory biases or procedural inconsistencies. A simple disagreement with the final course grade is not a valid argument for appealing the Professor decision.

Under this policy, a recording inaccuracy, an error in the calculation of an assigned grade due to a simple mathematical mistake or the fact that a portion of the student's gradable coursework was not factored in the calculation, the application of arbitrary standards of progress due to missing guidelines in the course syllabus, inconsistencies in the application of the standards of progress pre-established in the course syllabus, and discriminatory biases, are considered valid arguments for disputing an assigned final course grade provided that tangible evidences to supporting the student's arguments are available.

Student Grade Grievance Procedures

As stated before, a professor has the utter authority and responsibility of calculating and assigning grades. Thus, a student who believes that he/she was inaccurately graded is compelled to first address his/her grievance directly with the professor who assigned the disputed course grade. This informal procedure must be followed first regardless of the grade-related issue contested. Furthermore, in instances not related to a final course grade, the informal procedure is the only option available.

Informal Procedure

Specifically, when a grade grievance does not involve a final course grade, or when the final course grade is disputed due to a recording error, a mathematical error in the calculation, or the fact that a portion of the gradable coursework was not factored in the calculation, then:

- The student must initiate the informal grievance procedure by contacting the Professor who assigned the disputed grade to discuss the basis for his/her decision.
- The professor will consider the student concerns and review his/her grade calculation to verify whether a transcribing error or a miscalculation of the disputed grade occurred.
- If an error is verified, the Professor involved will recalculate the grade, follow the "CORRECTION OR CHANGE OF GRADE" Policy and Procedures, and notify the student, in writing (by e-mail, if available, or by certified U.S. mail), of the findings and new grade no later than **five (5) business days** after the student communicated his/her grievance to the professor involved. The professor must also send the completed "FACULTY CORRECTION OR CHANGE OF GRADES FORM" and a signed copy of the notification sent to the grieving student to the Office of the University Registrar at the same time the student is notified.
- If, on the contrary, no error is detected, the Professor involved will notify the student, in writing (by e-mail, if available, or by certified U.S. mail), that no irregularities in the calculation of the grade were found and that the disputed grade stands as originally issued. The student shall be notified of this decision no later than **five (5) business days** after the student communicated his/her grievance to the Professor involved. The professor involved must also send a signed copy of the notification sent to the grieving student to the Office of the University Registrar at the same time the student is notified.

In these cases, regardless of the professor decision to uphold or recalculate the originally assigned final course grade, the same becomes final.

Formal Procedure

If, after an unsuccessful attempt to resolve a final course grade grievance directly with the Professor who assigned the contested grade, the grieving student still believe that assigned grade was the result of an unfair evaluation or a discriminatory bias, and wishes to escalate his/her grievance to a higher level of authority, then, he/she must follow the formal procedure described below:

- The student must initiate the formal grievance procedure by filing a written complaint with the Office of the **Department Chair** office using a “STUDENT GRADE GRIEVANCE FORM (DEPARTMENT CHAIR LEVEL)”. A signed and dated “STUDENT GRADE GRIEVANCE FORM (DEPARTMENT CHAIR LEVEL)”, in addition to any supporting documents, must be filed within **ten (10) business days** of the date the informal resolution procedure ended. Failure to submit the said documentation within the timeframe allowed will be considered a withdrawal of the grievance and, therefore, no further action will be permissible. After receiving the formal complaint, the **Department Chair** will review the grievance and the supporting evidence to determine if there is compelling proof that the disputed final course grade is the result of discriminatory biases or procedural inconsistencies. The **Department Chair** will complete this assessment within **ten (10) business days** of the date the formal complaint was initiated.
- To validate or disprove his/her preliminary assessment, the **Department Chair** will schedule a meeting with the grieving student within **ten (10) business days** of the date the preliminary assessment was completed to further discuss the basis of the grievance. The student will be notified, in writing, of the date and time designated for the formal e- meeting. To balance the investigation, the **Department Chair** will also schedule, within **ten (10) business days** of meeting with the student, a meeting with the Professor involved. The Professor involved will be notified, in writing, of the date and time designated for the formal e- meeting. Within **fifteen (15) business days** of this meeting, the **Department Chair** will reevaluate his/her preliminary assessment, make an advisory recommendation, and notify both parties, in writing (by e-mail, if available, and by certified U.S. mail), of his/her findings, conclusions, and recommendation. To this effect, the **Department Chair** will complete, sign, and date the portion of the “STUDENT GRADE GRIEVANCE FORM (DEPARTMENT CHAIR LEVEL)” reserved to be used by his/her Office, which includes details of the grievance dispute and his/her recommendation.
- The Office of the **Department Chair** must also e-mail (registrar@biu.us) a copy of the completed, signed, and dated “STUDENT GRADE GRIEVANCE FORM (DEPARTMENT CHAIR LEVEL)”, in addition to the supporting documents provided, to the Office of the University Registrar to be filed in both, the Student and Faculty Academic Files.
- The Professor involved in the grade dispute will then review the **Department Chair** recommendation, make his decision, and notify the student, in writing, of such decision no later than **five (5) business days** after receiving the **Department Chair** recommendation.

Concurrently, the Professor involved must send a copy of his/her second notification letter must be sent

to the Office of the University Registrar. This notification will also to be filed in both, the Student and Faculty Academic Files.

- If the complainant is not satisfied with the decision because he/she still believes that the process of assigning a final course grade was influenced by discriminatory biases or procedural inconsistencies, the student may submit his/her grievance to the **College or School Dean** with administrative responsibility over the Department offering the related course. To this effect, the student must submit to the Office of the **College or School Dean**, within **ten (10) business days** of the date the Professor notified the grieving student for the second time, a signed and dated “STUDENT GRADE GRIEVANCE FORM (SCHOOL DEAN LEVEL)”, a copy of the original signed and dated “STUDENT GRADE GRIEVANCE FORM (DEPARTMENT CHAIR LEVEL)”, copies of the supporting documents including any additional material that could support the grievance, and copies of the first and second notification letters issued by the Professor involved. Failure to submit the said documentation within the timeframe allowed will be considered a withdrawal of the grievance and, therefore, no further action will be permissible. The **College or School Dean** will review the submitted documentation and complete his/her assessment within **ten (10) business days** of the date the formal complaint was initiated.
- To validate or disprove his/her preliminary assessment, the **College or School Dean** will schedule a meeting with the grieving student within **ten (10) business days** of the date the preliminary assessment was completed to advance the discuss about the basis of the grievance. The student will be notified, in writing, of the date and time designated for the formal e-meeting. The **College or School Dean** will also schedule, within **ten (10) business days** of meeting with the student, a meeting with the **Department Chair** and the professor involved. The **Department Chair** and the professor involved will be notified, in writing, of the date and time designated for the formal e-meeting Within **fifteen (15) business days** of this meeting, the **College or School Dean** will reevaluate his/her preliminary assessment, make an advisory recommendation, and notify the student and the professor involved, in writing (by e-mail, if available, and by certified U.S. mail), of his/her findings, conclusions, and recommendation. To this effect, the **College or School Dean** will complete, sign, and date the portion of the “STUDENT GRADE GRIEVANCE FORM (SCHOOL DEAN LEVEL)” reserved to be used by his/her Office, which includes details of the grievance dispute and his/her recommendation.

The Office of the **School Dean** must also e-mail (registrar@biu.us) a copy of the completed, signed, and dated “STUDENT GRADE GRIEVANCE FORM (SCHOOL DEAN LEVEL)”, in addition to any additional supporting documents provided, to the Office of the University Registrar to be filed in both, the student and faculty academic files.

- The professor involved in the grade dispute will then review the **College or School Dean** recommendation, make his decision, and notify the student, in writing, of such decision no later than **five (5) business days** after receiving the **College or School Dean** recommendation.

Concurrently, the professor involved must send a copy of his/her third notification letter to the Office of the University Registrar. This notification will also to be filed in both, the student and faculty academic files.

- If the complainant is not satisfied with the decision because he/she still believes that the

process of assigning a final course grade was influenced by discriminatory biases or procedural inconsistencies, the student may submit his/her grievance to the **Academic Dean**. To this effect, the student must submit to the Office of the **Academic Dean**, within **ten (10) business days** of the date the professor notified the grieving student for the third time, a signed and dated “STUDENT GRADE GRIEVANCE FORM (ACADEMIC DEAN LEVEL)”, a copy of the original signed and dated “STUDENT GRADE GRIEVANCE FORM (SCHOOL DEAN LEVEL)”, a copy of the original signed and dated “STUDENT GRADE GRIEVANCE FORM (DEPARTMENT CHAIR LEVEL)”, copies of the supporting documents including any additional material that could support the grievance, and copies of the first, second, and third notification letters issued by the professor involved. Failure to submit the said documentation within the timeframe allowed will be considered a withdrawal of the grievance and, therefore, no further action will be permissible. The **Academic Dean** will review the submitted documentation and complete his/her assessment within **ten (10) business days** of the date the formal complaint was initiated.

- To validate or disprove his/her preliminary assessment, the **Academic Dean** will schedule a meeting with the grieving student within **ten (10) business days** of the date the preliminary assessment was completed to advance the discuss about the basis of the grievance. The student will be notified, in writing, of the date and time designated for the formal e-meeting. The **Academic Dean** will also schedule, within **ten (10) business days** of meeting with the student, a meeting with the **College or School Dean, Department Chair**, and the Professor involved. The **College or School Dean, Department Chair**, and the Professor involved will be notified, in writing, of the date and time designated for the formal e-meeting. Within **fifteen (15) business days** of this meeting, the **Academic Dean** will reevaluate his/her preliminary assessment, make an advisory recommendation, and notify the student and the professor involved, in writing (by e-mail, if available, and by certified U.S. mail), of his/her findings, conclusions, and recommendation. To this effect, the **Academic Dean** will complete, sign, and date the portion of the “STUDENT GRADE GRIEVANCE FORM (ACADEMIC DEAN LEVEL)” reserved to be used by his/her Office, which includes details of the grievance dispute and his/her recommendation.

The Office of the **Academic Dean** must also e-mail (registrar@biu.us) a copy of the completed, signed, and dated “STUDENT GRADE GRIEVANCE FORM (ACADEMIC DEAN LEVEL)”, in addition to any additional supporting documents provided, to the Office of the University Registrar to be filed in both, the student and faculty academic files.

- The professor involved in the grade dispute will then review the **Academic Dean** recommendation, make his decision, and notify the student, in writing, of such decision no later than **five (5) business days** after receiving the **Academic Dean** recommendation.

Concurrently, the professor involved must send a copy of his/her fourth notification letter must be sent to the Office of the University Registrar. This notification will also to be filed in both, the student and faculty academic files.

The **Academic Dean** is the final appellate entity for grade grievances. Therefore, no further action could be pursued beyond this level of authority. Note that the recommendations made by the **Academic Dean, College or School Dean**, and the **Department Chair** are strictly educated opinions, but are not meant to force the professor involved to change his/her decision about a disputed final course grade.

Upon the conclusion of the grade grievance process, the last decision made by the professor involved regarding the disputed final course grade is considered final and cannot be appealed any further.

If a conflict of interest with one of authorities is observed, another authority with similar responsibility or a supervisor of that authority will be appointed.

Student Academic Grievance Policy

To comply with Federal and State requirements, Broward International University (BIU) has a **Student Academic Grievance Policy** designed to provide fair and impartial means for students to seek investigation and possible resolution of academic or administrative issues and complaints in a just and swift manner. BIU recognizes that addressing and satisfactorily resolving these issues are vital actions to ensure that the quality of the education provided is not adversely affected. Consequently, BIU strongly encourages students who are dissatisfied with any academic or administrative dispute to follow the proper procedure(s) immediately after a disagreement develops.

Grievances may often develop because of misunderstandings between students and a faculty member or an advisor regarding expectations for academic performance or personal behavior. Although students are responsible for getting thoroughly acquainted with academic and professional expectations, faculty and advisors are required to emphasize those expectations and ensure that students are fully aware of them. Ultimately, students must accept and observe the policies, rules, and regulations of the University, their respective college or school, and department.

This Policy and related procedures are limited to address grievances by students in which the complaint involves arbitrary awarding of grades for coursework, comprehensive examination, thesis, or dissertation; unprofessional conduct by the professor that may adversely affect the student's ability to satisfy academic expectation and/or his/her academic performance; inappropriate academic advising concerning requirements not published in official University documents; arbitrary dismissal from a course or program except in cases where such action is caused by a violation of the professional code of conduct; and irregularities in the implementation of the academic grievance procedures.

This Policy and related procedures are not designed to address issues related to research misconduct, violations of the professional code of conduct, grading issues other than arbitrary awarding of grades, and issues related to sexual harassment, or discrimination based on age, sex, sexual orientation, religion, race, marital status, national origin or disability.

Student Academic Grievance Procedures Informal Procedure

Since grievances within the scope of this policy are often settled informally between the parties (a grieving student and a faculty or an advisor) involved, BIU strongly encourages students to first attempt this approach as soon as possible after the disagreements develop. To this effect, a student seeking satisfactory resolution of his/her grievance(s) must initiate this procedure by contacting the professor or advisor involved in the alleged controversy no later than **five (5) business days** after the objection arose, or the grievance will be considered untimely and, therefore, dismissed against the student. The student must arrange for an informal meeting with the faculty or advisor involved to state his/her grievance and factually argue against the issue(s) triggering the complaint. If the issue cannot be satisfactorily resolved, or the faculty or advisor cannot be reached, then, the student must meet the Department Chair to present his/her case within **ten (10) business days** after the objection arose. This informal grievance procedure is terminated at this level unless the Department Chair is the subject of the complaint. If this is the case, the student must proceed to meet the College or School Dean. Any mutually acceptable resolution to the

grievance, achieve at any level through this informal procedure, shall be officially formalized by inserting a report in the student file, which must include a detailed description of the student grievance(s) and the rationale for the resolution, and must be signed by the student and the faculty or advisor, or the academic authority (Department Chair, or College or School Dean) involved in the final decision. If the disagreement is not satisfactory resolve, the University representative involved must issue a report describing in detail the rationale for his/her decision in the matter. Such document must, upon issued, be inserted in the student and faculty or advisor files.

Formal Procedure

Sometimes, however, a disagreement may develop and persist despite the best effort to satisfactory resolve the impasse by following the informal procedure described above. If this is the case, the formal grievance procedure is initiated by filing a written complaint with the **provost** office using a “STUDENT GRIEVANCE FORM”. The grievance, in addition to any supporting documents, must be filled within **fifteen (15) business days** of the date the informal resolution procedure ends. After receiving the formal complaint, the **provost**, in consultation with the **College or School Dean**, will review the grievance to determine whether it is covered by the scope of this policy and, if so, whether a formal hearing is justified. Otherwise, the student shall be notified in writing of this inference and advised about the proper channels for the grievance to be addressed.

If a hearing is granted, the same shall be scheduled as soon as possible within **thirty (30) business days** after the receipt of the complaint. Both, the grieving student and the faculty or advisor associated with the case shall be notified by the provost, in writing, of the date and time designated for the formal hearing. In addition, an Academic Grievance Committee will be assembled and notified, in writing, of the same information. The Academic Grievance Committee will be composed of three (3) members consisting of the related College or School Dean, the related Department Chair, and a related Program Faculty or an Advisor. The Grievance Committee will be responsible for conducting a fair and balance hearing ensuring that both sides of the dispute are thoroughly presented. At the conclusion of the hearing, the committee will meet along to review and deliberate the dispute based solely on the verbal narrative presented during the hearing, which shall be recorded, along with any additional written document submitted by the grieving student, which must include relevant facts and rationale pertaining his/her grievance, a copy of the report issued by the faculty or advisor involved in the case describing in detail the rationale for his/her decision in the matter, and any other applicable supporting document. If the Grievance Committee is not able to make an educated judgment due to insufficient information, then, additional information will be required from the grieving student and/or the faculty or advisor involved, and the hearing may be rescheduled as deemed necessary. Otherwise, the Grievance Committee must then decide the case by majority vote and finally prepare a written report stating all the facts as presented to them, and their conclusions and recommendations. Such report, along with all the material gathered for the case, must be forwarded to the provost, who shall issue a written decision within **fifteen (15) business days** of receipt of the Committees report. A copy of the provost’s determination shall be placed in the student academic file as well as the faculty academic or advisor administrative file. A copy of such document will be also sent to both parties of the dispute by E-mail, if available, and by certified U.S. mail. Within the authority of the University, The Provost’s decision shall be considered final and binding upon both parties. Therefore, such decision cannot be appealed. The provost’s must issue a report describing in detail the rationale for his/her decision in the matter. Such document must, upon issued, be inserted in the student and faculty or advisor files.

If a conflict of interest with one of authorities is observed, another authority with similar responsibility or a supervisor of that authority will be appointed.

If the grievance still cannot be resolved to the satisfaction of the student after following the University's grievance procedures described above, then, the grieving student may, at his/her sole discretion, file a formal complaint with the Florida Commission for Independent Education at the following address:

Commission for Independent Education Florida Department of Education
325 West Gaines Street Suite 1414
Tallahassee, FL 32399-0400,
Tel.: 1 (888) 224-6684

Students should research diligently the University official documents to become acquainted with the information therein provided and be aware that faculty members enjoy the privilege of having academic discretion. Before filing a complaint, a grieving student should ensure that his/her disagreement is due to a violation of the BIU policies, rules, and regulations. Following this advice will help minimize potential misunderstandings between students and faculty or advisor. Respectfully requesting clarification from a faculty member or an advisor further reduces the possible adverse impact that a dispute may have over the learning environment.

STUDENT CONDUCT

In addition to the Student Code of Conduct, all students at the Broward International University are also subject to the University's Discrimination, Harassment, Sexual Misconduct, Stalking, and Retaliation policy and accompanying Discrimination Grievance Procedures, ("Discrimination and Harassment policy"), which are separate from the Student Code of Conduct standards and procedures. The University's Discrimination and Harassment policy covers behaviors related to discrimination, sexual harassment, sexual assault, inducing incapacitation for sexual purposes, sexual exploitation, relationship violence, stalking, and retaliation. In cases where the provisions in the Student Code of Conduct and the provisions in the Discrimination and Harassment policy and accompanying Discrimination Grievance Procedures are different or inconsistent, the Discrimination and Harassment policy and Discrimination Grievance Procedures supersede. Therefore, all students are expected read the Discrimination and Harassment Policy and Discrimination Grievance Procedures, as well as the Student Code of Conduct, to gain a thorough understanding of the expectations and procedures set forth in both processes and the differences between the two. Differences include, but are not limited to, the evidentiary standard used to determine whether a violation has occurred ("preponderance of the evidence" in the Discrimination Grievance Procedures and "clear and convincing evidence" in the Student Code of Conduct), and the procedures for appeal.

When a student has been found to be in violation of the Discrimination and Harassment policy, the Academic Dean is charged with imposing disciplinary sanctions. Possible sanctions that may be applied are the same as those described in the Student Code of Conduct. Disciplinary records for Discrimination and Harassment violations are maintained in the same manner as other disciplinary records under the Student Code of Conduct.

STUDENT CODE OF CONDUCT

Jurisdiction of the Student Code of Conduct

This Student Code of Conduct applies to student conduct that occurs on the University premises, in the University Learning Management System site <https://oncampus.biu.us/acceder> any electronic

communication with University authorities or other students, any electronic communities created by the University or that are associated with the University, at University sponsored activities, and off-campus when such conduct adversely affects the University community and/or the pursuit of its objectives. The Student Code of Conduct also applies to a student's conduct even if the student withdraws from university while a disciplinary matter is taking course. The Provost of the University, or designee, is responsible for deciding whether the Student Code of Conduct has been violated due to conducts occurring off campus. This decision will be made on a case- by-case basis, in his/her sole discretion. The Academic Dean, on the other hand, is responsible for deciding whether the Student Code of Conduct has been violated due to conducts occurring on the online campus.

Standards of Academic Conduct

Students registered at Broward International University are always expected to abide, without exception, by the Student Code of Conduct. Any student who is found to have committed or attempted to commit academic misconduct will be subject to applicable academic misconduct procedures and disciplinary sanctions. It must be understood that, in some cases, a violation of the Student Code of Conduct may also be found to be a violation of City, State, or Federal law. In such cases, in addition to the potential sanctions imposed by the University, prosecution through the criminal justice system may also occur.

Academic misconduct is defined as any form of academic dishonesty, which includes, but it is not limited to:

- Cheating while fulfilling any academic requirement (examinations, coursework, postings on forums, among others). This category represents any dishonesty such as:
 - Interacting with other person(s) (whether student(s) or not) aiming to receiving unauthorized test or coursework information or assistance.
 - Seeking the services of external entities for the purpose of handling assigned quizzes, tests, and coursework, and then, representing the results as one's own.
 - Being in possession of, using, distributing, or profiting from unauthorized copies of examinations (quizzes, tests).
 - Facilitating academic dishonesty. This category represents any action that facilitate other students to commit academic dishonesty such as:
 - Providing support with, or answers to, quizzes and/or test, or coursework questions to another student, who
 - Impersonating another student with the objective of taking an examination in his/her place.
- Plagiarism, which is define as someone claiming ownership of the thoughts, words, opinions, ideas, theories (even if they are paraphrases using his/her own words), quotations, or data (whether published or not) or any material (including other uses of facts, graphic representations, statistics) of someone else without proper acknowledgement of the sources or true authorship with full and accurate references. This category includes, but it is not limited to:
 - Submitting someone else's work (published or not) in whole, in part, in paraphrase, or in summary, without fully and properly crediting the authorship with bibliographic

references, quotation marks, citations, or other proper acknowledgements, which infers one's authorship instead of.

- Submitting as one's own original work, material attained from a person (author), agency (public or private), or the internet without the proper reference to the individual, agency or web address as its source.
- Fabrication, which is defined as the falsification or creation of any information, research data (measured or gathered through surveys), research statistics, or citations used in academic works (dissertations, theses, research paper, capstone project). This category includes, but it is not limited to:
 - Deliberately including false documentation of a source.
 - Including bibliographic or other list of references to acknowledge information sources that were not used in the preparation of submitted academic works.
 - Using falsified or fabricated data or information in the preparation of submitted academic works.
- Threatening (verbally or in writing) to cause harm or causing harm (physical or psychological) to any student, faculty or staff member, or any visitor of the University.
- Disseminating false information that adversely affects the university community (students, faculty, staff and visitors), reputation, or the pursuit of its objectives.
- Furnishing false information (verbally or in writing) to any University official, faculty member, or administrative staff, including documentation related to one's educational background.
- Initiating, promoting, or contributing to any disorderly conduct or disruption of learning-teaching activities in electronic learning sites and University sponsored events.
- Intending to bribe university officials, staff, and/or faculty member to influence or illegally change assigned grades.
- Interfering or attempting to interfere with any University disciplinary proceeding intended to favorably affect the outcome of the investigation. This misconduct including, but it is not limited to altering evidence, or encouraging or bribing witnesses to furnish false information or suppress essential information.
- Misrepresenting oneself or an organization as a representative of the University or impersonating an official of the University.

A student who is found to be responsible for pursuing these kinds of Academic Dishonesties is subject to disciplinary actions that may range from disciplinary probation, temporary suspension, or irrevocable termination of enrollment at the University. The University expects that all its students pursue their academic studies with complete honesty and integrity.

Penalties for Academic Misconduct

Depending on the nature and severity of the academic misconduct, a student found to have violated the Code of Conduct may be subjected to one or more sanctions, which could be imposed by the University and/or the appointed course faculty member.

Academic sanctions may include, but are not limited to:

- Appointed Course Faculty Member:
 - May assigned a reduced or failing grade to an assignment, a test, or the course involve.
 - May require the charged student to complete additional work and/or take a make- up test.
- The provost and / or the Academic Dean, in representation of the University:
 - May revoke any scholarship awarded by the University.
 - May issue a Disciplinary Warning. This sanction is used to warn the charged student that further academic misconduct, of any nature, may trigger more severe disciplinary actions.
 - May issue a Disciplinary Probation. This sanction is used to warn the charged student that further academic misconduct, of any nature, may trigger:
 - ♦ The charged student continued enrollment to be subjected to specific conditions during a specific period.
 - ♦ The suspension or even the irrevocable termination of enrollment from the University.
 - May issue a Disciplinary Suspension. This sanction is used to impose the temporary separation of the charged student for a specified period, or until specific conditions, if imposed, have been met fully. A suspended student will be ineligible for:
 - ♦ Enrollment in any course offered by the University.
 - ♦ Participating in any University-sponsored activity.
 - ♦ Physically entering the main or any other University campus.
 - May issue a Disciplinary Expulsion. This sanction is used to impose the permanent separation of the charged student from the University. An expelled student will be permanently ineligible for:
 - ♦ Enrollment in any course offered by the University.
 - ♦ Participating in any University-sponsored activity.
 - ♦ Physically entering the main or any other University campus.
 - May deny a degree or other academic recognition pursued by the charged student.
 - May revoke a degree or other academic recognition previously awarded to the charged student by the University. A notice of any degree revocation will appear on the student's transcript.

Confidentiality and Records Keeping Pertaining Disciplinary Proceedings

All records pertaining to disciplinary proceedings will be considered education records and will be treated as designated by applicable Federal and Florida law (see Access and Release of Student Education

Records Policy). Student conduct records are kept permanently in the offender student's education records, and will not be disclosed to anyone, but to University Authorities who have a genuine need of such kind of information to conduct official University activities, without the written consent of the offender student, unless required or allowed by applicable law.

To protect the privacy rights of students and/or other individuals involved in a misconduct incident, only a redacted copy of the incident report may be released upon a written request of the individuals involved in the incident under investigation. Redaction shall be may to protect the identities of the parties involve to the extent allowed by the applicable law.

Rights of Students in Disciplinary Proceedings

Broward International University is fully committed to probe any allegation of a violation of the Student Code of Conduct. The University, however, recognizes that this commitment is only possible if witnesses and /or victims of misconduct incidents proceed, as expected, to report such incidents to the University proper authorities.

Thus, to strongly encourage any student and / or other member of the University community to file a complaint against a student(s) who may have, alleged, violated the Student Code of Conduct, the University underscore its commitment to conduct a fair investigation and to guaranty the rights and confidentiality of both, the complainant(s) and the charged student(s) involve in the reported misconduct.

The following is an outline of the rights accorded to any student(s) subjected to a probe for an alleged violation of the Student Code of Conduct. The same rights are equally granted to the complainant(s) student(s) and / or other member of the University community unless additional rights are given to either party under the applicable law:

- The complainant has the right to submit a written account of the misconduct, including the identity of the alleged accused student and the witnesses of the incident.
- Upon the completion of a preliminary probe, the appointed University investigator will issue a detailed written report, which complainant has the right to review to ensure that the misconduct account is accurately represented. At this stage, the complainant also has the right to submit a written statement contesting conclusions and / or discrepancies relative to the original account of the incident.
- The accused student has the right to be notified that a complaint has been file against him / her for an alleged violation of the Student Code of Conduct, and that such allegation is under investigation.
- The accused student has the right to review all the material evidence used to support the misconduct complain, including the identity of the witnesses presented by the complainant.
- The accused student has the right to be afforded an opportunity to gather evidence and witnesses to support his/her defense.
 - The accused student has the right to submit a written response to the charges.
- Both, the complainant and the accused student have the right to receive notification of the disciplinary hearing.
 - All the individual involved, the complainant, the accused student, and the witnesses

have the right to confidentiality. To this effect, access to all the information pertaining to the investigation, including that presented in the disciplinary hearing will be restricted to those who need to know. In addition, a disciplinary hearing will not be open to the public.

- Both, the complainant and the accused student, have the right to have an attorney or a non-attorney legal advisor as representatives through the disciplinary proceedings.
- Both, the complainant and the accused student, have the right to testify or decline to testify.
 - During a disciplinary hearing, both, the complainant and the accused student, or their designated representatives, have the right to cross-examine all witnesses and are subject to cross-examinations if choosing to testify. If requested, feasible accommodations will be setup to avoid direct contact between the complainant and the accused student.
- Both, the complainant and the accused student, have the right to be informed, as soon as possible, of any outcome reached during the disciplinary proceeding as allowed by applicable laws.
 - Upon made aware of any relevant outcome, both, the complainant and the accused student, have the right to have a reasonable period to prepare and submit, if deem appropriate, a rebuttal contesting the findings.

If deem appropriate, other rights may be granted to both, the complainant and the accused student.

Appeal of the Finding of Responsibility and Sanction in Disciplinary Proceedings

Broward International University recognizes that the charged student has the right to appeal the finding of responsibility determination arrived at during the disciplinary proceedings and / or the sanction imposed as a result. To this effect, within five (5) working days from receiving a written notification of the disciplinary action to be appealed, the charged student, or his/her formal legal representative, must file a written appeal addressed to the Provost of the University. The written appeal must contain all the necessary information to identify the charged student and the misconduct case being contested, including a copy of the notification received from the University. In addition, the written appeal must describe the grounds which merit an appeal, any new extenuating circumstances, compelling evidence, and / or statements from witnesses that the charged student wishes to have considered. Moreover, the written appeal must also include a request to continue attending classes during the appeal process.

The appeal will be first reviewed by the Provost to determine the viability of the appeal based on whether there is new compelling information that, if considered, could significantly alter the facts upon which the disciplinary action that is been appealed was based on, and / or establish that a proper procedure was not followed during the disciplinary proceeding, and / or show that undeserved sanctions were imposed.

Upon determination of the viability of an appeal, the Provost of the University will issue a formal response to the request for appeal. The Provost of the University may deny the request for appeal the stated disciplinary action and affirm the original finding or grant the request for appeal. In any case, the decision rendered by the provost is final.

STUDENT SERVICES

Personal Assistance

To create a welcoming environment that is conducive of learning, Broward International University academic and administrative personnel are fully committed to assist students in all matters that in one way or another may influence their academic performance.

New students are advised about the policies and procedures governing the Institution. Students are informed or reminded that such material, including the University Catalog, are available to them at BIU's learning platform. All students, new and current, will be able to have their questions answered by our staff at any time during regular business hours upon previously scheduled appointment.

Financial Assistance

At present time, Broward International University does not provide access to any federal or state funding program. However, to support its commitment to make quality postsecondary education as affordable as possible, BIU assists those students who qualify, with scholarships funded by the University and potential private donors. For more details about this source of monetary support, please see the information provided above under FINANCIAL ASSISTANCE.

Library

Students, Professors, and Staff at Broward International University have access to a variety of reputable electronic resources that support academic research and learning. These include:

Databases & Digital Libraries

- EBSCO Host, Business Searching Interface, E-Book, E-Libro
- ScienceDirect, ERIC, DOAJ (Directory of Open Access Journals)
- AccessScience, MIT Libraries, Harvard Dataverse, World Bank Open Data
- AHFE Open Access, CEPAL Publications, OECD Publications, Stanford Large Network Dataset Collection

Business & Economics Resources

- Harvard Business Review, IDEAS - Economics and Finance Research, Economic Indicators (MyNBER)
- American Journal of Economics, International Journal of Marketing Studies (IJMS)
- IADB Publications, U.S. Bureau of Economic Analysis (BEA)

Education & Multidisciplinary Resources

- Awesome Library, EDUCAUSE Library, Khan Academy, MERLOT, OER Commons
- Google Scholar, Library of Congress, Digital Public Library of America

Technology & Innovation

- IEEE Xplore Digital Library, PQAI - Patent Quality Artificial Intelligence
- Institute for the Future of Education, National Institute of Standards and Technology (NIST)

All these resources provide faculty and students with access to peer-reviewed journals, research papers, open-access content, and essential academic tools to enhance research and learning.

Academic Advising

One of the roles of the Office of the Academic Dean and the Office of the University Registrar is to provide students with an adequate academic support to enhance their learning experience and facilitate the achievement of their academic progress. To this effect, students are advised on best course of actions to accomplish such objectives. Furthermore, to fully this University initiative, faculty members, through the office of the Academic Dean, are also available to student for guidance.

Job Placement Assistance

The Broward International University is committed to help every graduate, who is legally allowed to work in the U.S.A., in achieving suitable employment. This includes assistance with resume preparation; recommendation for interviews' readiness; availability of articles offering tips for maximizing positive impact during job interviews; setting up interviews with potential employer when employment opportunities become available and are suitable matches with graduate employment expectations, skill level and knowledge; and other employment related resources.

Broward International University does not and cannot guarantee job placement.

Technical Support

Particularly, due to the 100% online method of conducting the academic activities and most of the administrative operations at Broward International University, the University is prepared to provide technical assistance to students in resolving issues concerning the use of our Learning Management System Platform, where the academic activities are conducted, and our website, where Admission and other administrative business are conducted. This includes addressing and resolving issues related to students:

- Online Application for Admission,
- Access to online payment services,
- Institutional email accounts,
- Access to BIU's LMS,
- Access to registered academic courses,
- Access to scheduled Videoconferences,
- Uploading required assignments,
- Access to academic resources,
- Access to Library system,
- And other technical issues related to our LMS and Website.

To report technical issues, student should send a written request by email (campus.support@biu.us).

PROGRAMS OF INSTRUCTION

Course Numbering System

The graduate course numbering system at Broward International University is composed of prefixes and numbers. three letters and three numbers. The three letter prefixes are representations of the area of study. The list below shows the prefixes used to represent the graduate courses currently offered at BIU:

BUS –	Business
BAC –	Business – Accounting
BIA –	Business – Artificial Intelligence
BDM –	Business – Digital Marketing
BHM –	Business – Healthcare Management
BIS –	Business Information Systems
CSE –	Computer Software Engineering
CIA –	Computer Software Engineering – Artificial Intelligence
VED –	Virtual Education
VNS –	Virtual Education – Neuroscience and Education
VDT –	Virtual Education Digital Transformation
VIA –	Virtual Education Artificial intelligence
VLO –	Virtual Education Leadership and sustainability
VST –	Virtual Education Stem
ABA –	Associate in Business Administration

The numerical component of the course codes is represented by three (3) digits. The first digit is the level code (4 = Associate degree; 6 = Master Degree; 7 = Doctoral Degree). The second and third digit indicates the academic period when the course is normally taken. The fourth digit is used indicates the sequence of the courses.

For example, the code VED6032 represents a course normally taken during the third academic period of the Master's Degree in Virtual Education.

Degree Offering

Broward International University offers one (1) Associate's Degree program, three (3) Master's Degree programs, and two (2) Doctoral Degree programs. These programs are grouped under three (3) schools, the School of Business, the School of Education, and the School of Engineering, as shown in the table below:

SCHOOL	PROGRAM (DEGREE)	CREDIT HOURS
	Associate of Science in Business Administration (ABA)	60
School of Business	Master of Business Administration (MBA) <ul style="list-style-type: none"> • With No Concentration • With Concentration in Accounting • With Concentration in Artificial Intelligence • With Concentration in Branding Strategies • With Concentration in Coaching y Leadership • With Concentration in Corporate Communication • With Concentration in Digital Marketing • With Concentration in Digital Transformation and Business Development • With Concentration in Event Organization • With Concentration in Healthcare Management • With Concentration in Information Systems • With Concentration in Innovation and Entrepreneurship • With Concentration in International Business Management • With Concentration in Marketing and Sales • With Concentration in Project Management • With Concentration in Sport Management • With Concentration in Tourism and Hospitality Management 	36
	Doctor of Business Administration (DBA) <ul style="list-style-type: none"> • With Concentration in Artificial Intelligence 	60
	Master of Science in Virtual Education (MS) <ul style="list-style-type: none"> • With no Concentration • With Concentration in Neuroscience and Education 	36
School of Education	<ul style="list-style-type: none"> • With Concentration in Digital Transformation • With Concentration in Artificial Intelligence • With Concentration in Leadership and Sustainability • With Concentration in STEM 	
	Doctor of Education in Virtual Education (EdD) <ul style="list-style-type: none"> • With Concentration in Artificial Intelligence • With Concentration in Leadership 	60
School of Engineering	Master of Science in Computer Software Engineering (MS) <ul style="list-style-type: none"> • With no Concentration • With Concentration in Artificial Intelligence 	36

School of Business

The world of Business encompasses a wide range of specialties, each with their unique set of challenges. Business organizations required trained individuals in different areas of business to fulfill entry-level as well as specialized positions. To provide career options for those students who are interested in acquired or expanding their knowledge and experiences in business, Broward International University offers an Associate of Science degree in Business Administration; a Master of Business Administration (MBA) program with different concentrations, allowing students to select from different sets of elective courses to tailor their program to meet their specific professional objectives; and a Doctor of Business Administration (DBA).

Associate of Science in Business Administration

Program Objective

The Associate of Science degree in Business Administration, a business-oriented program, is designed to prepare students for entry-level administrative and managerial positions in globally competing business organizations. The primary objective of this program is to provide a comprehensive theoretical background in key areas of business and promote the development of vital business, leadership, management, and administrative skills necessary to prepare competitive skillful and knowledgeable graduates, at the same time they prepare to continue pursuing a Bachelor's degree in a business-related area of interest.

Program Description

This challenging program, designed to equip students with the theoretical knowledge and practical skill required to compete for entry-level administrative and managerial positions in the world of business, focus on providing a comprehensive background in business, finance, marketing, accounting, economics, legal business environment, project management, human resources management, management information systems, business and financial mathematics, computer business software applications, and other general education courses.

The **Associate** program consists of **45 Semester Credit Hours** of fundamental business courses plus **15 Semester Credit Hours** of General Education courses, for a total of **60 Semester Credits Hours**. The following table shows the curricular structure of the **AS BA** program.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	ABA4011	English Composition I (*)		3
	ABA4012	College Algebra (*)		3
	ABA4013	Principles of Business		3
2	ABA4021	English Composition II (*)	ABA4011	3
	ABA4022	Microcomputer Software Applications for Business and Economics		3
	ABA4023	Business Calculus (*)	ABA4012	3
3	ABA4031	Principles of Management	ABA4013	3
	ABA4032	Principles of Finance		3
	ABA4033	Financial Accounting		3
4	ABA4041	Principles of Economics I (*)	ABA4033	3
	ABA4042	Managerial Accounting	ABA4033	3
	ABA4042	Principles of Marketing		3
5	ABA4051	Principles of Economics II	ABA4041	3
	ABA4051	Introduction to Digital Marketing	ABA4042	3
	ABA4052	Intermediate Accounting I	ABA4042	3
6	ABA4061	Introduction to Management Information Systems	ABA4022, ABA4031	3
	ABA4062	Intermediate Accounting II	ABA4052	3
	ABA4063	Financial Mathematics	ABA4012, ABA4023	3
7	ABA4071	Managerial Finance	ABA4031, ABA4063	3
	ABA4072	Leadership Fundamentals		3
(*) General Education Course				60

Master of Business Administration

To address the fact that the world of Business is experiencing an increasing demand for train-professionals at a graduate-level in a wide range of specialties, Broward International University offers different concentrations within its MBA program, allowing students to select from different sets of elective courses to tailor their program to meet their specific professional objectives. The academic concentrations available have been selected in accordance with the current labor market demand and designed to prepare students to handle specialized responsibilities within such concentrations. The MBA program consists of 24 semester credit hours of fundamental business courses (core courses) plus 12 semester credit hours of specialized courses that uniquely define the selected concentration. It should be noted, however, that Concentrations are not listed on the degree granted, but will explicitly appear on the Student's Transcripts.

The following describes the standard MBA and the MBA with concentrations currently available.

Program Objective

The objective of the Master of Business Administration (MBA) program, under the administrative responsibility of the School of Business, is to provide a balanced combination of a comprehensive theoretical background in essential areas of business and practical instructions extracted from the corporate experience of our professional faculty, to facilitate the understanding of the challenges confronted by business within the context of globalization. This combination provides students with the fundamental business skills needed to successfully lead and manage organizations.

Program Description

The MBA program is a graduate business academic program designed to suit students who have a wide spectrum of academic backgrounds and professional experiences.

The MBA is designed for working professionals who are seeking for an academic program that provides a comprehensive business background through a core curriculum focusing on developing a set conceptual and practical skills encompassing essential areas of business, including Accounting, Finance, Marketing, Leadership, and Management.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BUS6031	Business, Government, International Economy, Business Policy, and Strategy (*)	BUS6021	3
	BUS6032	Management (*)		3
4	BUS6042	The Entrepreneurial Manager (*)	BUS6032	3
	BUS6043	Human Resources Management (*)	BUS6032	3
5	BUS6051	Information Systems and Technology Management		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS652	3
(*) Courses to be replaced by the set of elective courses related to the chosen concentration.			Total	36

MBA with Concentration in Accounting

The concentration in Accounting, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by offering a comprehensive background in the theory and business applications of Auditing, taxation, Cost Accounting, and Managerial Accounting. This concentration will provide the fundamental business skills and a broader overview of the practical framework of Accounting, which could help students advance their professional careers into managerial and leadership roles.

This option is designed to complement the fundamental business core courses offered by the MBA program, by providing a comprehensive foundation in Accepted accounting principles with focus on the interpretation, understanding, and use of accounting information to analyze typical business situations and make sound financial decisions. This concentration is intended for those students whose professional objectives are focus on leading and managing organizations' strategic financial operations in the context of a global economy.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BAC6031	Auditing (*)		3
	BAC6032	Taxation for Managers (*)		3
4	BAC6041	Cost Accounting Fundamentals (*)	BAC6031, BAC6032	3
	BAC6042	Managerial Accounting II (*)	BAC6031, BAC6302	3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in Artificial Intelligence

The Master of Business Administration (MBA) with Concentration in Artificial Intelligence is an advanced academic program designed to prepare professionals in the business field with the skills

and knowledge necessary to lead in the information age. Participants will explore the fundamentals of both discriminative and generative data science and artificial intelligence, gaining a solid understanding of key concepts, algorithms, and technologies driving these disciplines. Furthermore, the program focuses on the development of practical skills through the application of advanced techniques in data analysis and business intelligence. The convergence of business and financial management with artificial intelligence will also be comprehensively addressed, providing students with a unique perspective on how emerging technologies can strategically transform business practices.

The primary purpose of the Master of Business Administration with Concentration in Artificial Intelligence is to prepare participants to become change agents in a data-driven and technologically advanced business environment. Through a deep understanding of the fundamentals of data science and artificial intelligence, graduates will be ready to make informed strategic decisions and develop innovative solutions in a highly technological business context using state-of-the-art artificial intelligence tools. Additionally, the program aims to cultivate specific skills in data analysis and business intelligence, as well as the effective integration of artificial intelligence into business and financial management. Upon completion of the program, participants will be equipped to address complex business challenges and capitalize on emerging opportunities, working through relevant case studies in an increasingly technology-driven business world.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	
	BUS6022	Finance	BUS6011, BUS6012	3
	BIA6031	Introduction to Data Science and A.I. (*)		3
3	BIA6032	Data Analytics and Business Intelligence Techniques (*)		3
	BIA6042	Commercial Management with Artificial Intelligence (*)	BIA6031, BIA6032	3
4	BIA6043	Financial Management with Artificial Intelligence (*)	BIA6031, BIA6032	3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of electives courses related to the standard MBA.			Total	36

MBA with Concentration in Branding Strategies

The concentration in Branding Strategies, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business

background already provided within the MBA, by offering a comprehensive overview of digital media marketing, strategic brand placement and management, customer behavior, and online customer engagement.

Under these considerations, this Concentration is intended for those students whose interest and professional objectives are focus on pursuing managerial opportunities in organizations seeking professionals with the knowledge and skills necessary to improve brand growth via digital platforms.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BBS6031	Target Market Seen from Emotion and Technology (*)		3
	BBS6032	Technology, Brands and the Consumer (*)		3
4	BBS6041	Soul Brands (*)		3
	BBS6042	Branded Content & Storytelling (*)		3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in Coaching y Leadership

The concentration in Coaching y Leadership, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by providing students with the fundamental skills, knowledge, and best practices necessary to succeed in this far-reaching discipline. Particular attention is focus on specific topics such as the range of diverse setting where this profession could have access to high- rewarding jobs, code of ethics of the International Coaching Federation (ICF), benefits of coaching, impact of coaching in Mentoring, Neurolinguistic Programming (NLP) and how it provides a set of tools that could be key for the successful accomplishment of the objectives set for by Coaching, the understanding of how Coaching could help leaders in achieving a decision-making process that is consistent with fundamental values and is conducive to the creation of a harmonious and productive relationship with their followers, and Coaching models and techniques used to diagnose work-teams and

individuals aiming to facilitate the assembly of work-teams whose members work in cohesion for the successful attainment of their organizations objectives.

Under these considerations, this Concentration is intended for those students whose interest and professional objectives are focus on pursuing opportunities as independent consultant or in business organizations seeking for leaders who can develop their workforce, which is their most important resource.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BCL6031	Introduction to Coaching (*)		3
	BCL6032	Neurolinguistic Programming (*)		3
4	BCL6041	Leader Coach (*)		3
	BCL6042	Team Coaching (*)		3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in Corporate Communication

The concentration in Corporate Communication, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by offering a comprehensive overview of the critical role that a Corporate Communication Manager plays in building a corporation brand image and sustaining its long-term outstanding reputation. Focus is placed on how to implement and maintain an excellent relationship with journalists and the communication media that best suit a corporate brand, discuss in detail the challenges that a Chief Communication Officer (CCO) confront regularly because of internal and external issues that may affect organization communication strategies, surveying existing digital communication tools, the challenges they present and opportunities they offer, the metrics used to measure their performance, and, plan and implement corporate communication strategies to prevent and or manage image crisis due to the intense external scrutiny that organization are exposed to nowadays.

Under these considerations, this Concentration is intended for those students whose interest and

professional objectives are focus on pursuing leadership opportunities in corporate communication departments seeking for leaders who can deliver their companies' specific business message to a specific target population.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BCC6031	Press Office and Media Management (*)		3
	BCC6032	Challenges of the Chief Communication Officer (*)		3
4	BCC6041	Digital Communication and Social Media (*)		3
	BCC6042	Crisis Communication (*)		3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in Digital Marketing

The concentration in Digital Marketing, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by offering a comprehensive background in the theory and business applications of Neuromarketing, Digital and Mobil Marketing Strategies, Digital Tools, Technologies, Metrics, Social Media, and Virtual Communities in Business. This concentration will provide students with the essential business skills needed to successfully lead and manage organizations' strategic marketing initiatives in the ever growing and dominant market driven Digital Economy.

This concentration is designed to complement the fundamental business core courses offered by the MBA program, providing a comprehensive foundation in Digital Marketing, a branching of the Marketing field developed to take advantage of the digital economy. This Concentration is intended for those students whose interest and professional objectives are focus on leading and managing institutions' strategic marketing developments conducive to successfully compete in the current and future expanding Digital Economy.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BDM6031	Neuromarketing (*)		3
	BDM6032	Digital and Mobil Marketing Strategies (*)		3
4	BDM6041	Digital Tools, Technologies, and Metrics (*)	BDM6031, BDM6032	3
	BDM6042	Social Media and Virtual Communities in Business (*)	BDM6031, BDM6032	3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in Digital Transformation and Business Development

The concentration in Digital Transformation and Business Development, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by offering a comprehensive overview of the current trends in business digital technologies, the impact that they are having on the way businesses are conducted, and the current need for pursuing digital transformation aiming to transform all the business processes that could be optimized and automated by implementing current digital technology applications. This concentration also emphasizes in the understanding that achieving a true digital transformation entails changes in an organization's performance data, data processing, currently in use technologies.

Considering that companies pursuing digital transformation will open themselves to new opportunities at a global scale, this concentration also covers topics related to developing new business opportunities and the implementation of new business models that could be adopted and adapted to take advantage of the digital transformation process.

Under these considerations, this Concentration is intended for those students whose interest and professional objectives are focus on pursuing managerial and leadership positions in companies that are seeking to hire professionals with technical proficiency, particularly those who could lead companies through a digital transformation.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BDT6031	Business Intelligence (*)		3
	BDT6032	Digital Project Management (*)		3
4	BDT6041	Design Thinking and New Business Models (*)		3
	BDT6042	Business Development (*)		3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in Events Organization

The concentration in Events Organization, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by offering a comprehensive overview of the tools and techniques used to create strategies for communication plans used to achieve a high level of visibility of the event been promoted, and an in-depth background about the Meetings, Incentives, Conferences and Exhibitions (MICE) industry.

Under these considerations, this Concentration is intended for those students whose interest and professional objectives are focus on pursuing managerial positions in organizations offering MICE services.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BEO6031	User Experience Design at Events (*)		3
	BEO6032	Event Leisure Management (*)		3
4	BEO6041	Organization of Events and Business Tourism Companies (*)		3
	BEO6042	Official and Company Protocol (*)		3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in Healthcare Management

The concentration in Healthcare Management, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by offering a comprehensive background in the theory and business applications of Community Health Management, Healthcare Informatics, Strategic Healthcare Organizations Management, and Healthcare Economics. This concentration will provide the fundamental business skills and competencies needed to successfully lead, manage, and solve complex healthcare problems and impact the future of the healthcare sector, among others healthcare management issues. In this concentration, emphasis is placed on creating a strategic plan tailored to implement community health and disease prevention strategies, evaluating informatic technology and security management tools typically used within a healthcare organization to manage its information needs, exploring market opportunities and healthcare innovations, and using economic theories and related methodologies to address problems encountered within the healthcare industry while promoting and providing healthcare for the communities they serve.

This concentration is designed to complement the fundamental business core courses offered by the MBA program, such as Finance, Accounting, Marketing, Management, Leadership, and Information Systems, with a comprehensive foundation in Healthcare Organization Management. This Concentration is intended for those students whose interest and professional objectives are focus on developing business, managerial, and technical competencies required to effectively lead and manage healthcare operational issues within a Healthcare Organization. In this Concentration, coursework

studies community health and disease prevention, informatic technology and security management tools, market opportunities and healthcare innovations, economic theories and related methods to address issues encountered within the healthcare industry.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BHM6031	Healthcare Informatics (*)		3
	BHM6032	Community Health Management (*)		3
4	BHM6041	Healthcare Economics (*)	BHM6031, BHM6032	3
	BHM6042	Strategic Healthcare Organizations Management (*)	BHM6031, BHM6032	3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management Manager		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in Information Systems

The concentration in Information Systems, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by offering a comprehensive background in the theory and business applications of Relational Database Management Systems, Data Communications and Networking Concepts and Applications, Strategic Information Systems Planning, and Network & Systems Security Management. This concentration will provide students with the fundamental business skills and technical competencies needed to successfully lead and manage organizations' information technology infrastructure including computer networks, database information systems, and computer automation, among others. In this concentration, emphasis is placed on addressing the integration of information systems into a wide range of business operations, and the corporate value of mining the data store within such systems.

This concentration is designed to complement the fundamental business core courses offered by the MBA program, with a comprehensive foundation in computer information systems. This Concentration is intended for those students whose interest and professional objectives are focus on developing business, managerial, and technical competencies required to effectively lead and manage Companies' strategic information technology infrastructures in a world extremely dependent on

technology and data processing, and to develop the vision for transforming traditional business models by implementing digital-based business strategies and solutions conducive to become competitive in today's global environment.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BIS6031	Relational Database Management Systems (*)		3
	BIS6032	Data Communications and Networking Concepts and Applications (*)		3
4	BIS6041	Strategic Information Systems Planning (*)	BIS6031, BIS6032	3
	BIS6042	Network & Systems Security Management (*)	BIS6031, BIS6032	3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in Innovation and Entrepreneurship

The concentration in Innovation and Entrepreneurship, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by offering a comprehensive overview of the fundamental concepts in business innovation, including, but not limited to, creating value through the development of new products, services, and innovative business models; concept planning, developing, and testing; sustainable development; business planning and financing; routine managerial operations tools and methods for small business venues; and creating new business models in support of corporate strategies.

Under these considerations, this Concentration is intended for those students whose interest and professional objectives are focus on building the knowledge, learning to use the tools, and developing the analytical skills necessary to become independent leaders or entrepreneurs, or pursuing senior level managerial positions at organizations seeking to hire professionals who are knowledgeable about emerging strategies and technological advances that could support the optimization and

automation of existing operational methods and procedures conducive to a true business innovation.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BIE6031	Innovation Strategy (*)		3
	BIE6032	Innovation in Products and Services (*)		3
4	BIE6041	Creating New Business Models (*)		3
	BIE6042	Business Plan and Startup Financing (*)		3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in International Business Management

The concentration in International Business Management, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by offering a comprehensive analysis of the principles and practices of international business. Particular attention is focus on specific topics related to Management and Innovation of International Companies, International Economics, Cross-Cultural Management, and Global E-Business Strategies. This concentration will provide students with fundamental business skills to help them understand economic, operational, strategic, behavioral, and multicultural environmental factors impacting the management of business in different countries, emphasizing on the potential problems and risks inherently associated with business on a global scale.

Considering that business operations in the 21st century are worldwide in nature, this Concentration is intended for those students whose interest and professional objectives are focus on pursuing opportunities in companies whose business objectives include their expansion and consolidation in global markets with particular interest in e- business.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BIB6031	Management and Innovation of International Companies (*)		3
	BIB6032	International Economics (*)		3
4	BIB6041	Cross-Cultural Management (*)		3
	BIB6042	Global E-Business Strategies (*)		3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in Marketing and Sales

The concentration in Marketing and Sales, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by offering students a comprehensive analysis about how daily Marketing information is gathered and analyzed to improve the efficiency of the decision-making process aimed to confidently identify and understand the customers and their behaviors, market trends, marketing opportunities, and plan and implement marketing penetration strategies that best suit business objectives and provide value to customers. In addition, focus is also placed on the key issues related to the management of sales teams including hiring the best people possible for the task, implementing customer focused sales procedures, inspiring the sales team to successfully achieve objectives, and set the pace appropriate to effectively accomplish the business sales quota among others.

Furthermore, in this Concentration, students will also review different techniques applied in negotiating trade agreements as well as conflict resolution.

Under these considerations, this Concentration is intended for those students whose interest and professional objectives are focused on pursuing strategic Marketing and/or sales leadership opportunities in the public as well as private sectors, including advertising, retail, hospitality, and consultancy among others.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BMS6031	Marketing Intelligence and Consumer (*)		3
	BMS6032	Delivering Value to the Customer (*)		3
4	BMS6041	Direction and Management of the Sales Network (*)		3
	BMS6042	Trade Negotiation Techniques (*)		3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in Project Management

The concentration in Project Management, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by offering students the fundamental skills, knowledge, and best practices necessary to effectively execute the strategic leading role that Project Managers play in the successfully performance of domestic and global Organizations. Particular attention is focus on specific topics such as scope management, cost estimation and cost control, scheduling, organization culture and expectations management, selection of human resources for the creation of knowledgeable and harmonious workforce teams appropriate to successfully achieved the objectives set for in the contracted project scope of work, managing changes in organizations as well as individuals and groups, and planning and implementing project management methodologies that best suit the specific project assigned, and other topics that, in general, are conducive for Project Managers to set objectives, plan accordingly, monitor project progress, and improve their abilities to operate projects without major issues after their implementation.

Under these considerations, this Concentration is intended for those students whose interest and professional objectives are focus on pursuing leadership opportunities in public or private organizations seeking for leaders who can oversee large project based activities and make them progress efficiently.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BPM6031	Strategic Management of the Project and the Company (*)		3
	BPM6032	Project Scope and Financing Management (*)		3
4	BPM6041	The Human Factor and Change Management in Projects (*)		3
	BPM6042	Application of Agile Methodologies (*)		3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in Sport Management

The concentration in Sport Management, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by offering a comprehensive analysis about how Sport events are planned, implemented, and managed; To develop customer relationships and negotiation skills; and the importance of pursuing digital transformation to create a competitive edge for sport-related organizations.

Under these considerations, this Concentration is intended for those students whose interest and professional objectives are focus on pursuing opportunities in major and minor league sports; college, university, and professional Sports entities around the world whose business objectives include the sport and sport-related merchandize marketing and sport event management.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BSM6031	Organization and Management of a Sporting Event (*)		3
	BSM6032	Licenses and Merchandising (*)		3
4	BSM6041	Sponsorship Approach (*)		3
	BSM6042	Digitalization of the World of Sports (*)		3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

MBA with Concentration in Tourism and Hospitality Management

The concentration in Tourism and Hospitality Management, an option within the Master of Business Administration (MBA) program, has been conceptually designed to further enhance the fundamental business background already provided within the MBA, by offering a comprehensive analysis of the travel and tourism industry. Emphasis is placed on the economic relationship between the touristic service providers and the consumers of such services, and how to use performance data and data analytic tools and techniques to solve touristic-related optimization problems. In addition, focus is also placed on the organizational structure of a typical hotel, the operations and processes that take place on each department and how they interact with each other. This concentration will also cover key factors that should be considered to establish strategic methods to develop new touristic products and services that satisfy the consumers' demand.

Under these considerations, this Concentration is intended for those students whose interest and professional objectives are focus on pursuing leadership opportunities in the world's largest service industry including theme parks, sport facilities, resources, casinos, and entertainment venues among others.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	BUS6011	Marketing		3
	BUS6012	Managerial Accounting		3
2	BUS6021	Leadership and Organizational Behavior	BUS6011, BUS6012	3
	BUS6022	Finance	BUS6011, BUS6012	3
3	BTH6031	Tourist Market (*)		3
	BTH6032	Revenue Management (*)		3
4	BTH6041	Operations in Hospitality (*)		3
	BTH6042	Innovation Strategies in Tourism Products and Services (*)		3
5	BUS6051	Information Systems and Technology Manager		3
	BUS6052	Research Methodology		3
6	BUS6061	Operations and Project Management		3
	BUS6062	Thesis	BUS6052	3
(*) Courses replacing the set of elective courses related to the standard MBA.			Total	36

Doctor of Business Administration

Program Objectives

The DBA program, under the administrative responsibility of the School of Business, encourages innovative thinking and research. It provides an opportunity to integrate theory, practice, and decision-making that can be utilized in complex organizational environments. It enables students to evaluate the efficacy of recently developed business models in a rigorous research and ethical environment.

Program Description

The DBA program transforms learners into practicing academics. Doctoral candidates learn practical business techniques and develop the necessary research and writing skills that accompany high-level academic work and ethical business behavior. It prepares graduates to understand the underlying forces of dynamic environments and propose solutions grounded in solid theory and research.

Program Structure

The Doctor of Business Administration (DBA) program has research as a critical component of its curricular program with global management supporting its theoretical development. The research component is satisfied by two research courses, three doctoral seminars and one thesis dissertation. The seminars will guide students in the application of research and the development of their doctoral dissertation. An approved dissertation is the last step necessary to confer the terminal degree. The

theoretical component includes business courses that nourish leadership, global leadership, and long-term sustainability. The students are presented with foundational knowledge as well as the latest research in these areas. Our Doctoral Program Orientation Seminar introduces the program and the University's online learning platform.

Dissertation

A Doctoral Dissertation represents the highest level of accomplishment in the student's doctoral curriculum. It requires a display of highly developed research skills and must be a significant contribution to knowledge. The dissertation process requires a formal proposal, IRB approval, data collection, and a defense of research findings to a three- member dissertation committee. The defense of the Doctoral dissertation will be performed via video conference at the time specified by the dissertation committee.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	C/H
1	BUS7011	Doctoral Program Orientation Seminar	0
	BUS7012	Financial Statement Analysis	3
	BUS7013	Managerial Economics	3
2	BUS7021	Research Methodology I	3
3	BUS7031	Research Methodology II	3
4	BUS7022	Organizational Development and Design	3
	BUS7032	Leadership, Ethics, and Corporate Governance	3
5	BUS7041	Informational Technology for Managers	3
	BUS7042	Consumer Behavior	3
6	BUS7051	Doctoral Seminar I	6
7	BUS7052	Management Finance and Control	3
	BUS7062	Global Business Strategic Management	3
8	BUS7061	Doctoral Seminar II	6
9	BUS7071	Doctoral Seminar III	6
10	BUS7072	Managing, Organizing, and Negotiating for Value	3
	BUS7081	Coordinating and Managing Supply Chains	3
11	BUS7082	Dissertation	6
TOTAL			60

Doctor of Business Administration with concentration in Artificial Intelligence

Program Description

The Doctorate in Business Administration (DBA) with a concentration in Artificial Intelligence is a premier academic program designed to train business leaders and scholars with a deep understanding of advanced technologies. This program focuses on the strategic application of artificial intelligence in business management, exploring both discriminative and generative AI. Participants will develop a comprehensive understanding of the algorithms, technologies, and practical applications of AI in various business contexts. Through a rigorous and research-oriented approach, students will be prepared to tackle complex challenges and lead digital transformation within their organizations.

Program Objectives

The primary objective of the Doctorate in Business Administration with a Concentration in Artificial Intelligence is to equip participants to become pioneers in integrating artificial intelligence into the business world. Graduates will possess advanced skills to conduct innovative research and apply AI-based solutions to real-world business problems. The program aims to foster the ability to make informed strategic decisions and develop theoretical and practical frameworks that promote the ethical and effective use of artificial intelligence. Upon completing the doctorate, participants will be prepared to lead digital transformation initiatives, drive innovation, and significantly contribute to the advancement of knowledge in the field of business administration with a solid foundation in artificial intelligence.

Program Structure

The program is designed to integrate advanced research and practical applications in the realm of AI within business contexts. The program structure emphasizes research as a pivotal component, complemented by a robust theoretical foundation in business administration and artificial intelligence. The research component is fulfilled through a series of research methodology courses, doctoral seminars, and the completion of a dissertation. Students will engage in three doctoral seminars that provide guidance in applying research methods and developing their doctoral dissertation. The approved dissertation is the final requirement for the terminal degree, showcasing the student's ability to contribute original knowledge to the field.

The theoretical component encompasses a wide range of business courses that enhance leadership, ethics, corporate governance, and global strategic management. Additionally, the program includes specialized courses in data science, business intelligence, and the application of AI in financial and commercial management. This combination of courses ensures that students are well-versed in both the foundational knowledge and the latest advancements in these areas.

Dissertation

A Doctoral Dissertation represents the highest level of accomplishment in the student's doctoral curriculum. It requires a display of highly developed research skills and must be a significant contribution to knowledge. The dissertation process requires a formal proposal, IRB approval, data collection, and a defense of research findings to a three- member dissertation committee. The defense of the Doctoral dissertation will be performed via video conference at the time specified by the dissertation committee.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	C/H
1	BUS7011	Doctoral Program Orientation Seminar	0
	BIA7031	Introduction to Data Science and A.I.	3
	BIA7032	Data Analytics and Business Intelligence Techniques	3
2	BUS7021	Research Methodology I	3
	BIA7042	Commercial Management with Artificial Intelligence	3
3	BUS7031	Research Methodology II	3
	BIA7043	Financial Management with Artificial Intelligence	3
4	BUS7012	Financial Statement Analysis	3
	BUS7013	Managerial Economics	3
5	BUS7051	Doctoral Seminar I	6
6	BUS7032	Leadership, Ethics, and Corporate Governance	3
	BUS7052	Management Finance and Control	3
7	BUS7061	Doctoral Seminar II	6
8	BUS7062	Global Business Strategic Management	3
	BUS7072	Managing, Organizing, and Negotiating for Value	3
9	BUS7071	Doctoral Seminar III	6
10	BUS7082	Dissertation	6
TOTAL			60

School of Education

The world of Distance Education includes a wide range of specialties, each with their unique set of challenges and needs. Educational Institutions required the cooperation of trained individuals in other areas of expertise that may provide knowledge that could, directly or indirectly, improve educators' practices and effectiveness in facilitating the learning process. To provide career options for those students who are interested in acquired or expanding their knowledge and experiences in education, Broward International University offers different concentrations within its MS in Virtual Education program, allowing students to select from different sets of elective courses to tailor their program to meet their specific professional objectives.

Master of Science in Virtual Education

To address the fact that the world of Education could potentially benefit significantly from the contributions made by train-professionals from other fields of knowledge, it is vital that educators

actively participate in open interdisciplinary exchanges. The academic concentrations available have been selected in accordance with the current labor market demand and designed to prepare students to handle specialized responsibilities within such concentrations. The MS in Virtual Education program consists of 24 semester credit hours of fundamental distance education courses (core courses) plus 12 semester credit hours of specialized courses that uniquely define the selected concentration. It should be noted, however, that Concentrations are not listed on the degree granted, but will explicitly appear on the Student's Transcripts.

The following describes the standard MS in Virtual Education and the MS in Virtual Education with concentrations currently available.

Program Objective

The Master of Science in Virtual Education program, under the administrative responsibility of the School of Education, is designed to offer a comprehensive theoretical background in issues relevant to education and promote the development of practical technological skills that could be used to meet the challenges presented by the evolving distance teaching- learning world. students will embrace the appropriate use of technology as a learning tool and actively work to shape its use for enhancing educational opportunities and performance. Emphasis is placed on improving students' knowledge and skills in virtual education, instructional media, instructional design, virtual learning platforms, and cloud learning environments among others virtual learning tools.

Program Description

The program focuses on the role of new technologies in developing and revolutionizing virtual educational theory and practice globally in the 21st century. students will learn how to build web sites and construct online assessments, how to formulate an institutional strategy for e-learning, and how to nurture online study skills in students. They will also get the opportunity to investigate a range of conceptual issues. For example, how the digital environment changes the way we construct knowledge, the politics of e-learning and the digital era, and the ways in which video-gaming might affect post-school education and training.

Audience

The primary audience for this degree is practicing professionals with backgrounds in teaching, administration, media specialist, information specialist, trainers (government, corporate, managers, and supervisors), instructional technologists, curriculum developers, staff development specialists, distance education program coordinators with basic experience in the use of instructional technology and/or virtual education, and faculty members regardless of their teaching specialties.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	VED6011	Development and Integration of Technologies in Distance and Virtual Education		3
	VED6012	Fundamentals of the E-Learning Learning Modality (*)		3
2	VED6021	Virtual Education and E-Learning	VED6011	3
	VED6022	Virtual Education and Technology (*)	VED6011	3
3	VED6031	Virtual Learning Platforms	VED6011, VED6021	3
	VED6032	Learning Environment and Diversity		3
4	VED6041	Curriculum Design for Virtual Education	VED6011	3
	VED6042	Web 2.0 Distance Learning (*)	VED6011, VED6032	3
5	VED6051	The Ecosystem of Innovation and Knowledge (*)		3
	VED6052	Research Methodology		3
6	VED6061	Cloud Learning Environment, and Comparative Study	VED6011, VED6022, VED6032, VED6042	3
	VED6062	Thesis	VED6052	3
(*) Courses to be replaced by the set of elective courses related to the chosen concentration.			Total	36

MS in Virtual Education with Concentration in Neuroscience and Education

The concentration in Neuroscience and Education, an option within the MS in Virtual Education program, has been conceptually designed to further enhance the fundamental virtual teaching-learning background already provided within the MS in Virtual Education, by offering a comprehensive background in the theory and educational applications of Educational Neuroscience, Cognitive Neuroscience, and Psychology of Learning and Instructional Design. This concentration will provide the fundamental knowledge for students to develop skills needed to critically evaluate the benefits and pitfall of trends in education that, although aimed to address key questions, may be inspired by some of the inaccurate expectations created about the contributions of neuroscience and psychology.

The MS in Virtual Education program with concentration in Neuroscience and Education, provides an overview of the basics of how the human brain works and evaluate the feasibility of using this neuroscience knowledge to address key questions in education. It also provides an overview of the history, research methods, and current state of research in cognitive neuroscience, as well as the potential educational applications of cognitive neuroscience contributions. Further emphasis is placed

on the cognitive and the behavioral perspectives of how humans learn and retain knowledge, and review instructional strategies designed to teach students according to their individual learning differences.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	VED6011	Development and Integration of Technologies in Distance and Virtual Education		3
	VED6012	Fundamentals of the E-Learning Learning Modality		3
2	VED6021	Virtual Education and E-Learning	VED6011	3
	VED6022	Virtual Education and Technology	VED6012	3
3	VNS6031	Foundations of Educational Neuroscience (*)		3
	VNS6032	Cognitive Neuroscience and Education (*)		3
4	VNS6041	Neuroscience Applications to Education (*)	VNS6031, VNS6032	3
	VNS6042	The Psychology of Learning and Instructional Design (*)	VNS6031, VNS6032	3
5	VED6051	The Ecosystem of Innovation and Knowledge		3
	VED6052	Research Methodology		3
6	VED6061	Cloud Learning Environment, and Comparative Study	VED6011, VED6022,	3
	VED6062	Thesis	VED6052	3
(*) Courses replacing the set of elective courses related to the standard MS in Virtual Education.			Total	36

MS in Virtual Education with Concentration in School Digital Transformation

This Concentration is conceptualized to provide students with the fundamentals needed to identify and understand the effects over the key elements to be disrupted by the implementation of a digital transformation plan for an educational institution. This includes institutional culture, faculty and staff, and existing Administrative, Academic and communication technologies. Focus is placed on how to plan and implement a complete transformation of the academic and administrative operations affecting the whole student institutional lifecycle. Based on the proposition that education is a lifelong learning process, this lifecycle starts with the admission process, then through the teaching-learning and completion of their course curriculum phases, followed by the effective management of successful completion of students selected academic programs, and continue with their future continuing education and professional development training.

The objective is that students achieve a comprehensive understanding of the digital transformation process and develop the skills necessary to use the opportunities offered by digital technologies to design a feasible complete digital transformation of their Institutions. This transformation includes, the

institution's Business and Educational Models, Academic and Administrative activities, processes, academic programs and their courses, culture and communication among affected parties (students, faculties, and staff), students' experience, and others pertinent issues to meet the current and trending market demand.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	VED6011	Development and Integration of Technologies in Distance and Virtual Education		3
	VED6012	Fundamentals of the E-Learning Learning Modality		3
2	VED6021	Virtual Education and E-Learning	VED6011	3
	VED6022	Virtual Education and Technology	VED6012	3
3	VDT6031	Introduction to Digital Transformation		3
	VDT6032	Digital Technologies and their Business Functions (*)		3
4	VDT6041	Path to Digital Transformation (*)	VDT6031, VDT6032	6
5	VED6051	The Ecosystem of Innovation and Knowledge		3
	VED6052	Research Methodology		3
6	VED6061	Cloud Learning Environment, and Comparative Study	VED6011, VED6022,	3
	VED6062	Thesis	VED6052	3
(*) Courses replacing the set of elective courses related to the standard MS in Virtual Education.			Total	36

MS in Virtual Education with Concentration in Artificial Intelligence

The Master of Science in Virtual Education with a Concentration in Artificial Intelligence is a unique offering that appeals to education professionals seeking to be at the forefront of change and innovation. When faced with the task of convincing master's students to opt for a concentration in AI, it is important to underline the immediate relevance of AI in education. AI is already transforming education in ways we are beginning to understand and appreciate. Chatbots that assist students, recommendation systems that personalize lesson plans, and analytics tools that provide insights into student learning and performance are just some of the ways AI is changing the way we learn. that we teach and learn.

The practical value of this concentration is also a compelling argument. It not only provides students with a strong theoretical foundation in AI and education, but also equips them with practical skills that they can immediately apply in their professional practice. From instructional design to implementing AI in an educational institution, this concentration gives students the tools they need to transform their virtual classroom and improve learning outcomes.

Additionally, the AI concentration provides students with valuable skills in data-driven decision making that is a cross-cutting part of every educational system in an era of constant digital transformation. In the digital age, data is a powerful tool to inform and improve education. By learning how to use educational analytics, students in this concentration can improve their students' learning experience and demonstrate the impact of their innovations.

Career potential is another strong argument in favor of AI concentration. AI skills are highly valued in the field of education and beyond. Opting for an AI concentration can open doors to leadership positions in educational institutions and opportunities to work on developing new educational technologies.

Ultimately, this concentration offers students the opportunity to make a positive change in education. AI has the potential to make education more personalized, accessible and effective. By opting for the AI concentration, students can play a crucial role in transforming education. The Master of Science in Virtual Education with a Concentration in Artificial Intelligence not only prepares students for the future of education, but also gives them the opportunity to shape that future. This is the value proposition we must communicate to our potential students.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	VED6011	Development and Integration of Technologies in Distance and Virtual Education		3
	VED6012	Fundamentals of the E-Learning Learning Modality		3
2	VED6021	Virtual Education and E-Learning	VED6011	3
	VED6022	Virtual Education and Technology	VED6012	3
3	VIA6031	Introduction to Artificial Intelligence in Education		3
	VIA6032	Instructional Design and AI Tools		3
4	VIA6041	Institutional implementation of AI in Education	VIA6031, VIA6032	3
	VIA6042	Academic management and data-based decision making	VIA6031, VIA6032	3
5	VED6051	The Ecosystem of Innovation and Knowledge		3
	VED6052	Research Methodology		3
6	VED6061	Cloud Learning Environment, and Comparative Study	VED6011, VED6022,	3
	VED6062	Thesis	VED6052	3
(*) Courses replacing the set of elective courses related to the standard MS in Virtual Education.			Total	36

MS in Virtual Education with Concentration in Leadership and Sustainability

The concentration in Leadership and Sustainability, within the Master in Virtual Education, enhances virtual teaching and learning. It trains educational leaders capable of facing modern challenges with innovation and responsibility, managing virtual processes, and promoting sustainability and social responsibility. The courses focus on four areas: Leadership in the Fourth Industrial Revolution, Emotional Intelligence in Virtual Education, Personal Development and Culture of Responsibility, and Leadership and Sustainability. Students will develop skills for innovative educational strategies, virtual leadership, sustainability, and lifelong learning.

The Master's in Virtual Education program with a concentration in Leadership and Sustainability aims to train highly qualified professionals to lead and transform educational environments in the context of sustainability and virtual education. This program aims to equip students with the necessary skills to integrate principles of ethical leadership, social responsibility, and sustainable development into their educational practices, using emerging technologies to create innovative and accessible learning experiences. It offers comprehensive training in leadership and sustainable practices. Participants will explore leadership, emerging technologies in education, and sustainable practices. Leadership in the Fourth Industrial Revolution focuses on digital transformation and emerging technologies.

Leadership and Emotional Intelligence in Virtual Education promotes emotionally healthy leadership. Personal Development and Culture of Responsibility emphasizes the leader's personal development and an ethical culture in educational innovation. Leadership and Sustainability emphasizes sustainable practices in educational management, empowering students to promote sustainable development and social responsibility in their institutions. These courses develop critical competencies such as critical thinking, creativity, communication, collaboration, self-management, and empathy, essential for leading in the digital age and fostering sustainability in education.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	VED6011	Development and Integration of Technologies in Distance and Virtual Education		3
	VED6012	Fundamentals of the E-Learning Learning Modality		3
2	VED6021	Virtual Education and E-Learning	VED6011	3
	VED6022	Virtual Education and Technology	VED6012	3
3	VLO6031	Educational Leadership and Pedagogies for Sustainability		3
	VLO6032	Educational Leadership in the Era of the Fourth Industrial Revolution		3
4	VLO6041	Educational Leadership and Emotional Intelligence in Virtual Learning Institutions	VLO6031, VLO6032	3
	VLO6042	Personal Development and Responsibility Culture in Educational Leadership	VLO6031, VLO6032	3
5	VED6051	The Ecosystem of Innovation and Knowledge		3
	VED6052	Research Methodology		3
6	VED6061	Cloud Learning Environment, and Comparative Study	VED6011, VED6022,	3
	VED6062	Thesis	VED6052	3
(*) Courses replacing the set of elective courses related to the standard MS in Virtual Education.			Total	36

MS in Virtual Education with Concentration in STEM

Educating in science, technology, engineering, and mathematics (STEM) is critical to preparing students to face the challenges and seize the opportunities of the 21st century. STEM education not only provides technical knowledge but also fosters essential skills such as critical thinking, creativity, and problem-solving. With the rise of virtual education, there is an unprecedented opportunity to innovate in STEM education, making it more accessible, interactive, and effective. The Master of Science in Virtual Education with a Concentration in STEM is designed to train educators in the use of advanced technologies and innovative pedagogical methodologies to enhance teaching and learning in these vital areas.

This program combines a solid theoretical foundation with practical applications to prepare educators and professionals to lead STEM education in virtual environments. Through this program, you will acquire the skills necessary to design, implement, and evaluate educational programs that integrate the latest technologies and pedagogical approaches. You will learn to use digital tools to create

immersive and collaborative learning experiences, and to apply data-driven methodologies to improve educational outcomes.

This Master degree, under the administrative responsibility of the School of Education, aims to train highly qualified professionals to innovate and lead science, technology, engineering, and mathematics education in virtual environments. Graduates will be prepared to use advanced technologies and effective pedagogical methodologies to design, implement, and evaluate educational programs that promote interactive and collaborative learning. Emphasis is placed on preparing educators to face the challenges of the 21st century, promoting a culture of excellence in STEM teaching, and contributing to the development of inclusive, high-quality education accessible to all.

The primary audience for this title is educators and teachers seeking to improve their pedagogical and technological skills to deliver high-quality STEM education in virtual environments, as well as Educational Program Coordinators and Directors, who as leaders wish to implement and manage STEM programs. It is also aimed at specialists in curriculum development and educational technology, but also includes educational consultants, advisors, and researchers interested in contributing to the advancement of knowledge in this field.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE-REQUISITES	C/H
1	VED6011	Development and Integration of Technologies in Distance and Virtual Education		3
	VED6012	Fundamentals of the E-Learning LearningModality		3
2	VED6021	Virtual Education and E-Learning	VED6011	3
	VED6022	Virtual Education and Technology	VED6012	3
3	VST6031	Fundamentals of STEM Education		3
	VST6032	Innovative Digital and Methodological Tools for Teaching STEM Subjects		3
4	VST6041	Effective STEM-STEAM Strategies for Virtual Education	VST6031, VST6032	3
	VST6042	Educational Products and Programs	VST6031, VST6032	
5	VED6051	The Ecosystem of Innovation and Knowledge		3
	VED6052	Research Methodology		3
6	VED6061	Cloud Learning Environment, andComparative Study	VED6011, VED6022,	3
	VED6062	Thesis	VED6052	3
(*) Courses replacing the set of elective courses related to the standard MS in Virtual Education.			Total	36

Doctor of Education in Virtual Education

Program Objective

The EdD in Virtual Education program, under the administrative responsibility of the School of Education, is committed to prepare individuals who are interested in advancing their knowledge of contemporaneous issues in virtual education and developing the practical application of this knowledge for professional practice with an emphasis on socially responsible practice and integrate a multicultural awareness of human diversity. The overall goal is to investigate the theory and practice of virtual education and its application for the new century.

Program Description

One of the most astonishing aspects of this century is the overwhelming advancement of Information and Communication Technologies (ICT). This ICT revolution is acknowledged by modern societies as a persistent force that is continually remodeling their lifestyles. All predictions suggest that this pace of change is not going to slow down but will expand to include most nations of the world. Education in general, including the virtual education modality, has been dramatically affected by this transformation, which, at the same time, offers a striking opportunity to expand its geographical reach.

The University recognizes the ongoing need in society for experts in the field of virtual education. Our doctoral program in virtual education offers an understanding of the theoretical principles in the virtual practice of education and develops students' ability to utilize their knowledge in specific educational situations. Relevant theory, research, and field experiences are integrated toward the development of competent and ethical professionals who are respectful of individual and cultural differences in the provision of educational services. Our Doctoral Program Orientation Seminar will offer an introduction to the program and the University's online learning platform.

Program Structure

The EdD in Virtual Education program has research as a cross axis. This component will be satisfied through two research courses, three doctoral seminars and one dissertation. Research courses will include the methodologies found in different types of research. The seminars will guide students in the application of research and the development of their doctoral dissertation. The dissertation document will be the last step for completion and when the doctoral dissertation will be presented and published.

Dissertation

Students will send the final version of their electronic dissertation to three members of the Dissertation Committee. They will evaluate it and recommend either the defense of the dissertation or provide corrections that will need to be made prior to scheduling the defend of their doctoral dissertation.

Once the Dissertation Committee has approved the dissertation, students must reserve the date for their video conference to present their Dissertation.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	C/H
1	VED7011	Doctoral Program Orientation Seminar	0
	VED7012	E-Literacy and E-Learning	3
	VED7013	Sustainability and Assessment of Virtual Learning Resources	3
2	VED7021	Research Methodology I	3
	VED7022	Teacher's Challenges and Trends: Teacher or Coach?	3
3	VED7031	Research Methodology II	3
	VED7032	Global Curriculum Design	3
4	VED7041	Accessibility of Virtual Education	3
	VED7042	Cloud Computing in Education	3
5	VED7051	Doctoral Seminar I	6
6	VED7061	Copyrights and Ethics in Virtual Education	3
	VED7062	International Teams – Institutions Strategic Agreements	3
7	VED7071	Doctoral Seminar II	6
8	VED7081	Evaluation in Virtual Education	3
	VED7082	Perspectives in Instructional Technology and Distance Education	3
9	VED7091	Doctoral Seminar III	6
10	VED7101	Dissertation	6
TOTAL			60

Doctorate in Virtual Education with a Concentration in Artificial Intelligence

In the 21st century, education is undergoing a significant transformation driven by technological advances. Artificial intelligence has become a key driver of this transformation, offering new opportunities to personalize learning, optimize educational administration, and improve academic outcomes. Virtual education, powered by AI, makes it possible to overcome geographical, temporal, and economic barriers, democratizing access to quality education. In this context, the Doctorate in Virtual Education with a Concentration in Artificial Intelligence responds to the need to train

educational leaders capable of integrating these emerging technologies into their pedagogical and administrative practices.

This doctoral program not only seeks to provide students with a deep theoretical understanding of virtual education and artificial intelligence, but also to develop practical and research skills to address contemporary challenges in education. The integration of AI into virtual education promises to revolutionize the way we teach and learn, and it is critical that future educational leaders are prepared to leverage these innovations effectively and ethically. The objective of this Doctorate in Virtual Education with a Concentration in Artificial Intelligence is to train highly qualified professionals to lead and transform the education sector through the integration of advanced artificial intelligence technologies into virtual learning environments. Graduates of the program will be prepared to design, implement, and evaluate innovative solutions that improve educational quality, personalize the learning experience, and optimize institutional management, significantly contributing to the sustainable and equitable development of education globally.

Program Description

The Doctorate in Virtual Education with a Concentration in Artificial Intelligence is an advanced and rigorous program designed to prepare education professionals for leadership and innovation in the use of technology in educational settings. This program combines a solid theoretical foundation with the practical application of artificial intelligence in education, addressing topics such as personalized learning, educational analytics, and the intelligent management of educational institutions.

Program Structure

The Doctorate in Virtual Education with a Concentration in Artificial Intelligence program has four specialization courses in Artificial Intelligence and has research as a cross-cutting focus. This component will be covered through two research courses, three doctoral seminars, and a dissertation. The research courses cover methodologies found in different types of research. The seminars will guide students in the application of research and the development of their doctoral dissertation. The dissertation document will be the final step toward finalizing and scheduling the doctoral dissertation submission and publication.

Dissertation

Students will submit the final version of their electronic dissertation to three members of the Dissertation Committee. They will evaluate it and recommend the dissertation defense or provide any corrections that need to be made before scheduling their dissertation defense.

Once the Dissertation Committee has approved the dissertation, students must reserve a date for their videoconference to present their dissertation.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	C/H
1	VED7011	Doctoral Program Orientation Seminar	0
	VIA7012	Introduction to AI in Sustainable Education	3
	VIA7013	Instructional Design and AI Tools	3
2	VED7021	Research Methodology I	3
	VED7062	International Teams- Institutions strategic agreements	3
3	VED7031	Research Methodology II	3
	VED7061	Copyrights and Ethics in Virtual Education	3
4	VIA7041	Institutional Implementation of AI in Education	3
	VIA7042	Academic Management and Data-Driven Decision Making	3
5	VED7051	Doctoral Seminar I	6
6	VED7012	E-Literacy and E-Learning	3
	VED7032	Global Curriculum Design	3
7	VED7071	Doctoral Seminar II	6
8	VED7081	Evaluation in Virtual Education	3
	VED7042	Cloud Computing in Education	3
9	VED7091	Doctoral Seminar III	6
10	VED7101	Dissertation	6
TOTAL			60

Doctorate in Virtual Education with a Concentration in Leadership Program

Description

The Doctorate in Virtual Education with a Concentration in Leadership is designed to train researchers and professionals capable of leading and transforming educational environments in the context of sustainability and virtual education. This program delves into the study of educational leadership in the Fourth Industrial Revolution, integrating emotional intelligence, social responsibility, and sustainable practices with emerging technologies for teaching and learning.

Students will develop a critical and innovative perspective on the challenges and opportunities in virtual education, applying leadership strategies to improve the quality, accessibility, and sustainability of teaching-learning processes in digital contexts. Through a combination of advanced theory, applied research, and innovative practices, the program prepares participants to fill strategic roles in educational institutions, international organizations, and the educational technology sector.

Program Structure

The Doctorate in Virtual Education with a Concentration in Leadership is designed to train leaders capable of transforming educational environments through innovative strategies and a comprehensive vision of leadership in the digital age. The program structure combines research training with specialized courses in

educational leadership, sustainability, emotional intelligence, and change management in virtual environments. During the initial periods, students develop a solid foundation in research methodologies and leadership in the Fourth Industrial Revolution, addressing current teaching challenges and emerging trends in distance education.

As the program progresses, the application of leadership in virtual contexts is further explored, integrating emotional intelligence and a culture of responsibility into educational decision-making. Courses on assessment in virtual education, ethics and copyright in digital environments, as well as the development of strategic skills in international teams and institutional agreements are included. The doctoral program culminates in three progressive doctoral seminars, where students apply their knowledge in original research, culminating in a dissertation, which represents a significant contribution to the field of virtual education and leadership.

Dissertation

Students will submit the final version of their electronic dissertation to three members of the Dissertation Committee. They will evaluate it and recommend the dissertation defense or provide any corrections that need to be made before scheduling their dissertation defense. Once the Dissertation Committee has approved the dissertation, students must reserve a date for their videoconference to present their dissertation.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	C/H
1	VED7011	Doctoral Program Orientation Seminar	0
	VLO7012	Educational Leadership and Organizational Design for Sustainability	3
	VLO7013	Leadership in the Age of Digitalization and Artificial Intelligence	3
2	VED7021	Research Methodology I	3
	VED7022	Challenges and Trends for Teachers: Professor or Coach?	3
3	VED7031	Research Methodology II	3
	VED7012	Digital Literacy and Online Learning	3
4	VLO7041	Leadership Management and Emotional Intelligence in Virtual Learning Institutions	3
	VLO7042	Personal Development and Culture of Responsibility	3
5	VED7051	Doctoral Seminar I	6
6	VED7061	Copyright and Ethics in Virtual Education	3
	VED7062	International Teams – Strategic Agreements between Institutions	3
7	VED7071	Doctoral Seminar II	6
8	VED7081	Evaluation in Virtual Education	3
	VED7082	Perspectives on Instructional Technology and Distance Education	3
9	VED7091	Doctoral Seminar III	6
10	VED7101	Dissertation	6
TOTAL			60

School of Engineering

Master of Science in Computer Software Engineering

Program Objective

The Master of Science in Computer Software Engineering program, under the administrative responsibility of the School of Engineering, offers full coverage of the theory and practice of software design and development in a project-based environment. It provides an understanding of the development process, including concept, design, testing, quality assurance (QA) and execution. The Computer Software Engineering graduate program implements the University's mission by facilitating personal and professional growth of its students so that they can become effective contributors to the engineering profession and to society. The MS in Computer Software Engineering program consists of 36 semester credit hours of core courses.

Program Description

The program offers students the opportunities to gain their own personal global view of the latest ideas, technologies and methodologies. Collaborative work in a project-based environment allows students to share responsibilities across boundaries and cultures and reflect on real-world development process. Before entering the program, students receive an introduction to the program and the University's online learning platform. The program takes, on average, 18 months to complete.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	C/H
1	CSE6011	Advanced Computer Structures	3
	CSE6012	Professional Issues in Computing	3
2	CSE6021	Innovative systems analysis and design	3
	CSE6022	Software Engineering: Advances and Trends	3
3	CSE6031	Strategic IT Project Management	3
	CSE6032	Management of QA and Software Testing	3
4	CSE6041	Object-Oriented Programming for Modern Development	3
	CSE6042	Next-Gen Web Development	3
5	CSE6051	Advanced Database Topics	3
	CSE6052	Web Applications, Languages and Interchange Forms	3
6	CSE6061	Human-Computer Interaction, and Digital Citizenship	3
	CSE6062	Thesis	3
Total			36

Master of Science with Concentration in Artificial Intelligence

The Master's Degree in Software Engineering with Specialization in Artificial Intelligence is a postgraduate program designed to train professionals with advanced skills in software development and the application of artificial intelligence (AI) technologies. This program responds to the growing demand for experts capable of creating innovative technological solutions that integrate high-quality software with intelligent capabilities. It is a rigorous and dynamic program that prepares students to face the technological challenges of the present and the future. With a focus on software integration and artificial intelligence, graduates will be equipped to lead and transform the technology industry. It not only enhances technical skills and opens up career opportunities but also allows graduates to be part of the technological revolution that is transforming the world.

The main purpose of a Master's Degree in Software Engineering with Specialization in Artificial Intelligence is to train highly trained professionals who can lead and execute complex projects in the field of software development and artificial intelligence.

Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	PRE- REQUISITES	C/R
1	CSE6011	Advanced Computer Structures		3
	CSE6012	Professional Issues in Computing		3
2	CSE621	Innovative systems analysis and design	CSE6011, CSE6012	3
	CSE6022	Software Engineering: Advances and Trends	CSE6011, CSE6012	3
3	CIA6031	Digital Transformation in the Company with AI (*)		3
	CIA6032	Integration of no-code or low-code applications to optimize business processes (*)		3
4	CIA6041	AI and Organizational Data Management (*)	CIA6031, CIA6032	3
	CIA6042	Integrative Project: Application of Artificial Intelligence Tools in Companies (*)	CIA6031, CIA6032	3
5	CSE6051	Advanced Database Topics		3
	CSE6052	Web Applications, Languages and Interchange Forms		3
6	CSE6061	Human-Computer Interaction, and Digital Citizenship		3
	CSE6062	Thesis		3
(*) Courses replacing the set of electives courses related to the standard CSE.			Total	36

COURSE DESCRIPTIONS

Associate in Science in Business Administration (AS in BA)

General Education Requirement (15 Semester Credits Hours)

ABA4011 - English Composition I (3 credits) (I - Communications)

This English course is the first Lower-level General Education requirement, which belong to the "Communication" broad liberal arts discipline area. In this course, emphasis is placed on the grammatical rules; structure of a sentence; the most common different kinds of essays, including Descriptive, Cause-Effect, Argumentative, Definition, Narrative, Comparative, Contrast, Critical, and Process essays; and the structure of a research paper. Further emphasis is place on the appropriate usage of Standard American English and Writing. To successfully complete this course, students must write essays with a combine minimum of 5,000 words and earn a course grade of at least "C".

ABA4012 - College Algebra (3 credits) (III - Mathematics)

This course covers fundamental concepts of algebra including, function notation, functions and their graphical representations, functions and relations, linear, absolute value, quadratic, polynomials, rational, radical, inverse, exponential, and logarithmic functions and their properties; systems of equations and inequalities; and applications such as mathematical modeling with functions, curve fitting and optimization among others. To successfully complete this course, students must earn a course grade of at least "C".

ABA4021 - Composition II (3 credits) (I - Communications)

Composition II is designed to further develop a student's communication skills by building on the writing and critical thinking strategies learned in ENC1101. The course requires students to observe the conventions of Standard American English and create documented essays, demonstrating a students' ability to think critically and communicate analytically. Selected texts supplement the course and provide topics for discussion and assignments. Students use library research methods for primary and secondary sources to produce MLA style- documented and well-argued research essays and projects. This is a writing credit course. Students must earn a minimum grade of C to meet the requirements of the Gordon Rule for writing.

ABA4023 - Business Calculus (3 credits) (III - Mathematics)

This course is designed to introduce students to the fundamentals, techniques, and application of differential and integral calculus, including limits, continuity, rates of changes, common derivative rules, techniques for calculating derivatives, common integral rules, and techniques for calculating integrals. Further emphasis is place on the application of differential and integral calculus to business and economics. To course, students must earn a course grade of at least "C".

ABA4041 - Principles of Economics I (3 credits) (V – Social and Behavioral Sciences)

This course is designed to provide an overview of macroeconomics theory. Emphasis is placed on forecasting national income accounting through the analysis of individual economic factors and the correlation among them to identify economic patterns and tendencies. Some of the topics covered include economic growth, level of unemployment, consumption, price stability (inflation and deflation), development and stabilization, Gross Domestic Product (GDP), Gross National Product (GNP), money and banking, saving and investment, fiscal and monetary economic policies, exchange rates, and other current economic issues. To successfully complete this course, students must earn a course grade of at least "C".

Major Course Requirements (45 Semester Credits Hours) ABA4013 Principles of Business (3 credits)

This course is designed to provide an overview of the major organizational areas and operations intrinsically related to the typical structure of a company. Emphasis is placed on general business principles, forms of business ownership, human resources, management and leadership, organizational behavior, organizational communications, information systems, accounting, managerial accounting, financial accounting, finance, financial management, money and banking, marketing, understanding the U.S. and global Economies, business ethics, business law, and globalization among other business-related disciplines. To successfully complete this course, students must earn a course grade of at least "C".

ABA4022 Microcomputer Software Applications for Business and Economics (3 credits)

This course is an overview of the most common Microcomputer Software Applications used in Business. This business-oriented course places emphasis on the use of computers as tools to solve business related problems and optimize the executions of typical business tasks to enhance productivity. Software applications such as Operating Systems, Word-processing, Spreadsheet, Database, and Presentation Graphics applications as well as the internet, web browsers, e-mails, and local area networks are some of the tools to be review. To successfully complete this course, students must earn a course grade of at least "C".

ABA4031 Principles of Management (3 credits)

This course is designed to provide a comprehensive analysis of the fundamental principles and concepts of management as they intrinsically related to managing a business. Emphasis is placed on analyzing business deficiencies and opportunities for optimization, strategic and operational planning, organizing required structures, identifying and hiring needed human resources, managing groups and teams to optimize efficiency, molding people' behavior to support business objectives, implementing strategies and business operations, communication and information technology, guiding and controlling business activities, problem-solving, and business ethics among other tasks typically performed by managers. To successfully complete this course, students must earn a course grade of at least "C".

ABA4032 - Principles of Finance (3 credits)

This course is designed to provide students with a comprehensive overview of basic principles of finance as they apply to business organizations and government financial entities. Emphasis is place on understanding accounting principles, financial analysis and control, corporate decision-making (managerial finance),

financial planning, monetary and credit systems, domestic and international financial markets, financial institutions, financial instruments, management of working capital, time value of money, and concepts of risk and return among other basic financial concepts. To successfully complete this course, students must earn a course grade of at least “C”.

ABA4033 - Financial Accounting (3 credits)

This course is an introduction to the process and generally accepted accounting principles (GAAP) used to prepare corporate financial statements. In this course, emphasis is placed on the content, understanding, preparation, and use of the four- main corporate financial statements, which include the income statement, balance sheet, statement of cash flow, and statement of owner’s equity. Further emphasis is placed on the interpretation and use of relevant financial statement information for business decision-making. To successfully complete this course, students must earn a course grade of at least “C”.

ABA4042 - Managerial Accounting (3 credits)

This introductory course in managerial accounting emphasizes on the organizations’ accounting information used by managers for directing and controlling operations, and decision-making. Topics covered in this course include budgeting for operations, understanding the nature of cost, cost determination, cost analysis and profit, pricing decisions, planning and control, performance reports, and accounting's role in management decision- making-analysis among others. To successfully complete this course, students must earn a course grade of at least “C”.

ABA4043 - Principles of Marketing (3 credits)

This course is designed to provide a conceptual understanding of the four elements of a product’s marketing mix, the 4Ps (product development, price, place, and promotional mix). Emphasis is also placed on learning the language of marketing used by marketing practitioners; the characteristics of markets for consumer goods; how to communicate with the consumer; marketing research; creating products and services that satisfy the needs of consumers; products and services life cycles; how to price products and services; evaluating, describing, designing, and implementing promotional marketing activities; delivering products and services optimizing their value; adopting new online marketing strategies and technologies in this digital age, and marketing in a global competitive marketplace. To successfully complete this course, students must earn a course grade of at least “C”.

ABA4051 - Principles of Economics II (Micro) (3 credits)

This course is designed to provide an overview of the fundamentals of microeconomics theory. Topics include the supply, demand, and equilibrium analysis, price determination in market economy, analysis of consumer behavior and Choices, consequences of profit-maximization, factors of production, production and cost theory, optimal production, and influence of different market structures on enterprises’ behavior. Additionally, this course will cover the application of economic principles to analyzed international trade, how uncertainty affect the consumer behavior, capital markets, and other relevant topics. To successfully complete this course, students must earn a course grade of at least “C”.

ABA4051 - Introduction to Digital Marketing (3 credits)

This course provides an overview of the common digital media and social media strategies used to promote and sell goods and services through the internet, e- mails, text messages, and social networking sites. Practical examples are analyzed to gain understanding of key learning objectives. Emphasis is placed on understanding common terminology, evaluating brand's digital footprint to identify possibilities for improvement, implementing strategies to improve customer interaction, managing public relations, advertising, developing and implementing short-term and long-term marketing campaigns, and social platforms, such as Facebook, LinkedIn, Twitter, Pinterest, Instagram, and YouTube. To successfully complete this course, students must earn a course grade of at least "C".

ABA4052 - Intermediate Accounting I (3 credits)

This course emphasizes on the framework of financial accounting theory, a comprehensive analysis of the generally accepted accounting principles that regulate financial reporting, and an in-depth examination of the accounting cycle followed by a comprehensive consideration of cash, account receivables, inventories, and firms' assets. Further emphasis is made on the content, preparation, and analysis of financial statements, and on the accounting principles and standards used by accountants for disclosing accounting information pertaining to firm' assets, including accountant's statements related to measuring, recording, and reporting asset values such as current assets, long-lived assets, intangibles, and revenue recognition. Additional topics include income statements, statement of cash flow, individual components of assets and liabilities, stockholders' equity, accounting changes, and theoretical and practical aspects of the time-value of money in accounting.

ABA4061 - Introduction to Management Information Systems (3 credits)

This course is an introduction to the use of computer systems, information systems technology, and their applications in the business environment to support making more effective business decisions and gain strategic and competitive advantage over competitors. Emphasis is placed on the information technology language; understanding data and information, and the differences between them, supporting tech infrastructures (Cloud, Databases, Big Data), transaction processing and accounting systems, network systems, telecommunication systems, quality management systems, and understanding how computer information systems influence business process redesign and the specifications for prospective employment profiles among other. To successfully complete this course, students must earn a course grade of at least "C".

ABA4062 - Intermediate Accounting II (3 credits)

This course continues building on the fundamentals of financial accounting and reporting topics started in ACC2103, with emphasis on accounting changes, long- term assets, stockholders' equity, and long- term liabilities including: property, plant, and equipment; intangibles; investments in securities; debt; and leases. This course facilitates the learning about assessing and calculating the effects of different accounting procedures, transactions, and events reflected on financial statements related to the selected topics indicated above. The preparation and understanding of financial statement issues are performed in accordance with

generally accepted accounting principles. Finally, the reasons for adopting these accounting practices are reviewed including their effect on stakeholders.

ABA4063 - Financial Mathematics (3 credits)

This introductory course in Financial Mathematics is designed to provide the mathematical concepts and techniques used in the financial industry. Emphasis is placed on different interest rate types (simple interest, compound interest, discount interest, variable), effective rate of interest, discount factors, the time- value of money, fix and variable annuities, loans, mortgage payment calculation, amortization schedule, cash flows (irregular sequences of payments) and their values, mutual funds returns, trade in cash and derivative financial instruments (securities, deposits, loans, options (puts, calls), stocks, and bonds), inflation, taxes, and other financial math topics as time permits. To successfully complete this course, students must earn a course grade of at least “C”.

ABA4071 - Managerial Finance (3 credits)

This introductory course in financial management provides an overview of finance and the different rolls financial managers play within an organization, including financial concepts, instruments, controlling financial activities (procurement, use of funds) and analysis for making financial decisions. Emphasis is placed on planning, implementing, directing, and supervising the financial activities of organizations. Topics to be covered include overseeing the organization’s financial goals, objectives, and budgets; create financial reports (income statement, analysis of future earning/expenses, balance sheets) briefing and forecasting the organization’s financial position; developing organizational budgets to meet expected financial goals; supervising the investment of funds; implementing strategies to raise capital by issuing bonds/stocks; developing and implementing financial plans for mergers and acquisitions; monitoring and controlling cash flow, intangible financial assets (bank deposits, stocks, bonds), tangible financial assets (commodities, real state); and implementing strategies to control the organization’s financial risks related to domestic and international transactions among others if time allows. To successfully complete this course, students must earn a course grade of at least “C”.

ABA4072 - Leadership Fundamentals (3 credits)

Based on the principle that leadership is not a job title but rather a relational process that a “leader” must engage, this course is designed to provide an overview of the fundamentals of effective leadership including having a compelling vision that inspires, clarifies, and focus the performance of individuals and teams assigned tasks within an organization, having excellent communication skills, and exercising superior judgment. Emphasis is placed on identifying the key features of effective leaders, identifying the key actions that undermine leadership and understand the importance of avoiding them whenever possible, self-development, understanding group behavior and teamwork, understand the influential effect of exercising leadership over performing and accomplishing individuals and teams assigned tasks within an organization, ethical issues, effective and proven techniques to motivate people, and organizational design including performance objectives and assessment of results. To successfully complete this course, students must earn a course grade of at least “C”.

Master of Business Administration

BUS6011 - Marketing (3 Credits)

The objectives of this course are to understand the role of marketing, explore the relationship between marketing and other functions, and to show how effective marketing builds upon an understanding of buyer behavior to create value for customers. Students learn how to make marketing decisions in the context of general management, how to control the elements of the marketing mix (product policy, channels of distribution, communication, and pricing) to satisfy customer needs profitably, and how to use this knowledge in a brand management simulation. The course culminates with the evolution of marketing, particularly focusing on opportunities presented by the Internet.

BUS6012 - Managerial Accounting (3 Credits)

This course is a study of the use of accounting information in planning, control, and special decision-making. It involves the uses of accounting data internally by managers in directing the affairs of business and non-business organizations. It focuses on the needs of the manager for financial information and timely reports on the firm's operations to make sound managerial decisions.

BUS6021 - Leadership and Organizational Behavior (3 Credits)

This course focuses on how managers become effective leaders. It addresses the human side of enterprise. Students will examine teams, individuals, and networks in the context of: the determinants of group culture, managing the performance of individual subordinates, and establishing productive relationships with peers and seniors over whom the manager has no formal authority. Also, students will look at successful leaders in action to see how they develop a vision of the future, align the organization behind a vision, motivates people to achieve the vision, and design effective organizations and change them to achieve superior performance.

BUS6022 - Finance (3 Credits)

This course covers many financial concepts, including a survey of the financial structure of a firm, its demand for funds to finance the acquisition of assets, and the sources available to satisfy this demand. Analysis of a firm's capital structure and alternative financing sources and techniques will also be covered. Major attention will be on the capital budgeting, the investment, and dividend decisions of a corporation. The course also studies the structure of the financial system, with emphasis on the supply and demand for lendable funds and the term structure of interest rates.

BUS6031 - Business, Government, and the International Economy (3 Credits)

This course introduces tools for studying the economic environment and help managers to understand the implications of decision-making for their companies. Students will learn the impact of national income and balance of payment accounting, exchange rate theory, and political regimes. An examination of both the

gains and problems arising from regional global integration covers international trade, foreign direct investment, portfolio capital, and global environmental issues.

BUS6032 - Management (3 Credits)

The focus of this course is on a survey of organizational theories, with emphasis on goal setting, assessing, achieving, and displacing. Topics include the relationship of authority, role responsibility, organizational structure, design, and culture. Students will diagnose organizational functions, analyze deficiencies, and determine ways of adapting organizational structure to realize goals.

BUS6041 - Strategic Management (3 Credits)

The objective of this course is to help students develop the necessary skills to formulate strategies. It provides an understanding of a firm's operative environment and how to sustain competitive advantage, how to generate superior value for customers by designing the optimum configuration of the product mix and functional activities, and how to balance the opportunities and risks associated with dynamic and uncertain changes in industry attractiveness and competitive position.

BUS6042 - The Entrepreneurial Manager (3 Credits)

This course addresses the issues faced by managers who wish to turn opportunity into viable organizations that create value and empowers students to develop their own approaches, guidelines, and skills for being entrepreneurial managers. The course teaches students how to identify potentially valuable opportunities, obtain the resources necessary to pursue an opportunity and to create an entrepreneurial organization, manage the entrepreneurial organization once it has been established, grow the business into a sustainable enterprise, and create and harvest value for the organization's stakeholders.

BUS6043 - Human Resource Management (3 Credits)

This course is designed to provide the fundamentals for understanding the important role played by Human Resource Management in ensuring the proper use of people's knowledge, expertise, competences, and skills to optimize the generation of revenue and successfully achieve the organization's vision, mission, goals, and objectives.

Emphasis is placed on key organizational activities that manage issues related to people in the workplace as well as the workplace culture and environment including but not limited to Staffing (developing a strategic staffing plan, posting job offerings, recruiting, interviewing, selecting, negotiating compensation packages, hiring, etc.); Developing fair and enticing compensation and benefit packages based on industry standards; Developing workplace policies and procedures to ensure a safe and enjoyable work experience; Planning and implementing training and developing programs, to improve productivity for the organization, that are conceptualized considering internal and external factors and trends including globalization and multicultural issues, diversity of the workforce, telecommuting, and changes in technologies among others; Planning and implementing effective retention strategies; Enforcing applicable State and Federal employment laws; Enforcing the implementation of proper workers protection requirements as per applicable State, Federal,

and other regulatory agencies' safety standards; and Implementing effective communication procedures to ensure the proper dissemination of relevant information.

BUS6051 - Information Systems and Technology Manager (3 Credits)

Students will gain a solid understanding of the core fundamentals of information systems (IS) today in this course. They will explore the key principles of IS with a captivating overview of the IS discipline and the rapidly changing role of today's IS professional. The focus of this course is to bring the latest IS topics and examples to the forefront, while new opening vignettes, cases, and special interest features clearly demonstrate the emphasis today's organizations place on innovation and speed.

Students gain an understanding of cloud computing, forecasting, and some of the most recent developments affecting virtual communities, virtual teams, and work structures. It is the concise IS overview students need to function more effectively as workers, managers, decision makers, and organizational leaders in business today.

BUS6052 - Research Methodology (3 Credits)

In this course students will begin conducting a scientific research project that will serve as the basis for the completion of a Master Thesis. To this effect, students must follow rigorously the applicable steps of the scientific method, which covers the portion of the research process that includes conceptualization and ethics, and the description of the qualitative, quantitative, or mixed scientific method to be followed. Specifically, students will identify and frame a problem of interest that is worthy of seeking a solution for and/or answers to related questions, which have been conceptualized to fundamentally improve the understanding of such problem; Address the problem and/or questions related to the problem by performing a background research conducive to gathering pertinent information aimed to become familiar with what is current known about the problem and/or the proposed related questions, including potential answers; Establish the parameters that will be used to probe and understand the selected problem and/or the proposed questions; Conceptualize and design the scientific method to be implemented for conducting the probe; Plan and propose a precise and complete research proposal that includes all the above elements and, in addition, a detailed description of the procedures to be followed during the execution of the field work as well as the population expected to participate and/or sampling to be collected for future analysis, and the description of the method of evaluating the information collected.

Students must follow the most updated version of the APA guidelines to write their research proposal. The student must successfully complete this requirement with a B grade or higher to graduate.

BUS6061 - Operations and Project Management (3 Credits)

This course enables students to develop the skills and concepts needed to ensure the ongoing contribution of a firm's operations to its competitive position. It helps them to understand the complex processes underlying the development and manufacture of products, as well as the creation and delivery of services.

BUS6062 - Thesis (3 Credits)

In this course students are expected to continue and eventually complete their Master Thesis. To this effect, students must follow methodically the scientific method described as part of the research proposal previously completed and approved. During this final phase, student will execute the approved procedure to conduct the field work, which could be repeated as needed to ensure that the collected data is accurate and reliable at the time of gathering; Compile the information gathered from experimentation and/or observation; Carefully record all the compiled data (observations, measurements, information from surveys, among other predetermined data) as a functions of the variables tested; Analyze the recorded data applying the appropriate methodology; Interpret the results focusing primarily on providing a solution to the selected problem and/or providing answers to the proposed related questions, without disregarding opportunities for addressing other aspects of the propose problem not previously identified as objectives, but that transpired from the interpretation of the gathered data; Establish the conclusions inferred from the experimental results; and present recommendations suggesting further relevant scientific research. Students must follow the most updated version of the APA guidelines to write their Master Thesis, and coordinate a final oral presentation, which should be considered an integral part of a research project. The student must successfully complete this requirement with a B grade or higher to graduate.

Elective Courses for the MBA with Concentration in Accounting BAC6031 - Auditing (3 credits)

This introductory course analyses the overall audit process as typically planed and implemented to execute operational, performance, and fraud audits. It is designed to provide students with the fundamental concepts of the theory of auditing, auditing techniques and procedures, auditor's reporting procedures, audit required reports, and applicable standards observed by internal and external auditors. Emphasis is placed on accepted auditing/professional standards, objectives, generally accepted accounting principles (GAAP), and procedures used to gather, analyze, interpret, summarize, and certify financial statement information and supporting data, and warranty its integrity.

Ethical and legal considerations are also covered.

BAC6032 - Taxation for Managers (3 credits)

This course provides and overview of the applicable fundamental federal laws of the United States and the rules that regulate the federal income taxation of individual and various common forms of business organizations such as Regular (C) Corporations, Partnerships, Limited Liability Companies (LLC's), and S Corporations. In addition, the course will also address basics topics related to State and Local Taxation and International Taxation. Emphasis is placed on the appropriate laws and rules affecting the determination and computation of the applicable tax liabilities and understanding the appropriate manner to report tax information for the above-mentioned entities. The material covered in this course is presented with a significant emphasis on how tax compliance and planning affect the management decision-making process rather than on tax computation.

BAC641 - Cost Accounting Fundamentals (3 credits)

This course covers several aspects of the strategic cost accounting process, placing emphasis on methods available to measure and quantify different types of costs and how such information influences the decision-making process, performance evaluations, and organizations' strategic planning. Key cost accounting topics are assessed, including, but not limited to cost analysis, direct and indirect costs, fixed and variable costs, inventory cost, job cost, activity-based costing, and target costing among others. Other topics of interest such as cost collection systems, constraint analysis, and cost variability are also covered.

BAC6042 - Managerial Accounting II (3 credits)

This course covers the essential elements involved in the creation, use, interpretation, and reporting of internal accounting data and supporting information concerning daily business operations. Emphasis is placed on the managerial aspects of cost control, reporting, budgeting, profit planning, forecasting of marketing and trends, and the use of such information to support the decision-making process affecting both, current and future financial decisions.

Elective Courses for the MBA with Concentration in Artificial Intelligence

BIA6031 - Introduction to Data Science and A.I. (3 credits)

This course provides a multidisciplinary understanding of fundamental concepts in Artificial Intelligence (A.I.) and Data Science, addressing topics such as machine learning, deep learning, natural language processing, and their algorithms. It also explores the ethical and accountability dimensions of A.I., covering issues like bias, privacy, security, and blockchain. The curriculum focuses on the practical application of instruction engineering principles in A.I. systems. Students are expected to create a conceptual map for A.I. solutions in business management, a comparative table of business analytics software, and propose an ethical code of conduct for a company. The final project involves presenting a proposal for technological innovation through A.I., integrating concepts from the course. The course includes the use of self-generating A.I. applications and their browser add-ons and extensions, providing practical exposure to implementing A.I. strategies in real-world scenarios. Finally, ethical and legal aspects related to data science and artificial intelligence are integrated, including practical considerations regarding privacy, fairness, and transparency in the use of data and algorithms. To successfully complete this course, students must achieve a minimum grade of "C".

BIA6032 - Data Analytics and Business Intelligence Techniques (3 credits)

This course provides students with essential practical skills for collecting, analyzing, and visualizing data, emphasizing the identification of insights within a dataset. Addressing Descriptive, Diagnostic, Predictive, and Prescriptive Analytics, the curriculum delves into key topics in Data Science and A.I. related to data extraction, transformation, and governance through real business scenarios. This includes real-world cases covering information search and cleansing for training, incorporating classification algorithms, random forest, logistic regression, correlation, text mining, sentiment analysis, data visualization software, predictive model evaluation, and the K-Means classification method. Also, the course explores real-world applications of Artificial Intelligence in industries such as finance, healthcare, manufacturing, and services. Practical aspects

range from data grouping in spreadsheets using pivot tables and dynamic charts to data visualization and complex data mining applications, utilizing state-of-the-art software. To successfully complete this course, students must achieve a minimum grade of "C".

BIA6042 - Commercial Management with Artificial Intelligence (3 credits)

This course is designed to provide a practical insight into the application of artificial intelligence in three key areas of marketing that support business management.

Firstly, it explores, through real-world cases, how A.I. can be leveraged for market segmentation, focusing on the identification of target customer groups, predicting purchase intent, and assessing the effectiveness of marketing campaigns. Secondly, the course examines the use of A.I. for marketing personalization, covering areas such as product recommendations, generation of personalized content, and tracking customer behavior. Lastly, it delves into the role of A.I. in marketing measurement, addressing aspects such as evaluating campaign effectiveness, predicting marketing outcomes, and optimizing marketing strategies. The course utilizes various A.I. applications, plug-ins, and browser extensions, providing students with hands-on experience in implementing A.I. strategies in marketing through relevant business case studies of large corporations and their integrated A.I. usage environments. To successfully complete this course, students must achieve a minimum grade of "C".

BIA6043 - Financial Management with Artificial Intelligence (3 credits)

This course explores the application of artificial intelligence (A.I.) in accounting, risk management, and investment decision-making. In the realm of accounting, it explores how A.I. can be employed to automate tasks such as account reconciliation, report preparation, and data analysis. Regarding risk management, the course examines how A.I. can be used to effectively manage financial, market, and operational risks. Additionally, the course explores the use of A.I. in investment decisions, addressing asset selection, portfolio management, and risk assessment. Throughout the course, students will interact with A.I.-driven banking and financial tools to gain practical experience in applying A.I. concepts in real-world financial scenarios, using relevant business case studies. To successfully complete this course, students must achieve a minimum grade of "C".

Elective Courses for the MBA with Concentration in Branding Strategies

BBS6031 - Target Market Seen from Emotion and Technology (3 Credits)

This course will review the most common consumer groups in marketing, how emotions and technology are used to identify potential customers and market niches. Using this knowledge, students will be able to identify who may be the target audience of a selected brand.

BBS6032 - Technology, Brands and the Consumer (3 Credits)

The latest advances in neuromarketing, the Internet of things, 3D printing, augmented reality, artificial intelligence, Big Data, are some of the latest technologies that connect with the final consumer. This course provides students with an overview of how to mix technology and brand for your target audience.

BBS6041 - Soul Brands (3 Credits)

This course provides students with a comprehensive analysis about the importance of creating a brand that is a true representation of the mission and vision of the brand's owner company, and how brands are used to create a strong and lasting relationship with their customers.

BBS6042 - Branded Content & Storytelling (3 Credits)

This course provides students with a comprehensive analyze of the key elements used to find the points of connection between a brand and a specific audience, and how to use this information to create a unique story that involves the consumer. In addition, emphasis is also placed on the creation of optimal brand-reflecting content, and how that may lead to strengthening the loyalty of the brand's customers and potentially spark interest in new consumers.

Elective Courses for the MBA with Concentration in Coaching y Leadership

BCL631 - Introduction to Coaching (3 Credits)

Having a first approach about the entire field covered by coaching, both individually and within organizations, will be fundamental of the better understanding of all its components. Thus, in this first module, we will see the history of coaching, the philosophy and standards of the International Coaching Federation, coaching schools and the benefits of coaching, among other topics.

BCL6032 - Neurolinguistic Programming (3 Credits)

Neurolinguistic Programming (NLP) facilitates the development of skills to change habits, behaviors and limiting beliefs, eliminating the most unconscious brakes that intervene in emotional management and, therefore, provides decisive and useful tools to carry out successful coaching processes. Thus, this course will review some NLP aspects such as the interrelationship between NLP and coaching, anchors and limiting beliefs.

BCL6041 - Leader Coach (3 Credits)

The look of Coaching supports the leader to make decisions more attached to their fundamental values and to be directed to a purpose or vision of life. At the same time, it connects the leader in a more genuine way with the people around him with what they follow or support. This module will look at topics such as authentic leadership, coaching in talent development and leadership and evaluation styles, among others.

BCL6042 - Team Coaching (3 Credits)

The people and teams that make up the organizations are key to achieving those results that are sought, from a space of harmony and connection. Team coaching seeks to facilitate this space from the awareness and the appreciative inquiry into what happens under the surface. This module will look at aspects such as facilitation and coaching skills, the different models of team diagnosis and practical cases of team coaching, among others.

Elective Courses for the MBA with Concentration in Corporate Communication

BCC6031 - Press Office and Media Management (3 Credits)

The relationship with the Media is one of the activities main of the Commercial Directors. This course will cover how to manage relations with journalists, their form of working, and the different aspects to consider in this complex interaction.

BCC6032 - Challenges of the Chief Communication (3 Credits)

Socio-economic changes influence the business environment by modifying organizational-stakeholder relationships. This course will review the main trends and how they affect the communication strategy of organizations.

BCC6041 - Digital Communication and Social Media (3 Credits)

The new digital environment characterized by immediacy and difficulty in controlling messages is a challenge for the Commercial Director. This course will cover the characteristics of this new environment, its challenges, how to manage them and the main monitoring and measurement tools.

BCC6042 - Crisis Communication (3 Credits)

Organizations have never been so exposed to external scrutiny so an increase in crises affecting organizations is foreseeable. This course will cover the action plan to prevent and manage them.

Elective Courses for the MBA with Concentration in Digital Marketing BDM6031 - Neuromarketing (3 Credits)

This course is designed to provide students with an introduction to the phenomena of human behavior, neuroscience fundamentals including basic brain mechanisms (Attention, Conscious and subconscious reactions, Neuro- vision, Emotions & Feelings, Sensory Neuro-responses, Learning & Memory, among others) as they relate to consumer choice (brain's responses to advertising and branding), some basic strategies employed in the field of consumer neuroscience and neuromarketing and how to understand their meaning, the functional inferences of key brain systems that could be used for marketing planning, and some neuroscience technology used in marketing research.

BDM6032 - Digital and Mobile Marketing Strategies (3 Credits)

This course is designed to provide students with the pertinent theoretical knowledge and the practical tools necessary to develop all-inclusive digital marketing and communication strategies and tactics aimed to reach and interact, through the internet and mobile technologies, the selected target audiences for promoting and selling chosen goods and services. Practical examples are analyzed to gain understanding of key learning objectives. Emphasis is placed on vital data evaluation skills as well as on promoting public relationships, tracking consumer behavior, identifying and using proper multiple digital marketing channels (E-mails, text messages, Podcast, Online Communities, Social media sites, Blogs, Online and viral videos, Cell phone applications and advertising, online games that integrate the good or services being promoted, and

Websites among others), mobile applications and technologies, optimizing websites for mobile marketing, tailoring online advertising strategy for mobile marketing, optimizing social media content for mobile devices, and adjusting e-mail strategies for mobile consumers.

BDM6041 - Digital Tools, Technologies, and Metrics (3 Credits)

This course is designed to introduce students to digital marketing and remarketing tools that are strategically used to generate online business. Google Analytics, Google Search, Google Display, YouTube Advertising, Streaming Services, Facebook, Twitter Advertising, E-commerce, Web and Mobile Apps, LinkedIn Advertising, and Marketing Automation Apps, E-mail Marketing, and Real-time Marketing, are some of the most effective Digital Tools to be considered. In addition, students are exposed to the process of defining technological capabilities required to achieve digital marketing objectives and selecting digital marketing technologies that could facilitate the accomplishment of such endeavor. Search Engine Optimization (SEO), Search Engine Marketing (SEM), Social Media Networking Platforms, and mobile technologies, among others, will be reviewed. Likewise, emphasis is also placed on metric tools used to measure online and mobile traffic, performance and effectiveness of digital marketing campaigns across different digital channels, and the Return on Investment (ROI) as indication of the profitability of marketing efforts, among others.

BDM6042 - Social Media and Virtual Communities in Business (3 Credits)

This course is designed to provide students with the fundamental theories behind social media platforms, develop practical skills necessary to design and manage social media marketing campaigns and use metrics to measure the Return on Investment (ROI) and effectiveness of implemented digital marketing efforts. Emphasis is placed on researching social media technologies and their applications, analyzing social media marketing opportunities across different platforms, exploring specific neuro-factors that drive social media, creating and optimizing social networks, designing effective communication tactics to be disseminated through social networks. Additional emphasis is placed on the concept of Virtual Communities, added marketing benefits of joining virtual business communities that are compatibles with specific business objectives.

Elective Courses for the MBA with Concentration in Digital Transformation and Business Development

BDT6031 - Business Intelligence (3 Credits)

Companies face a shift on paradigm. Globalization, new technologies, the push of emerging economies, and new social trends are changing the competitive environment. In response, organizations are forced to adapt if they want to survive, and to do so, change is necessary. Thus, in this context, this course covers topics such as new economic paradigms, leadership in the framework of change and new forms of organization, among others, will be discussed.

BDT6032 - Digital Project Management (3 Credits)

This course provides students with the knowledge and skills necessary to effectively manage projects in the digital era. This course explores methodologies such as Agile, Scrum, and Waterfall, emphasizing their application in digital transformation initiatives. Students will learn to plan, execute, and monitor digital projects, ensuring alignment with business objectives and efficient resource allocation. The course also covers risk management, stakeholder communication, and the integration of emerging technologies into project workflows. By the end of the course, students will be equipped to lead digital projects that drive innovation and operational efficiency in organizations undergoing digital transformation.

BDT6041 - Design Thinking and New Business Models (3 Credits)

We live in a society of excess, where supply far exceeds demand. Standing out from the competition through proposals with high added value will be essential for our perpetuation over time in a sustainable manner. Laying down solid foundations from the moment we begin to conceive our business model will offer us the keys to success to embark on this path towards differentiation with guarantees. This course provides students with a comprehensive analysis of the current environment and the challenges it presents, how companies should propose and adapt their business model strategy always based on their challenges and objectives, and the role played by the end consumer, new technologies and the virtual environment in relation to the generation of the offer.

BDT6042 - Business Development (3 Credits)

This course is designed to provide students with the theoretical and practical knowledge needed to be able to develop business. Topics includes, but it is not limited to the functions and skills of the Business Development Manager, the critical aspects of channel strategies and new business development and the open innovation strategy.

Elective Courses for the MBA with Concentration in Event Organization BEO631 - User Experience Design in Events (3 Credits)

Creative themes and experiential strategies can help ignite social and corporate events by setting the mood, stimulating minds and tantalizing attendees' senses. Learn how to develop a unique and imaginative approach to your events using various design, décor and collateral elements. This course provides the basis for understanding customers' expectations, using tools and developing a strategic vision for planning designing events.

BEO6032 - Leisure Management in Events (3 Credits)

This course provides a comprehensive review of the theoretical and practical knowledge needed to discover services sought by customers. Aspects covered include how to meet customer needs by delivering structured and targeted services in a secure and reliable manner, plan and provide services, work according to specifications and budget, and manage events and services focused on providing entertainment in events.

BEO6041 - Organization of Events and Business Tourism Companies (3 Credits)

This course provides a comprehensive review of the theoretical and practical knowledge to manage the operations for the organization of events, its logistic programming and its quality control.

BEO6042 - Official and Company Protocol (3 Credits)

This course provides an overview of how protocol is applied in events, including the planning and implementation of pre-event protocol, protocol during the event, and post-event protocol, the protocol elements to be considered for an event depending on its nature, and how to communicate effectively the details of the protocol with all the people involved including the organizers of and the guests to the event.

Elective Courses for the MBA with Concentration in Healthcare Management BHM6031 - Healthcare Informatics (3 Credits)

This course is designed to introduce the concepts and practices of, and managerial challenges encountered in healthcare informatics. Considering the perspective of managing information systems, emphasis is, then, placed on various database systems typically used within a healthcare organization to support electronic medical records, analyzing typical clinical operations and the process of delivering healthcare to identify the flow of information and how database systems are used to manipulate such data, understanding how healthcare data is queried and retrieved from database systems to evaluate issues affecting performance, the delivery of healthcare services, and the potential impact of patients' health. Further emphasis is placed on how federal and state rules and regulations are factored into the designed and implementation of healthcare information systems. The topics covered in this course are provided with a strong organizational, managerial, and leadership orientation. Use of statistics to evaluate healthcare data to support the decision-making process regarding the evaluation of existing health policies and the implementation of new policies is also discussed.

BHM6032 - Community Health Management (3 Credits)

In this course, students analyze healthcare issues concerning the management of community health and disease prevention strategies, that could be implemented to reduce the cost of providing healthcare and improve the wellbeing of entire communities. Emphasis is placed on community outreach programs, researching community demographics and habits, community health education, community organizing, preventive care, planning for the contingency of an epidemic occurrence. Further emphasis is placed on the current healthcare regulations and how their implementation influences the overall health of communities and the cost of providing healthcare access to them.

BHM6041 - Healthcare Economics (3 Credits)

This course is designed to use standard economic theories and related methodologies to address problems typically encountered by the healthcare industry while promoting and providing healthcare for the communities they serve. Emphasis is placed on the application of economic theories to analyze how the current healthcare market, including the protagonists of the healthcare industry and the recipients of

healthcare, is impacted by the existing laws, policies, and regulations. Further emphasis is placed on recommending most efficient and cost-effective alternative healthcare delivery models.

BHM6042 - Strategic Healthcare Organizations Management (3 Credits)

This course is designed to address the current healthcare environment, and to apply general business strategic concepts and practice to hospitals, clinics, community healthcare centers, and nursing home among other active protagonists of the healthcare industry. Particularly, focus is placed on exploring market opportunities such electronic medical records digitalization, community and individualized healthcare, healthcare informatics, and other healthcare innovations. Further emphasis is placed on the healthcare information flow and how it relates to various healthcare workplace functions and organization's information systems, the importance of the optimization of the workplace and the flow of information to improve performance and guaranty accuracy, evaluating managerial strategies to effectively influence the management of the healthcare workplace and its operations, and pursuing opportunities for quality improvement. Topics such as the value-added by the health services provided, including home healthcare and telemedicine, and the implementation of strategic ventures and alliances to compensate for others no provided are also discussed.

Elective Courses for the MBA with Concentration in Information Systems BIS6031 - Relational Database Management Systems (3 Credits)

This course is planned to address the importance of database administrative practices and procedures, the duties and responsibilities of database administrators, and the implications of database management over daily business operations and long-term planning. This course is also designed to provide students with the fundamental theory behind the database engine/system based on the current relational model, develop practical skills necessary to design and manage Tables structures to store data while maintaining and enforcing specific Data Relationships. Through this course, students also explore additional database concepts including Record and Field structures, Object Oriented Programming, different type of Joins used to join multiple tables, Queries as a tool to manipulate data for consulting and reporting purposes, Forms as a tool to create interfaces for inserting, updating, deleting, and retrieving data in and from existing Tables, and Reports as a tool to present data in an organized manner. In addition, students are also introduced to the three relational database management systems (Oracle, MySQL, and MS SQL). Discussions through Forums and assignments are used to focus students' attention on the challenges intrinsically related to developing, using, and managing database systems in data-oriented organizations.

BIS6032 - Data Communications and Networking Concepts and Applications (3 Credits)

This course is designed to immerse students into the dynamic fields of data communications and management of computer networks. Emphasis is place on the fundamental concepts of data communication, including the identification of different components associated with communication systems and their respective functions, evaluation of the efficiency, reliability, cost effectiveness of selected technologies used to establish communication links, and data transmission mechanisms. In addition, emphasis is also place on the design, installation, and management of computer network architectures, including the Internet, technical

issues and technologies related to Local Area Networks (LAN) and Wide Area Networks (WAN) infrastructures, and issues pertaining to network security and actions that could be implemented to enforce network security protocols.

BIS6041 - Strategic Information Systems Planning (3 Credits)

This course is designed to address a variety of issues associated with evaluating organizations' goals, objectives, strategies, and existing information technology and information systems. Emphasis is also placed on implementing channels of communication among managers, information system users, information technology professionals, and information system planners, to create a collaborative information system planning strategy that is in alignment with an organization overall business strategy. In this course, students will also evaluate the potential impact that the implementation of information systems may have on the performance and decision-making process of organizations, and their ability to cope with strategic necessities, gain competitive advantage, and pursuing new business opportunities. This course also addresses issues associated with developing/procuring, managing, maintaining, and projecting future expansion of information systems that improve cost-effectively an organization's ability to support growth and innovation.

BIS6042 - Network & Systems Security Management (3 Credits)

This course is designed to provide a non-technical overview of the main aspects involved in managing information and network security. Emphasis is placed on analyzing and assessing network risks such as methods of authentication, weaknesses in the operating systems, and potential security threats linked to the use of the internet and the organization's network; evaluating, selecting, and managing the implementation of appropriate counter-measuring technologies such as firewalls, data encryption (symmetric and asymmetric), and user and host authentication mechanisms to properly protect information and systems from hacking attacks; ensuring privacy when interacting with external connections; and implementing an appropriate network and systems security policy.

Elective Courses for the MBA with Concentration in Innovation and Entrepreneurship BIE6031 - Innovation Strategy (3 Credits)

Over time, consumer habits and needs have evolved and continue to do so continuously. Consequently, the strategy and objectives of companies must be adapted. The arrival of social networks, together with the need to adapt to the existing crisis environment, has increased the challenges that companies face. These challenges entail new approaches, in matters of creativity management or formula development for new proposals for products, services and even business models. This course provides student with an overview of the challenges and opportunities presented by the current environment, management methodologies and tools, and the basic concepts of the value chain, among others.

BIE6032 - Innovation in Products and Services (3 Credits)

Business models are one of the areas where more innovation is taking place thanks to technological advances. New business models, driven by new organizations, are changing the way people compete in

many sectors. This course provides student with an overview of the connections of the business model with corporate strategy and applied innovation. In addition, a practical overview of tools used for analysis and construction of business models.

BIE6041 - Creating New Business Models (3 Credits)

The entrepreneurial spirit is today in the DNA of any company that wants to grow, diversify and expand, otherwise the market will take care of "swallowing" it. Large companies have developed expensive programs related to innovation to awaken those hidden entrepreneurs among their ranks who will help them get out of the comfort zone and go for more. This course will explore topics such as the structure of a Business Plan, the financing process and the profile and skills of the entrepreneur among others.

BIE6042 - Business Plan and Startup Financing (3 Credits)

The entrepreneurial spirit is today in the DNA of any company that wants to grow, diversify and expand, otherwise the market will take care of "swallowing" it. Large companies have developed expensive programs related to innovation to awaken those hidden entrepreneurs among their ranks who will help them get out of the comfort zone and go for more. Accordingly, this course explores topics such as the structure of a Business Plan, the financing process and the profile and skills of the entrepreneur, among others.

Elective Courses for the MBA with Concentration in International Business Management BIB6031 - Management and Innovation of International Companies (3 Credits)

This course examines the factors that allow companies to achieve and maintain competitive advantages in the international environment, through the identification of opportunities, the creation of capacities and the development of new technologies and forms of organization. Strategic analysis is an important part of the class, and you will explore and apply various analytical techniques to effectively position your company or business unit in a competitive environment. The course will also cover the various combinations of organizational structures and people needed to execute a given strategy.

BIB6032 - International Economics (3 Credits)

In this Global Economics course, the skills of analyzing markets and economic systems will be explained, while at the same time economic policies will be delved into. In this course, the importance of trade relations at the global level, and the problems that arise in global economic transactions will be understood, analyzing in detail their effects on the factors of each country and on the well-being of its population.

BIB6041 - Cross-Cultural Management (3 Credits)

The course is designed to develop global business leaders. As such, the course aims to develop global leadership competencies. We are going to cover the main management issues that companies have when doing business internationally. Topics include the cultural dimension of international management, diversity management, communication and leadership in the global context, and cultural impacts and ethical dilemmas in global management. This course is oriented around the application of skills, as well as case analysis and teaching and learning methods.

BIB6042 - Global E-Business Strategies (3 Credits)

This course offers an overview of electronic business management in a globalized world economy. Topics covered include technologies that support electronic commerce; the different models of electronic commerce and their applications; security issues; electronic payment systems; legal and ethical issues; global issues in digital management; design and implementation issues and the strategy for the application of an e-business.

Elective Courses for the MBA with Concentration in Marketing and Sales

BMS6031 - Marketing Intelligence and Consumer (3 Credits)

To identify business opportunities, reliable information is required to reduce uncertainty and help make the best decisions for each business. This course will explore topics such as the market research process, quantitative and qualitative research, and sales forecasting.

BMS6032 - Delivering Value to the Customer (3 Credits)

This course aims to strengthen the management skills of small and medium entrepreneurs, and people interested in entrepreneurship. It will help you to delve into what is required to be a successful entrepreneur and to learn good practices in business management that allow creating value for the client, through marketing and selected commercial tools to promote and sell the chosen goods and services.

BMS6041 - Direction and Management of the Sales Network (3 Credits)

The commercial force is, on many occasions, the visible face of the company and the main point of contact with a large part of the clients, for which it is very important to take care of both its management and its training and motivation. This course will deal with everything related to the management of a sales team.

BMS6042 - Trade Negotiation Techniques (3 Credits)

Knowing how to negotiate is one of the skills that every commercial director must have. In this course, negotiation will be studied as a tool to persuade and resolve conflicts, from the point of view of a mixture of personal skills and knowledge, of both the interlocutor and the product or service offered. To do this, topics such as the different negotiation styles, the negotiation process or the closing and follow-up of a sale will be discussed.

Elective Courses for the MBA with Concentration in Project Management

BPM6031 - Strategic Management of the Project and the Company (3 Credits)

This course allows the student to know the different styles of organization, as well as concepts such as organizational culture and to specialize in the knowledge of the different documents through which the organization is manifested as a cultural expression, with special emphasis on the project management department.

BPM6032 - Project Scope and Financing Management (3 Credits)

This course focus on providing students with practical knowledge for understanding what project scope and financial management entail. Topics include meaning of project management language, communication with the project stakeholders to clarify the project scope of work, confirmation of consistency between the project stakeholders' expectation of the scope of work and what the scope management project plan (SMP) define as such, project objectives, work/tasks definition and sequency to be completed to achieve the project objectives, time and resources schedule management, monitoring and evaluating de progress and completion of tasks scheduled. In addition, this course also covers the financial aspect of managing a project, including, but not limited to, the amount and date it takes place according to the time schedule, revenues and profits, and cost and investment.

BPM6041 - The Human Factor and Change Management in Projects (3 Credits)

This course provides students with a comprehensive analysis of the importance and role of the human factor in successfully completing projects. Focus is placed on project team management, interpersonal skills and the project leadership, key conflict resolution techniques. In addition, this course also covers topics related to project change management, including, but not limited to, how project changes force changes to the major phases of project management (planning, execution, monitoring and controlling, and closing), workforce change management, and organizational change management.

BPM6042 - Application of Agile Methodologies (3 Credits)

This course provides students with key theoretical and practical knowledge needed to choose the most appropriate Project Management methodology consistent with the context of selected kind of projects. Specifically, this course provides a comprehensive insight into agile methodologies and how they help teams to complete work faster, adjust to changes imposed to project requirements and improve the efficiency of their workflow.

Elective Courses for the MBA with Concentration in Sport Management

BSP6031 - Organization and Management of a Sporting Event (3 Credits)

Worldwide, some 150,000 relevant sporting events are held annually. In each country, city or municipality, other multiple sporting events of an amateur, semi- professional or professional nature are added. The organization of these events is in the hands of professionals whose challenge is to optimize the management of resources through rigorous planning of the event, and at least time to have the necessary flexibility to respond to unforeseen events. This course provide a comprehensive overview of these aspects.

BSP6032 - Licenses and Merchandising (3 Credits)

This course provides students with the theoretical and practical knowledge needed to elevate the intellectual property, design, or trademark (TM) to the highest level of exploitation. Students will also learn to develop and prepare high-quality licenses for the international market.

BSP6041 - Sponsorship Approach (3 Credits)

This course designed to provide a comprehensive review about sponsorship starting from the moment a company considers sponsoring or intends to attract sponsors, until the formalization of an agreement and its activation. In addition, this course will review the importance of setting and measuring compliance with KPIs into business decision making process involve in sponsorship.

BSP6042 - Digitalization of the World of Sports (3 Credits)

Modern sports entities need to constantly adapt to the digital revolution. The digital transformation offers immediate solutions that allow their resources to be increased, getting "more for less" and increasing their competitiveness by providing significantly improved sport experiences for the fans globally. This course provides a comprehensive review of the digitalization of sports including, but not limited to, the importance of adapting to changes, using digitalization to move from the concept of local sport markets to the concept of global sport markets, revenue opportunities, and the potential change of the nature of sports.

Elective Courses for the MBA with Concentration in Tourism and Hospitality Management

BTH6031 - Tourist Market (3 Credits)

This course introduces students to the field of manifestation of economic relations between producers and consumers of tourism products, in which the process of converting tourism services into money and vice versa is carried out.

BTH6032 - Revenue Management (3 Credits)

This course is designed to provide a comprehensive overview of revenue optimization concepts and how this is used to predict customers' behavior with the purpose of using the data to optimize the decision-making process involving pricing and service distribution strategies. In addition, to aid in the prediction of customers' behavior, the use of performance data and data analytics tools and techniques including economic, statistical, and optimization tools to solve optimization problems, will also be analyzed.

BTH6041 - Operations in Hospitality (3 Credits)

The main objective of the course is to offer a global vision of production in hotel accommodation. It is therefore intended that the student knows the different operations and processes carried out in each of the departments of a hotel, making special mention of the organization and functions that each of them performs. Likewise, the different interrelationships between the different departments will be analyzed.

BTH6042 - Innovation Strategies in Tourism Products and Services (3 Credits)

This course provides a comprehensive analysis of the use of innovative strategies to create and develop new products and services dedicated to the tourism sector. Topics include, but it is not limited to, methodologies used to design innovative products and services, and analyzes of key elements such as value proposition, customer segmentation, promotion of the tourist product or service, costs and income.

Doctor of Business Administration

BUS7011 - Doctoral Program Orientation Seminar (no credit)

This introductory self-paced course serves as an introduction to the doctoral program. It also serves as an introduction to the academic process from a researcher's perspective using the scientific method. This course allows the student to select his/her research track and clearly understand the dissertation process.

BUS7012 - Financial Statement Analysis (3 Credits)

Financial statement analysis is one important step in business analysis. Business analysis is the process of evaluating a company's economic prospects and risks. This course includes analyzing a company's business environment, its strategies, its financial position, and performance. Business analysis is useful in a wide range of business decisions, such as investing in equity or debt securities, extending credit through short or long-term loans, valuing a business in an initial public offering, and evaluating restructurings, including mergers, acquisitions, and divestitures. Special emphasis will be placed on how to incorporate environmental issues into financial statements in a way that supports an organization's stewardship role and enables users to make economic decisions regarding environmental and social impacts on assets, liabilities, income, and expenditure.

BUS7013 - Managerial Economics (3 Credits)

This course provides a cross-functional framework for analyzing organizational problems, examining economic research, applying research inferences to decision making, and integrating the topics of strategy and organizational architecture to explore the theory of business and environmental management. The course also focuses on investigating corporate policy, finance, accounting, marketing, information systems, operations, compensation, and human resources, and on the interrelationships and coordination needed to do business. Finally, students will explore the theoretical roots of competing policy options and assess implications of business decisions and various regulations, as they affect the productivity and overall performance of the private sector.

BUS7021 - Research Methodology I (3 Credits)

This research course provides students with core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and ethical considerations and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistical information and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

BUS7022 - Organizational Development and Design (3 Credits)

This course is about moving organizations forward, including planning, diagnosing, implementing, and evaluating organization development interventions. It summarizes the processes, approaches, and strategies of organizational development that work in managing organizational change. A close look is taken at managing layoffs, divestitures, closings, and mergers and acquisitions. Then, the course lets students get into research about sustainability through strategic organizational development.

BUS7031 - Research Methodology II (3 Credits)

This research course provides students with core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis.

Students explore the nature of qualitative inquiry, fieldwork strategies and the nature of observation, theoretical approaches to qualitative research, the importance of quality assurance, and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. Students use software to code data and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. Project components include planning, research ethics and access, data collecting and analyzing, and research reporting.

BUS7032 - Leadership, Ethics, and Corporate Governance (3 Credits)

In this course, emphasis is placed on analyzing the inextricably linked concepts of ethics and business and leadership as the key to achieving competitive advantage and sustainability in contemporary organizations. Students will be required to critically engage with literature on authentic and spiritual leadership and the study of corporate responsibility within the local and global context. This course reflects the complex challenges facing contemporary leaders and how they successfully manage these complexities within an ethical framework. The course recognizes the importance of inspiring employees to consistently apply a responsible and sustainable approach to business behavior.

BUS7041 - Informational Technology for Managers (3 Credits)

This course has up-to-date coverage on how new technology is changing the way organizations operate and compete. High-profile topics are discussed, such as social networks, green IS, and business intelligence, and global examples span a wide range of subject matter. Students will explore IT governance, connectivity that blurs public and private lives, sustainability, enterprise social media, and viral and social marketing.

BUS7042 - Consumer Behavior (3 Credits)

This course studies the behavioral processes involved in market exchange between buyers and sellers, with an emphasis on managerial perspectives. The intention is to work with selective topics in consumer behavior in their market applications. There will be updated and relevant topics and there will also be exercises that apply the content in a brief study. In addition to these exercises, methods of application in this course include, after each topic, working on cases that are based on relevant companies and networks.

BUS7051 - Doctoral Seminar I (6 Credits)

This course has two objectives: first, to expose the student to a close reading of some works which have had a significant impact on scholarship; second, reading and discussing these texts will serve as a vehicle to spark ideas to help them produce a draft of a dissertation. The selected texts serve as exemplars of scholarship and argumentation. Having them engage thoroughly with these texts will enable them to formulate their own (tentative) position and approach to their own field/object of study. It is expected that they will attempt to situate themselves within the broad intellectual context the course provides. The final product of this seminar will be the dissertation proposal.

BUS7052 - Management Finance and Control (3 Credits)

This course provides an in-depth look at how organizations manage financial resources through capital generation, asset management, and asset planning. Complex accounting rules used to analyze and create the financial information used to evaluate a firm's financial standing will be studied. Topics included in this course are budgetary planning and controls, financial and risk analysis, and managerial decision making.

Learners will develop an understanding of the external users of financial information, such as investors, customers, analysts, and the financial media.

BUS7061 - Doctoral Seminar II (6 Credits)

This course helps the student to advance in research methodologies, quantitative and qualitative, as well as expand on the literature review. The final product of this seminar will be a first attempt at the research methodologies will be expanded in the final dissertation.

BUS7062 - Global Business Strategic Management (3 Credits)

This course integrates the classic industrial organization model with a resource-based view of the firm to give students a complete understanding of how businesses use strategic management concepts to establish a sustained competitive advantage. The course includes cutting-edge research and strategic management trends within a strong global focus, using examples from leading companies to prepare the students for the broad range of critical issues confronting managers today. Sustainable environmental stewardship plays a very important role in identifying how climate change might affect a business, so corporations may have strategy guidelines to manage the risk and seek opportunities.

BUS7071 - Doctoral Seminar III (6 Credits)

This course deals with both the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The purpose of the course is to assist students through the dissertation processes. The dissertation is expected to be an original piece of research that demonstrates the student's ability to conceive, plan, and carry out independent research under the direction of his/her supervisor and the dissertation committee. Issues of topic and methodology are addressed by the whole committee, but ultimately, it is the sole responsibility of the student to undertake and report on work that is deemed a valid contribution to knowledge in the field via a peer review process.

BUS7072 - Managing, Organizing, & Negotiating for Value (3 Credits)

This course is about value creation. It focuses on techniques for improving the flexibility and originality of a manager's thinking and will explore approaches used by organizations to create and sustain high levels of innovation in negotiation. This course reinforces the theory and research on effective negotiating strategies and provides a powerful framework to create value through the negotiation process, with integrity. Students will also analyze the critical knowledge and skills global business negotiators need to be successful. The course explains fundamental aspects of international business negotiations and explores how culture-specific expectations and practices affect business interactions.

BUS7081 - Coordinating and Managing Supply Chains (3 Credits)

This course is based on cases analysis and explores the issues and development of supply chains. The focus of this course is to get an overview of managing material and information flow across organizational boundaries and emphasizes the challenges of managing across both functional and firm boundaries. This course takes the integrative approach to product/information design, development, and delivery. It reviews the fundamentals, logistics, operational execution and incentive alignment of supply chain management.

BUS7082 - Dissertation (6 Credits)

The dissertation phase of the doctoral program allows doctoral students the opportunity to become an expert on a selected subject by making an original contribution to research.

BUS7011 - Doctoral Program Orientation Seminar (no credit)

This introductory self-paced course serves as an introduction to the doctoral program. It also serves as an introduction to the academic process from a researcher's perspective using the scientific method. This course allows the student to select his/her research track and clearly understand the dissertation process.

Elective Courses for the DBA with Concentration in Artificial Intelligence

BIA6031 - Introduction to Data Science and A.I. (3 credits)

This course provides a multidisciplinary understanding of fundamental concepts in Artificial Intelligence (A.I.) and Data Science, addressing topics such as machine learning, deep learning, natural language processing, and their algorithms. It also explores the ethical and accountability dimensions of A.I., covering issues like bias, privacy, security, and blockchain. The curriculum focuses on the practical application of instruction engineering principles in A.I. systems. Students are expected to create a conceptual map for A.I. solutions in business management, a comparative table of business analytics software, and propose an ethical code of conduct for a company. The final project involves presenting a proposal for technological innovation through A.I., integrating concepts from the course. The course includes the use of self-generating A.I. applications and their browser add-ons and extensions, providing practical exposure to implementing A.I. strategies in real-world scenarios. Finally, ethical and legal aspects related to data science and artificial intelligence are integrated, including practical considerations regarding privacy, fairness, and transparency in the use of data and algorithms. To successfully complete this course, students must achieve a minimum grade of "C".

BIA6032 - Data Analytics and Business Intelligence Techniques (3 credits)

This course provides students with essential practical skills for collecting, analyzing, and visualizing data, emphasizing the identification of insights within a dataset. Addressing Descriptive, Diagnostic, Predictive, and Prescriptive Analytics, the curriculum delves into key topics in Data Science and A.I. related to data extraction, transformation, and governance through real business scenarios. This includes real-world cases covering information search and cleansing for training, incorporating classification algorithms, random forest, logistic regression, correlation, text mining, sentiment analysis, data visualization software, predictive model evaluation, and the K-Means classification method. Also, the course explores real-world applications of Artificial Intelligence in industries such as finance, healthcare, manufacturing, and services. Practical aspects range from data grouping in spreadsheets using pivot tables and dynamic charts to data visualization and complex data mining applications, utilizing state-of-the-art software. To successfully complete this course, students must achieve a minimum grade of "C".

BIA6042 - Commercial Management with Artificial Intelligence (3 credits)

This course is designed to provide a practical insight into the application of artificial intelligence in three key areas of marketing that support business management. Firstly, it explores, through real-world cases, how A.I. can be leveraged for market segmentation, focusing on the identification of target customer groups, predicting purchase intent, and assessing the effectiveness of marketing campaigns. Secondly, the course examines the use of A.I. for marketing personalization, covering areas such as product recommendations, generation of personalized content, and tracking customer behavior. Lastly, it delves into the role of A.I. in marketing measurement, addressing aspects such as evaluating campaign effectiveness, predicting marketing outcomes, and optimizing marketing strategies. The course utilizes various A.I. applications, plug-ins, and browser extensions, providing students with hands-on experience in implementing A.I. strategies in marketing through relevant business case studies of large corporations and their integrated A.I. usage environments. To successfully complete this course, students must achieve a minimum grade of "C".

BIA6043 - Financial Management with Artificial Intelligence (3 credits)

This course explores the application of artificial intelligence (A.I.) in accounting, risk management, and investment decision-making. In the realm of accounting, it explores how A.I. can be employed to automate tasks such as account reconciliation, report preparation, and data analysis. Regarding risk management, the course examines how A.I. can be used to effectively manage financial, market, and operational risks. Additionally, the course explores the use of A.I. in investment decisions, addressing asset selection, portfolio management, and risk assessment. Throughout the course, students will interact with A.I.-driven banking and financial tools to gain practical experience in applying A.I. concepts in real-world financial scenarios, using relevant business case studies. To successfully complete this course, students must achieve a minimum grade of "C".

Master of Science in Virtual Education

VED6011 - Development and Integration of Technologies in Distance and Virtual Education (3 Credits)

The main objective of this course is to present a framework of virtual education. From its origins, students will have a clear vision of the ways in which virtual education has changed the teaching process and see what will influence in the future. We will study all levels of the distance educational system, providing students the opportunity to have a broad view of the applications of virtual education.

VED6012 - Fundamentals of the E-Learning Learning Modality (3 Credits)

E-learning in the 21st century provides a coherent, comprehensive, and empirically based framework for understanding. This course explores the pedagogical and organizational technological implications in the presence of the e-learning system. The course provides practical models in which students can use the full potential of e-learning; In addition, special attention is given for an understanding of these technologies from an educational perspective.

VED6021 - Virtual Education and E-Learning (3 Credits)

Information and communication technologies and their impact on the world of learning in the last decade have profoundly changed the paradigms, scenarios and values at all levels of education. The professionalization of tools and practices, in addition to the consolidation of academic and practical knowledge, has been a major continuing issue throughout the past few years. This course presents the development in the field of open, distance, and e-learning through new technologies, methodologies, and tools, which have profoundly changed the paradigms, scenarios, and values at all levels of education over the last decade.

VED6022 - Virtual Education and Technology (3 Credits)

Web technologies are having a tremendous impact on commerce, the media, business, and education in general. Starting with the "Edu blogosphere", this course will cover the impact that technologies on the web are having in education. Students will explore the potential of blogs, media exchange services and other social programs - which, while not specifically designed for e-learning, can be used to train students and create new and exciting opportunities for learning and become much more personal, social and flexible.

VED6031 - Virtual Learning Platforms (3 Credits)

The digital revolution has hit education with more and more classrooms plugged into the whole wired world. The knowledge revolution has transformed jobs, homes, lives, and therefore must also transform schools. To keep pace with a globalized technological culture, we must rethink how we educate the next generation, or our schools will be left behind. This course reviews all the virtual learning platforms that are bringing schools into the digital age and promoting education beyond the schools. Students will have a vision for the future of education that goes well beyond the walls of the classroom to include online social networks, distance learning with anyone and anywhere access, digital home-schooling models, video-game learning environments, and more.

VED6032 - Learning Environment and Diversity (3 Credits)

Equally grounded in the research and practical applications, this course shows how virtual learning environments could represent the future of education. As academics begin to use environments, such as Second Life to reach a broader student audience, this course offers a different, yet successful, approach to delivering content over the Internet through virtual learning environments that have the potential to transform education. Covering a broad spectrum of frameworks, from commercial multiplayer video games to online learning, the students will find how powerful these environments can be in the arena of education, and that data-driven practice will ensure almost universal take-up, even among those currently unwilling to use virtual learning.

VED6041 - Curriculum Design for Virtual Education (3 Credits)

As virtual education spreads, both as a means of enhancing the learning experience and opportunities to reach out to new communities, it will be important to develop a curriculum that has innovations and quality. The need for both quality enhancement strategies, in the form of research, development and evaluation, as well as, quality assurance strategies that focus on regulations and guidance are discussed in-depth. This course focuses on how to build a curriculum for virtual education that enhances learning.

VED6042 - Web 2.0 Distance Learning (3 Credits)

This course is full of practical advice and information on using Web 2.0 tools, with the emphasis on student learning through collaboration. Students will see the importance of Web searches to find information on student behaviors and strategies for teachers.

Students will also learn to use multimedia with a focus on collaboration and sharing, including charts, sidebars, screen shots, and student handouts. Step-by-step instructions will be provided for several tools and suggested action steps will be offered. A "Tool Chart" will provide the URLs for all the Web 2.0 tools that are introduced throughout the course.

VED6051 - The Ecosystem of Innovation and Knowledge (3 Credits)

Context is the interactions between the learner and a set of inter-related resource elements that are not tied to a physical or virtual location. It is something that belongs to an individual and that is created through his or her interactions in the world. Students are going to analyze the learner-centric "Ecology of Resources" model of context as a framework for designing technology-rich learning environments and the importance of matching available resources to each learner's needs. This interdisciplinary course will draw on a range of disciplines, including geography, anthropology, psychology, education, and computing to find the dynamics and potential of teacher-learner interaction within a learning continuum and across a variety of locations.

VED6052 - Research Methodology (3 Credits)

In this course students will begin conducting a scientific research project that will serve as the basis for the completion of a Master Thesis. To this effect, students must follow rigorously the applicable steps of the scientific method, which covers the portion of the research process that includes conceptualization and ethics,

and the description of the qualitative, quantitative, or mixed scientific method to be followed. Specifically, students will identify and frame a problem of interest that is worthy of seeking a solution for and/or answers to related questions, which have been conceptualized to fundamentally improve the understanding of such problem; Address the problem and/or questions related to the problem by performing a background research conducive to gathering pertinent information aimed to become familiar with what is current known about the problem and/or the proposed related questions, including potential answers; Establish the parameters that will be used to probe and understand the selected problem and/or the proposed questions; Conceptualize and design the scientific method to be implemented for conducting the probe; Plan and propose a precise and complete research proposal that includes all the above elements and, in addition, a detailed description of the procedures to be followed during the execution of the field work as well as the population expected to participate and/or sampling to be collected for future analysis, and the description of the method of evaluating the information collected.

Students must follow the most updated version of the APA guidelines to write their research proposal. The student must successfully complete this requirement with a B grade or higher to graduate.

VED6061 - Cloud Learning Environment, and Comparative Study (3 Credits)

In this course, students are going to review the development of virtual education around the world with the intent to compare the experiences and decide on their own point of view about the state of virtual education.

Starting with the definition of what cloud computing is, why it is, and its pros and cons, this course will provide students with a wide range of experiences. Students will explore all the features of the cloud platforms, infrastructure, services and applications, and security. They will assess the value of cloud computing, including licensing models, ROI, understand abstraction, partitioning, virtualization, capacity planning, and various programming solutions. There will be discussions on the use Google®, Amazon®, and Microsoft® Web services, explore cloud communication methods, such as IM, Twitter®, Google Buzz, and Facebook®, and discover how cloud services are changing mobile phones and vice versa.

VED6062 - Thesis (3 Credits)

In this course students are expected to continue and eventually complete their Master Thesis. To this effect, students must follow methodically the scientific method described as part of the research proposal previously completed and approved. During this final phase, student will execute the approved procedure to conduct the field work, which could be repeated as needed to ensure that the collected data is accurate and reliable at the time of gathering; Compile the information gathered from experimentation and/or observation; Carefully record all the compiled data (observations, measurements, information from surveys, among other predetermined data) as a functions of the variables tested; Analyze the recorded data applying the appropriate methodology; Interpret the results focusing primarily on providing a solution to the selected problem and/or providing answers to the proposed related questions, without disregarding opportunities for addressing other aspects of the propose problem not previously identified as objectives, but that transpired from the interpretation of the gathered data; Establish the conclusions inferred from the experimental results; and present recommendations suggesting further relevant scientific research. Students must follow the most updated version of the APA guidelines to write their Master Thesis, and coordinate a final oral presentation,

which should be considered an integral part of a research project. The student must successfully complete this requirement with a B grade or higher to graduate.

Elective Courses for the MS in Virtual Education with Concentration in Neuroscience and Education

VNS6031 - Foundations of Educational Neuroscience (3 credits)

This introductory course in neuroscience is designed for educators with little or no knowledge of biological or neuro sciences, and it is intended to provide an overview of the basics of how the human brain works and evaluate the feasibility of using this neuroscience knowledge to address key questions in education. In this course, emphasis is placed on the anatomy and physiology of the human brain; understanding how neural cells communicate using both electrical and chemical signals; the development of the human brain; understanding the functions and organizations of the brain's attentional, memory, and emotional systems; exploring the relationship between neuroscience and learning; understanding the concept of neuroplasticity, its role in learning, and how changes in it result in changes in human intelligence; and on other basic human brain functions impacting how the brain learn. The main objective of this course, however, is to explore how this knowledge could, if possible, be used to improve educator's practices and effectiveness in facilitating the learning process.

VNS6032 - Cognitive Neuroscience and Education (3 credits)

This introductory course in cognitive neuroscience is designed for students with no previous knowledge in biology, medical science, psychology, or any other related background. It is intended to provide an overview of the history, research methods, and current state of research in cognitive neuroscience, as well as the potential educational applications of cognitive neuroscience contributions. It is also intended to provide an understanding of individual differences in human cognitive and brain development, particularly in response to the process of becoming mature and active learner. In addition, this course offers an understanding of cognitive development and behaviors, and how they are related to intelligence, memory, emotions, and learning. Further emphasis is placed on the application of cognitive behavior to educational practices, both on the classroom and curricular reform levels. This course also addresses controversies related to some of the inaccurate expectations created about the contributions of cognitive neuroscience that could be of use to educators. Finally, the current and future of the relationship between Neuroscience and Education is reviewed.

VNS6041 - Neuroscience Applications to Education (3 credits)

This course is designed for students to perform bibliographic research aimed to review the current state of neuroscience research findings and their direct applications to education. Students will be required to review publications reflecting both positive and negative implications about the role of neuroscience in educational practices and students' learning, and to forge and defend, based on the learned knowledge, their position regarding the benefits and pitfalls of the brain-based learning approach.

VNS6042 - The Psychology of Learning and Instructional Design (3 credits)

This course provides students a thorough overview of the cognitive and the behavioral perspectives of how humans learn and retain knowledge, and review instructional strategies designed to teach students according to their individual learning differences. Emphasis is placed on the social, emotional and cognitive processes involved in learning; theories of learning (Constructivism, Behaviorism, Piaget's Developmental, Brain-Based Learning, Multiple Intelligences, Right Brain/Left Brain); identifying and studying learning methods to better understand how people absorb and retain new information; and proposing specific strategies to educators to adjust instructional designs and lesson plans to improve the learning process of learners based on their individual learning difference. As time permits, further emphasis will be placed on other related educational psychology topics that are key to promote learning.

Elective Courses for the MS in Virtual Education with Concentration in School Digital Transformation

VDT6031 - Introduction to Digital Transformation (3 credits)

Focusing on the digital transformation of educational institutions, this course is designed to provide a comprehensive review of the core concepts of digital transformation for your institution. Emphasis is placed on the understanding of the importance of Institution leaders engaging in robust analysis and discussion about why the institution should pursue a digital transformation process, what the end goals should be, how the institution will accomplish such an endeavor, and what the cost will be. The importance of redefining, through the implementation of technology, the institute's business organizational design and strategy to enable rapid innovation of digital academic offerings and achieve a reliable and integrated academic and administrative structure that support digital innovation is also analyzed. In addition, other key factors that must be considered to accomplish a successful digital transformation, including, but not limited to, the role that the institution culture, leaders, Deans, faculty, and staff play in the successful implementation of a Digital Transformation plan are also discussed.

VDT6032 - Digital Technologies and their Business Functions (3 credits)

This course is designed to provide a comprehensive review of existing technologies, their applications to education, their pros and cons, and their specific capabilities to support a complete digital transformation of an educational institution. These technologies, which improve accessibility to online learning opportunities, include technologies like Cloud based Learning Applications and Storage, Learning Management Systems (LMS), Personalized learning Systems that are based on students' individual strengths and weaknesses, Virtual Reality, Augmented Reality, Artificial Intelligence Applications, Security Systems, Telecommunication Systems, Big Data Analytics, Student and Administrative Records Management Systems, Student Relationship Management Systems, among others. Focus is placed on researching the capabilities of existing technologies, and select those that provide digital solutions that are conducive to develop a reliable and integrated academic and administrative structure that support digital innovation and improve efficiency.

VDT6041 - Path to Digital Transformation (6 credits)

This course is designed to strengthen students' skills to implement a feasible digital transformation plan, in their respective institutions. This plan should include a reliable and integrated academic and administrative operational structural system that is conducive to support digital innovation, and a redefined institute's organizational design and strategy to enable rapid innovation of digital academic offerings. For this purpose, students will use the information previously gathered about their institutions academic and administrative organizational structural design affecting any operation of the whole student institutional lifecycle and the technologies found to be capable of facilitating the successful achievement of the intended goals of the propose digital transformation plan.

Elective Courses for the MS in Virtual Education with Concentration in Artificial Intelligence

VIA6031 - Introduction to Artificial Intelligence in Education (3 credits)

This course aims for educators and participants to achieve a basic understanding of the concepts and applications of artificial intelligence in education, acquainting them with its fundamentals and how it can be used to enhance virtual learning. Focused on the use of artificial intelligence tools and applications without requiring programming in education, this course conceptually addresses the fundamentals of artificial intelligence, including principles of machine learning, neural networks, and classification algorithms from a qualitative approach through the use of graphical interfaces that do not require programming knowledge. It also incorporates content on generative artificial intelligence such as chatbots, AI, data analysis techniques, and data mining for education, as well as topics related to ethics and privacy in the educational use of AI.

VIA6032 - Instructional Design and AI Tools (3 credits)

This course is designed to provide participants with the ability to develop instructional designs for subjects and courses that implement the intensive and practical use of AI tools available to educators. Focused on modifying techniques to achieve an instructional design centered on the use of artificial intelligence tools, the course addresses the inclusion of chatbots and generative technologies, recommendation systems, and applications for sentiment analysis. It also covers AI techniques for personalized learning and adaptation to students' learning pace through case studies and practical examples at the user level, without requiring programming knowledge.

VIA6041 - Institutional Implementation of AI in Education (3 credits)

This course equips teachers and administrators with the necessary skills for implementing artificial intelligence tools and techniques in educational institutions. It focuses on institutional implementation strategies in various areas and functions, addressing content related to institutional strategies, evaluation and measurement of the impact of AI on learning, assessment of improvements in user experience, as well as designing teacher training and adopting criteria and production manuals for the application and use of artificial intelligence at the educational level in the institution.

VIA6042 - Academic Management and data-based decision making (3 credits)

This course is designed to enhance data-driven decision-making skills in the field of academic management. The aim is to complement traditional criteria based solely on professional experience with valuable information provided by institutional records, especially those from virtual campuses and academic management systems. The course covers fundamental concepts of educational analytics, tools and techniques for data analysis in academic management, including data visualization, trend analysis, and predictive analysis. It also focuses on techniques for informed data-driven decision making and evaluating the impact of data analytics on decision making.

Elective Courses for the MS in Virtual Education with Concentration in Leadership and sustainability

VLO6031 - Educational Leadership and Pedagogies for Sustainability (3 credits)

This course aims to work with content that aims to understand education for sustainability through its conceptual foundations, Sustainable Development Goals (SDGs), and education as a tool for social and environmental change. The importance of understanding proposed pedagogy and emerging ecopedagogies: definition and principles, integration into curricula. Likewise, pedagogical approaches to sustainability, problem-based experiential learning, transformative, supportive, and collaborative strategies are addressed. Education for sustainability in practice: analysis of successful educational experiences, best practices in contexts at different educational levels, and proposals for educational intervention. Challenges and opportunities: teacher training, integration of technologies for sustainability, collaborative networks for educational stakeholders

VLO6032 – Educational Leadership in the Era of the Fourth Industrial Revolution (3 credits)

Participants in this course will have the opportunity to analyze the Fourth Industrial Revolution: understanding its challenges in the education sector and how this entire digital transformation has incorporated emerging technologies into educational institutions. Also within this context, it is important to understand data-driven decision-making and its interpretation, taking into account artificial intelligence and its respective applications and ethical use. Competencies and skills for leadership in the Fourth Industrial Revolution: critical thinking, creativity, communication, and collaboration. Design and implementation of innovative educational models in the context of the Fourth Industrial Revolution. Sustainable development and social responsibility in educational leadership during the Fourth Industrial Revolution. Evaluating the impact and effectiveness of digital transformation initiatives in education. Developing a culture of innovation and adaptability in 21st-century educational institutions.

VLO6041 - Educational Leadership and Emotional Intelligence in Virtual Learning Institutions (3 credits)

This course provides a comprehensive overview of the importance of leadership and its relationship with emotional intelligence applied in educational institutions, providing the foundation for identifying potential

tools to develop the skills and competencies of a leader and thus generate improvements in the teaching process for the benefit of students. The challenges and trends of the digital age require training that develops and enhances innovation through a creative methodology based on interpersonal relationships. The course includes case studies related to educational institutions to effectively apply the concepts and generate new knowledge. Introduction to Emotional Intelligence: Basic Concepts, Competencies, and Related Skills. Importance of emotional intelligence in educational leadership and its relationship with academic performance and student well-being. Developing emotional intelligence.

VLO6042 - Personal Development and Culture of Responsibility in Educational Leadership. (3 credits)

This course will develop content focused on self-awareness and self-reflection in educational leadership, time management and prioritization in virtual educational settings, and social and emotional skills in leadership. It also covers everything related to the culture of responsibility and the development of strategies to enhance team intelligence and productive work. It also includes the development of a personal action plan for leadership development and a culture of responsibility, open innovation in education: experiences and challenges, and the effects of transformational leadership on organizational innovation. Ethics and responsible innovation.

Elective Courses for the MS in Virtual Education with Concentration in STEM

VST6031 - Foundations of STEM Education (3 credits)

The Foundations of STEM Education course is intended for educators, program coordinators, and directors, as well as curriculum developers, educational technology specialists, and researchers interested in a comprehensive understanding of the foundations and essential practices in science, technology, engineering, and mathematics education. This course focuses on the fundamental principles of STEM, their importance in the contemporary educational context, and the development of 21st-century skills. Participants will explore innovative strategies and digital tools to enhance teaching and learning in these critical areas. The primary objective of the Foundations of STEM Education course is to train participants in best practices and pedagogical approaches to understand the fundamental principles and importance of STEM education in the effective teaching of science, technology, engineering, and mathematics.

VST6032 - Digital Tools and Innovative Methodologies for Teaching STEM Subjects (3 credits)

These courses are primarily aimed at teachers and educators at all levels, professionals interested in integrating STEM technologies and methodologies in the classroom, graduate students seeking to specialize in STEM education, and educational administrators and program designers. This course aims to train participants in the use of digital tools and innovative methodologies for teaching STEM (Science, Technology, Engineering, and Mathematics) subjects. This course will develop skills for creating inclusive and collaborative learning environments. This course will foster critical thinking and active learning using advanced educational technologies. This course will prepare educators to implement project-based pedagogical practices and scientific experimentation.

VST6041 - Effective STEM-STEAM Strategies for Virtual Education (3 credits)

This course is aimed at professionals in education or other fields who wish to delve deeper into STEM (Science, Technology, Engineering, and Mathematics) and STEAM (Science, Technology, Engineering, Arts, and Mathematics)-based teaching strategies for application in virtual education environments. It is specifically designed for teachers, academic coordinators, educational program directors, and any educator interested in integrating innovative and technological methodologies into their teaching practice. The objective of the course is to provide educators with the tools and knowledge necessary to implement and adapt STEM and STEAM-based educational strategies in virtual environments. Participants will learn to design and implement educational programs that foster critical thinking, problem-solving, and creativity through integrated and practical approaches, utilizing emerging technologies and innovative methodologies.

VST6042 - STEM Education Products and Programs (3 credits)

This course is designed to develop the knowledge, skills, and abilities necessary to design, develop, and implement cutting-edge educational products from a STEM perspective. It considers critical thinking and the integration of effective educational foundations, tools, and strategies. It also focuses on the application of agile methodologies to analyze the effectiveness and impact of these products in the teaching-learning process. The content to be developed includes: approaches to Education 4.0, instructional design for effective teaching, agile methodologies for education, and management of STEM products for the digital age. Upon completion of this course, participants will be prepared to articulate innovative practices in classrooms and promote school management projects and consulting services.

Doctor of Education in Virtual Education (EdD)

VED7011 - Doctoral Program Orientation Seminar (no credit)

This introductory self-paced course serves as an introduction to the doctoral program. It will offer the students an opportunity to expand their knowledge of the academic process from a researcher's perspective using the scientific method. This course will allow the student to select his/her research track and understand the theoretical concepts of the dissertation process.

VED7012 - E-Literacy and E-Learning (3 Credits)

This course will discuss "media literacy," as an increasing source for information and values by critically evaluating aspects of film, television, the Internet, advertising, radio, and the print media. The methods are autobiographical, ideological, nonverbal, and mythic.

VED7013 - Sustainability and Assessment of Virtual Learning Resources (3 Credits)

Students discuss the fundamentals of effective online assessment utilizing multiple designs and implementing creative practices tied directly to course activities to measure student learning and sustainability. The course will use done with case studies, authentic assessments based on real-life

application of concepts, and collaborative activities that assess the quality of student learning, rather than relying on the traditional methods of measuring the amount of information retained. In the era of accountability, this course offers strategies to align assessment, program competencies, learning outcomes, and course activities that authentically engage learners and promote meaningful sustainability.

VED7021 - Research Methodology I (3 Credits)

This research course will provide students with core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students will explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students will learn to use statistical software to calculate statistics and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

VED7022 - Teacher's Challenges and Trends: Teacher or Coach? (3 Credits)

There are so many challenges and trends for online teaching. Teachers need to integrate the latest research in cognitive processing and learning outcomes. The infusion of games, simulations, and virtual worlds into online learning can be a transforming experience for both the instructor and the student. This practical course shows students how to identify opportunities for building games, simulations, and virtual environments into the curriculum, how to successfully incorporate these interactive environments to enhance student learning, and how to measure the learning outcomes. It also discusses how to build institutional support for using and financing more complex simulations. The students will analyze frameworks, tips, case studies and other real examples, and resources.

VED7031 - Research Methodology II (3 Credits)

This research course will provide students with core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis.

Students will explore the nature of qualitative inquiry, fieldwork strategies and the nature of observation, theoretical approaches to qualitative research, the importance of quality assurance, and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. Project components include planning, research ethics and access, data collecting and analyzing, and research reporting.

VED7032 - Global Curriculum Design (3 Credits)

This course focuses on the initiatives that have been developed about global curriculum design in virtual education. Students will review and analyze the impact and continuity of programs. Special attention is given to the design of programs for special students. A model of global curriculum design will be made as a final project for this course.

VED7041 - Accessibility of Virtual Education (3 Credits)

The virtual school community has an obligation to ensure that their programs are accessible and the educational opportunities are equitable. Virtual education programs need to pay attention to these issues to ensure that they will have the greatest benefit to the largest number of students. This course is a review of the accessibility of virtual education.

VED7042 - Cloud Computing in Education (3 Credits)

Cloud computing is an emergent field that has attracted academia and industry over the last few years. Cloud-based distributed systems such as Facebook®, Gmail®, Amazon®, and others play an increasingly important role in society. Students need to understand the principles that underlie them, to build the Internet of tomorrow. Many schools and enterprises are doing computing in the clouds and a critical understanding of cloud computing organization is essential to leverage the opportunities and benefits that this new computing paradigm offers to education. This course provides a comprehensive overview of cloud computing concepts, technologies, models, strategies, and applications.

VED7051 - Doctoral Seminar I (6 Credits)

This course has two objectives: first, to provide students with a research foundation that have had a significant impact on scholarship; second, reading and discussing these texts will serve as a vehicle to spark ideas to help them produce a concept thesis draft of a dissertation. The selected texts serve as exemplars of scholarship and argumentation. It is expected that students will situate themselves within the broad intellectual context that the course provides. The final product of this seminar will be the dissertation proposal.

VED7061 - Copyrights and Ethics in Virtual Education (3 Credits)

Virtual education is a new form of educational system designed to overcome the problems associated with current education systems to meet the needs of society and individuals in the 21st century. There are many problems in developing a set of ethics of virtual education, but it is possible to adopt pragmatic solutions. One of the main concerns is the extent to which current ethical guidelines are appropriate for educational research conducted in virtual worlds. This course is an attempt to examine some of the ethical issues that arise from the potential use of virtual reality systems in education, to analyze why it is so difficult to derive a clear ethical stance with respect to these issues, and, finally, to seek some ethical principles despite these difficulties.

VED7062 - International Teams – Institutions Strategic Agreements (3 Credits)

There is a growing need for cooperation between educational institutions around the world. The World 2Wide Web has force institutions to develop a new international culture that has affected the way education is delivered and has created “International Teams”. The purpose of this course is to analyze agreements between educational institutions around the world to identify what institutions are involved, the type of

agreement they have, the common objective they have, the time they have been working together, and the results they already have or they want to have. Students can select any level of the education system.

VED7081 - Evaluation in Virtual Education (3 Credits)

Virtual education is growing in an accelerated way. Every day, virtual technology is taking many steps forward and education cannot avoid any of the main issues that are involved in the whole process; one of them is evaluation. This course offers the opportunity to review literature and case studies related to state of the art evaluation in virtual education. Students will be involved in all levels and modalities of education to analyze how evaluation is being done in the virtual world. Students will evaluate learning strategies used in virtual education.

VED7082 - Perspectives in Instructional Technology and Distance Education (3 Credits)

This course highlights the shifting and emergent features that represent life online, specifically in and around the territory of e-learning. “Cyber cultures” are studied as complex conglomerations of ideas, philosophies, concepts, and theories, some of which can be fiercely contradictory. As a construct, students are going to see that “Cyber cultures” are a result of sustained attempts by diverse groups of people to make sense of multifarious activities, linguistic codes, and practices in complicated and ever- changing settings. It is made up of people, machines, and stories in everyday life.

Although students will get a mix of perspectives, they should detect some common threads about the belief that e-learning is a vitally important component in the future of education.

VED7071 - Doctoral Seminar II (6 Credits)

This course helps the student to advance in research methodologies, quantitative and qualitative, as well as expand on the literature review. The final product of this seminar will be a first attempt at the research methodologies will be expanded in the final dissertation.

VED7091 - Doctoral Seminar III (6 Credits)

This course deals with both the theoretical and practical aspects of designing dissertation research and successfully defending the design at a proposal hearing. The purpose of the course is to assist students through the dissertation process. The thesis dissertation is expected to be an original piece of research that demonstrates the student’s ability to conceive, plan, and carry out independent research under the direction of his/her professor and the dissertation committee. Issues of topic and methodology are addressed by the whole committee, but ultimately, it is the sole responsibility of the student to undertake and report on work that is deemed a valid contribution to knowledge in the field via a peer review process.

VED7101 - Dissertation (6 Credits)

All doctoral students are required to complete the Thesis Dissertation. There are three benchmarks that are required: the concept document, the thesis proposal, and the final thesis document that will incorporate all the research and conclusions. Thus, allowing each student the opportunity to become an expert in a selected area/subject by making an original contribution to research.

Doctorate in Virtual Education with a Concentration in Artificial Intelligence

VIA7012 - Introduction to Artificial Intelligence in Education (3 Credits)

This course aims to provide educators and participants with a basic understanding of the concepts and applications of artificial intelligence in education, familiarizing them with its fundamentals and how it can be used to enhance virtual learning. Focused on the use of artificial intelligence tools and applications (which do not require programming) in education, this course conceptually addresses the fundamentals of artificial intelligence, including the principles of machine learning, neural networks, and classification algorithms from a qualitative perspective through the use of graphical interfaces that do not require programming knowledge. Content on self-generating artificial intelligence such as chatbots, AI, and data analysis and data mining techniques for education are also included, as well as topics related to ethics and privacy in the educational use of AI.

VIA7013 - Instructional Design and AI Tools (3 Credits)

This course is designed to provide participants with the ability to design instructional courses and subjects that implement intensive and practical use of AI tools available to instructors. Focusing on modifying techniques to achieve instructional design centered on the use of artificial intelligence tools, the course addresses the inclusion of chatbots and self-generating technologies, recommendation systems, and applications for sentiment analysis. AI techniques for personalizing learning and adapting to students' learning pace are also addressed through case studies and practical user-level examples, without the need for programming knowledge.

VIA7041 - Institutional Implementation of AI in Education (3 Credits)

This course provides teachers and administrators with the necessary skills for implementing Artificial Intelligence tools and techniques in educational institutions. It focuses on institutional implementation strategies in different areas and functions. It addresses content related to institutional strategies, the evaluation and measurement of the impact of AI on learning, the evaluation of improvements in the user experience, as well as the design of training for teachers and the adoption of criteria and production of manuals for the application and use of Artificial Intelligence at the educational level in the institution.

VIA7042 - Academic Management and Data-Driven Decision-Making (3 Credits)

This course is designed to strengthen data-driven decision-making skills in academic management. The objective is to complement traditional criteria based solely on professional experience with the valuable information provided by institutional records, especially those from virtual campuses and academic management systems. The course covers the fundamental concepts of educational analytics, data analysis tools and techniques for academic management, including data visualization, tenure analysis, and predictive analytics. It also focuses on data-driven, informed decision-making techniques and evaluating the impact of data analytics on decision-making.

Doctorate of Science in virtual Education with Concentration in Leadership

VLO7011 - Educational Leadership and Organizational Design for Sustainability (3 credits)

The purpose of this course is to develop educational leadership competencies that allow the design, implementation and management of innovative pedagogies aimed at sustainability. It focuses on the training of leaders capable of promoting organizational change within educational institutions, integrating change management strategies and managerial approaches for organizational transformation in educational institutions. Through a practical approach, participants will analyze how sustainability, environmental awareness, social equity, and global responsibility can be incorporated into education through effective educational leadership models.

The course employs case studies and real-world situations to train students in the identification and evaluation of sustainable organizational environments, promoting an education that not only addresses current challenges, but also facilitates institutional and organizational change, including emerging technologies. Key concepts such as the Sustainable Development Goals (SDGs), educational leadership in change management, education as a tool for social and environmental transformation, and the integration of eco-pedagogies into curricula will be explored. In addition, managerial strategies for the implementation of sustainable approaches will be analyzed, including problem-based experiential learning, collaborative methodologies and cooperation networks between educational agents. The challenges and opportunities in teacher training, the incorporation of technologies in education for sustainability and the management of strategic educational innovation projects with social and environmental impact will also be addressed.

VLO7012 – Leadership in the Age of Digitalization and Artificial Intelligence (3 credits)

Through a practical and interdisciplinary approach, this course is designed to prepare education leaders to meet the challenges of the age of digitalization and artificial intelligence, providing strategic tools for data-driven decision-making, educational analytics, and uncertainty management in volatile environments. Through a theoretical and practical approach, participants will develop key competencies to interpret and apply innovative managerial methodologies in the digital transformation of educational institutions.

Participants will explore the impact of digitalization on education and the integration of emerging technologies in teaching-learning processes. Emphasis will be placed on decision-making based on the analysis of educational data, the use of artificial intelligence in institutional planning and the evaluation of strategies in scenarios of uncertainty based on transparency and innovation in the digital age. In addition, the course will address the development of innovative educational models that respond to changing contexts, risk management in digital education and the implementation of agile methodologies for problem solving in educational environments. Success stories in digital transformation will be analyzed and work will be done on the design of sustainable strategies that promote innovation and adaptability in educational institutions.

VLO7041 – Leadership Management and Emotional Intelligence in Virtual Learning Institutions (3 credits)

This course develops a managerial approach to educational leadership, with an emphasis on emotional intelligence for the strategic management of teaching, administrative and student teams in dynamic and intercultural educational environments. Participants will acquire skills to lead with empathy, make decisions based on institutional well-being, and foster a resilient organizational culture in scenarios of volatility and uncertainty. Strategies will be addressed to assess and strengthen emotional intelligence in the management of educational institutions, promoting effective change management and transformational leadership that inspires academic communities to achieve high levels of performance and adaptation.

Through the analysis of leadership styles, students will explore the impact of emotional intelligence on decision-making, conflict resolution, and team motivation in face-to-face and virtual environments. The evaluation of results in education will be deepened, considering leadership as a key factor in the innovation and sustainability of institutions. In addition, methodologies will be worked on to develop emotionally intelligent communication, promote collaboration in multicultural teams and guarantee the well-being of students and professionals in the educational field. The course integrates case studies and practical simulations to apply the concepts in real educational scenarios, allowing participants to design adaptive leadership strategies oriented to social and academic impact.

VLO742 – Personal Development and Cultural Responsibility (3 credits)

This course aims to train educational leaders in the development of personal and professional competencies that strengthen the culture of responsibility, ethics, and commitment in educational institutions. Through a combination of self-knowledge, strategic management, and ethical leadership, participants will explore the impact of their values and purpose on organizational management, promoting leadership based on integrity, accountability, and corporate social responsibility. The integration of these principles into the institutional culture will be addressed, promoting a balance between productivity, time management and personal and professional well-being.

The course incorporates the analysis of strategies to strengthen purposeful decision-making, inclusive leadership, and the promotion of equity and diversity in educational settings. Work will be done on the design of personal and organizational action plans for the development of transformational leadership, ensuring sustainability and innovation in institutions. In addition, participants will apply practical methodologies and case studies to assess how social responsibility influences institutional reputation and the construction of more ethical, equitable and sustainable educational communities.

Master of Science in Computer Software Engineering CSE6011 - Computer Structures (3 Credits)

The purpose of this course is to provide a comprehensive overview of core software and hardware technologies. It will give students a sound theoretical and practical grounding on which to build their understanding of future technical developments.

CSE6012 - Professional Issues in Computing (3 Credits)

This course provides a broad understanding of the social and legal context in which information technology operates. Students will examine the relationship between IT, society, and the law. It helps develop an understanding of external matters affecting computer systems and organizations, provides an overview of professional and ethical issues, and develops the skills required to manage systems in a way that is both effective and sensitive to their operating environment.

CSE6021 - Systems Analysis and Design (3 Credits)

The purpose of this course is to help students develop the skills critical to understanding complex systems and problems and to create effective automated solutions. This course takes a modern object-oriented approach to modeling systems and producing designs for software packages that can automate those systems. It will provide the skills needed to master these techniques, as well as the ability to use the Unified Modeling Language (UML) to describe these models.

CSE6022 - Software Engineering (3 Credits)

The purpose of this course is to provide a firm theoretical foundation and practical skills in software engineering. This course encompasses the theoretical foundation and practice of the three key phases of problem definition, software development, and maintenance. Students will emerge equipped to lead a programming project and deliver products on time and within budget.

CSE6031 - IT Project Management (3 Credits)

The purpose of this course is to provide a full understanding of the management roles, responsibilities and techniques needed in software technology projects. This course shows how technology project management adapts to the evolution of a computer system from concept to implementation.

CSE6032 - Management of QA and Software Testing (3 Credits)

The purpose of this course is to provide an extensive understanding of how to guarantee software quality, including testing, maintenance, and effective management. This course provides the techniques needed to design and implement tests, conduct inspections, and employ release and maintenance procedures. It also addresses key management aspects of the quality assurance process.

CSE6041 - Object-Oriented Programming for Modern Development (3 Credits)

This course provides a theoretical and practical understanding of object-oriented programming and design. Students will develop the essential problem-solving and programming skills needed to write well-structured object-oriented programs. They will also explore many other important techniques, such as modern distributed systems and component technology, based on the concepts that have made object-oriented programming today's predominant software development method.

CSE6042 - Next-Gen Web Development (3 Credits)

The purpose of this course is to give students the theoretical and practical tools necessary for building advanced, content-rich internet sites. On completion, students will be able to design and create an advanced website and will be equipped to undertake complex internet projects.

CSE6051 - Advanced Database Topics (3 Credits)

The purpose of this course is to equip students with a thorough understanding of the fundamental principles of database construction and usage. As already dominant database technology develops even further, students will analyze how data is stored, manipulated, queried (with an emphasis on relational databases) and backed up. They will also become acquainted with various paradigms and technologies (parallel, as well as distributed) related to database design, implementation and maintenance.

CSE6052 - Web Applications, Languages and Interchange (3 Credits)

This course offers an overview of the uses of the XML language and its role in the next generation of e-business applications. This module provides an understanding of core XML technologies, the standardized development environment they provide, and their implications on future developments with internet applications.

CSE6061 - Human-Computer Interaction, and Digital Citizenship (3 Credits)

The purpose of this course is to provide an understanding of the design, evaluation, and development of usable interactive application interfaces. This course provides a thorough grounding in human-computer interaction. This course was developed to also create awareness around the issue of creative content and to foster a better understanding of the rights connected with it. Ultimately, its goals are to instill in students an appreciation of the value that creative content has for the creator and to establish a personal respect for creative rights in a way that changes their behaviors and perceptions about digitally delivered content.

CSE6062 - Thesis (3 Credits)

The master's project serves as a capstone to the entire program. The student must successfully complete this requirement with a B grade or higher to graduate. A satisfactory project starts with a well written proposal that is approved by main professor. Once the proposal is approved, the student conducts research to support his/her work. This project should highlight the disciplinary competencies that the student gained throughout the entire program. At the end of the project, the student presents his/her findings to the main professor. This final oral presentation is a part of the project. APA guidelines must be followed.

Elective Courses for the MS in Computer Software Engineering with Concentration in Artificial Intelligence

CIA6031 - Digital Transformation in the Company with AI (3 Credits)

The purpose of this course is to provide students with an understanding of artificial intelligence (AI), its evolution, its applications in various fields, and the ethical and social implications of its use. This course will provide a deep understanding of how artificial intelligence (AI) can digitally transform businesses, especially highlighting the impact of generative AI tools. Students will learn how to implement AI to automate processes, improve efficiency, and foster innovation across various business functions. The course will cover practical applications of AI in business, development of technical skills using advanced tools, and strategies to implement technological changes that improve business productivity and competitiveness. Additionally, we will address the ethical and legal challenges of AI, preparing students to lead digital transformation projects responsibly.

CIA6032 - Integration of no-code or low-code applications to optimize business processes (3 Credits)

This course is designed to train professionals in the use of no-code and low-code development platforms, focusing on transforming and optimizing business processes. Low-code and no-code are one of those categories of technology, which with AI, are helping companies improve productivity, efficiency and improve the organizational value chain. Participants will learn to identify processes that can be improved through automation and customization with these tools, fostering a collaborative work environment and an agile response to business needs. Additionally, they will develop practical skills to design and build, integrate and/or articulate applications that increase operational efficiency, and explore how to integrate artificial intelligence with these platforms to create more intelligent and adaptive solutions. And, to take advantage of its numerous benefits, and to address safety concerns with its use".

CIA6041 - AI and Organizational Data Management (3 credits)

The purpose of this course focuses on the practical application of data science techniques to solve real challenges in the business environment. Students will learn to manage and analyze large volumes of data, but with a direct focus on how it can be used to improve business results. Through case studies and real projects, they will be trained in the use of advanced data analysis tools to identify trends, optimize processes and increase operational efficiency. Practical sessions will include working with data analysis and visualization platforms such as Tableau, Power BI and tools based on Python and R, teaching them how to extract, transform and load data (ETL) effectively. In addition, they will address specific business problems, such as supply chain optimization, predictive analysis of consumer purchasing behaviors, and improving marketing strategies through data-driven customer segmentation. With this training, students will be able to understand the theory behind big data management, but they will be fully equipped to implement data science solutions that positively impact any company.

CIA6042 - Integrative Project: Application of Artificial Intelligence Tools in Companies (3 credits)

This course is designed to provide students with a practical and applied understanding of the use of artificial intelligence (AI) in the business environment, through an Integrative Project. Indeed, by carrying out an integrative project, students will have the opportunity to directly apply AI technologies and techniques, to address problems and optimize processes within real companies. Students will learn to identify opportunities where AI can provide significant improvements in processes, products and services within a company. They will acquire practical skills in selecting and applying appropriate AI tools and technologies to design customized solutions that respond to specific business needs. Students will be trained to perform testing and adjustments to ensure optimal performance of the solution. The concentration program culminates with the development of skills for preparing reports and making effective presentations, equipping participants with the necessary competencies to lead digital transformation initiatives in the business environment.

ADMINISTRATIVE STAFF DIRECTORY

Ferran Calatayud	CEO & Chief Executive Officer
Sandra Mendoza de Verde	Academic Dean, Research Dean
Olga Mar González de León	Compliance Officer
José Luis Córca	Academic Director
Luis Jose Torres Morales	University Registrar and Student Care Director
Dayana Chacón	Financial Director
Eduardo Atencio	Professional Development Director

ADJUNCT FACULTY DIRECTORY

SCHOOL OF BUSINESS

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Professional in management, finance and economics. Focused, analytical, able to work under pressure and in a team. With clear objectives, always looking for the critical point that will allow the organization to stay ahead of the competition and overcome the break-even point. With a PhD in Business Economics and a PhD in Business Administration (D.B.A.) and MBA that combines economic analysis with practical and investigative aspects of business.

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Jorge Martín Díez --- School of Business

Ph.D. holder and International Conference Speaker, Postgraduate Professor, Marketing Commentator on Radio and TV. Author of the book 'Ten Myths of Neuromarketing'.

Milton Jose Morales Vielma --- School of Business

Ph.D. in Management Sciences, Dr. Rafael Belloso Chacín; Venezuela. Master. In Education, University of Carabobo. Venezuela. Bachelor. In Education, University of Zulia. Venezuela.

Tomás Elio Ochoa Domínguez --- School of Business

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Yamarú Del Valle Chirinos --- School of Business

Doctor by the Universidad Dr. Rafael Belloso Chacín, senior Researcher with 15 years of experience in conducting research projects, Higher Education Instructor, Entrepreneur, and Innovative Leader.

SCHOOL OF EDUCATION

Anaylen Beatriz López de Goncalves --- School of Education

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