biu BROWARD INTERNATIONAL UNIVERSITY

# General Catalog

2026-2027

# 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 |
| Revision Date(s): | February 15, 2016; March 15, 2017; May 26, 2017, August 14, 2017, March 15, 2018, March 18, 2019, March 01, 2020, March 01, 2021, March 01,2022, March 01, 2023, March 01, 2024, March 30, 2025.March 30, 2026 |

**Publication Policy**

The Catalog of the University, which is published annually 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 errors 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. Students 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 2026-2027

Broward International University offers four (4) ten-week academic terms per year. The following is the official University Academic Calendar for the years 2026-2027.

| Winter 2026 Academic Calendar | |
|---|---|
| **Event** | **Date** |
| Registration and advising | 11/04/25 – 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** |
| Welcome Week | 04/13/2026 – 04/18/2026 |
| 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 |

| Summer 2026 Academic Calendar | |
|---|---|
| **Event** | **Date** |
| Welcome Week | 07/20/2026 – 07/26/2026 |
| 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 – 10/07/26 |
| Grade Report available to Students | 10/17/26 |

| Fall 2026 Academic Calendar | |
|---|---|
| **Event** | **Date** |
| Welcome Week | 09/28/2026 – 10/03/2026 |
| 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 |

| Spring 2027 Academic Calendar | |
|---|---|
| **Event** | **Date** |
| Welcome Week | 01/25/2027 – 01/31/2027 |
| Registration and advising | 10/26/26 – 01/31/27 |
| 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 | 02/13/27 |
| Last day to Drop with 100% Refund | 02/13/27 |
| 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 |

| Summer 2027 Academic Calendar | |
|---|---|
| **Event** | **Date** |
| Welcome Week | 04/26/2027 – 05/02/2027 |
| Registration and advising | 02/01/27 – 05/02/27 |
| Late Registration | 05/03/27 – 05/11/27 |
| First day of classes and First day of Add/Drop Period | 05/03/27 |
| Last day of Add/Drop Period | 05/15/27 |
| Last day to Drop with 100% Refund | 05/15/27 |
| Last day to Withdraw from Classes | 06/20/27 |
| Last day to pay tuition and fees to avoid cancellation of Enrollment | 06/21/27 |
| Last day of classes and examinations | 07/10/27 |
| Grade entry and submission by Faculty | 07/12/27 – 07/14/27 |
| Grade Report available to Students | 07/24/27 |

| Fall 2027 Academic Calendar | |
|---|---|
| **Event** | **Date** |
| Welcome Week | 07/26/2027 – 08/01/2027 |
| Registration and advising | 05/03/27 – 08/01/27 |
| Late Registration | 08/02/27 – 08/10/27 |
| First day of classes and First day of Add/Drop Period | 08/02/27 |
| Last day of Add/Drop Period | 08/14/27 |
| Last day to Drop with 100% Refund | 08/14/27 |
| Last day to Withdraw from Classes | 09/19/27 |
| Last day to pay tuition and fees to avoid cancellation of Enrollment | 09/20/27 |
| Last day of classes and examinations | 10/09/27 |
| Grade entry and submission by Faculty | 10/11/27 – 10/13/27 |
| Grade Report available to Students | 10/23/27 |

| Winter 2027 Academic Calendar | |
|---|---|
| **Event** | **Date** |
| Welcome Week | 10/18/2027 – 10/24/2027 |
| Registration and advising | 08/16/26 – 10/24/27 |
| Late Registration | 10/25/27 – 11/02/27 |
| First day of classes and First day of Add/Drop Period | 10/25/27 |
| Last day of Add/Drop Period | 11/06/27 |
| Last day to Drop with 100% Refund | 11/06/27 |
| Last day to Withdraw from Classes | 12/05/27 |
| Last day to pay tuition and fees to avoid cancellation of Enrollment | 12/06/27 |
| Last day of classes and examinations | 12/11/27 |
| Grade entry and submission by Faculty | 12/13/27 – 12/15/27 |
| Grade Report available to Students | 12/22/27 |

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## Statement of Legal Control

Broward International University 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

- Mr. Carlos Gimenez
- Ms. Andrea Pulido
- Mr. Guillermo Usechi
- Dr. Olga Mar González
- Mr. Gabino Sintes
- Mr. Manuel Rovira

## 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

## Broward International University

Broward International University is a student-centered institution dedicated to providing high-quality undergraduate and graduate education that responds to the evolving needs of a diverse global community. Through innovative, flexible, and career-focused programs, BIU is committed to fostering academic excellence, lifelong learning, and professional development while preparing students to succeed in a dynamic and interconnected world.

## Disclosure

Broward International University reserves the right to modify programs, academic policies, tuition and fees, course offerings, start dates, or to discontinue programs when deemed necessary. Any such changes will be implemented in accordance with applicable laws and regulations and will be published as amendments to this catalog.

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**Volume Number:** 2026 Volume I
**Note:** This Catalog version supersedes all previous versions.

For additional information regarding articulation agreements with national and international institutions, as well as other academic and administrative services, please contact the BIU Business Office located at 801 Brickell Avenue, Office 736, 7th Floor, Miami, Florida 33131, USA, or call +1 (954) 870-7359.

**Purpose**

The philosophical motivation of Broward International University is to educate effective practitioners 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 design, implement, and deliver innovative and flexible higher education through advanced virtual methodologies that foster knowledge creation, critical thinking, creativity, and problem-solving to address local and global challenges. The University is committed to empowering students to reach their full potential by aligning academic programs with evolving industry and workforce demands, strengthening global professional connections, and ensuring faculty excellence and academic relevance. Guided by a strong sense of social responsibility, BIU expands access to affordable education for underserved and financially challenged communities, contributing to the reduction of educational gaps and the advancement of personal, professional, and societal development.

**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.
- To 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

- To 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 research, innovation, and continuous improvement.

## Values

- Academic Excellence
- Innovation and Creativity
- Integrity and Ethical Conduct
- Diversity, Equity, and Inclusion
- Student-Centered Learning
- Global Citizenship
- Social Responsibility
- Lifelong Learning
- Collaboration and Professional Engagement
- Sustainability

## Facility Description

Broward International University is conveniently located near major highways and public transportation. The University´s 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.

**Email:**

- admissions@biu.us (this e-mail address is related to 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 9:00 a.m. to 5:00 p.m. The University reserves the right to change this schedule during holidays and academic period breaks.

**Institutional Holidays Policy**

Broward International University observes a schedule of federal holidays, University-designated holidays, and institutional breaks established in accordance with the University's Academic Calendar and operational needs.

The observance of institutional holidays may affect administrative operations, office hours, student support services, faculty and staff availability, and other University activities. Because Broward International University primarily delivers instruction through online learning modalities, the designation of an institutional holiday or administrative closure does not automatically modify course schedules, academic deadlines, instructional activities, or student participation requirements unless such modification is reflected in the official Academic Calendar, course schedule, or other official University communication.

**The University observes the following holidays:**

- New Year's Day
- Birthday of Martin Luther King, Jr.
- Washington's Birthday (Presidents' Day)
- Memorial Day
- Juneteenth National Independence Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving Day (and institutional break as designated)
- Christmas Eve (Institutional Holiday)
- Christmas Day
- New Year's Eve (Institutional Holiday)

The specific dates on which holidays and institutional breaks are observed shall be established and communicated annually through the University's official Academic Calendar or other official institutional publications.

When a holiday falls on a Saturday or Sunday, the University may observe the holiday on an alternate business day in accordance with applicable requirements and institutional operating procedures.
Students are responsible for consulting the official Academic Calendar, course schedules, Learning Management System, and University communications to identify applicable academic deadlines, scheduled instructional activities, and changes in the availability of university services during holidays and institutional breaks.

Faculty and staff work schedules, office closures, and the availability of administrative, academic, technical support, and student services may vary according to operational needs and official University determinations. Certain essential services may remain available during institutional holidays or closures.

The University reserves the right to modify the observance of institutional holidays and breaks, when necessary, due to changes in federal or state requirements, institutional operations, emergency circumstances, or revisions to the Academic Calendar. Any changes affecting students, faculty, or staff shall be communicated through official University channels.

# METHOD OF INSTRUCTION

## Delivery

To provide an alternative to classroom-based educational instruction, Broward International University 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 Blackboard evolves to incorporate new and improve existing built-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 allow 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 of their physical location. However, the fact that online courses do not require on-campus meetings does not diminish their equivalency 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 remind 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 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 enables 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 use of both the English and Spanish languages.

Having this Online Learning Platform enables Broward International University to offer two (2) distinctive pathways to study any of the available academic programs. 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.

**Delivery Methods**

BIU delivers its programs entirely online through a Blackboard-based Learning Management System (LMS), supporting synchronous and asynchronous learning activities

# 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. Conversely, 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 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 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 (GED) 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 (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, 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 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 Director of the selected School.

Upon receiving the above documents, the Director of the selected School 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 (NACES).
- 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 Director of the selected School.

Upon receiving the above documents, the Director of the selected School must:

- Evaluate the Applicant's Application for Admission and the supporting documents to verify compliance with the School 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 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 Provost (or the Director of the School if the Provost 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. 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 close.
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) |

**BIU PIDA Need-Based Scholarships**

To further its commitment to making high-quality education as affordable as possible, Broward International University is also pleased to offer the PIDA Need-Based Scholarship to potential full-time students who demonstrate financial need that may affect their ability to begin or continue their academic program. This scholarship, which is 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 sufficient to verify his or her financial circumstances, including information regarding current employment status, individual and household income, number of dependents, and any other educational financial resources currently available to the applicant. International applicants may provide equivalent official financial documentation from their country of residence. Only this documented financial information, evaluated against BIU's approved PIDA Financial Need Assessment Rubric, is used to determine PIDA Need-Based Scholarship eligibility.

This scholarship is 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 this scholarship, it is not guaranteed. To improve the likelihood of being awarded a PIDA Need-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 has been awarded a PIDA Need-Based Scholarship will be notified, in writing, no later than two (2) business days after the admission process has been closed.

Unlike BIU's other institutional scholarships, the PIDA Need-Based Scholarship amount is not a fixed percentage; it is determined individually based on the applicant's documented financial need and BIU's approved financial-need assessment criteria. The following table summarizes the financial need classifications used to determine the applicable scholarship amount:

| FINANCIAL NEED CLASSIFICATION | SCHOLARSHIP AMOUNT (*) |
|---|---|
| No Demonstrated Financial Need | Not Applicable |
| Limited Financial Need | Varies (based on documented need) |
| Moderate Financial Need | Varies (based on documented need) |
| Significant Financial Need | Varies (based on documented need) |
| High Financial Need | Varies (based on documented need) |
| Exceptional Financial Need | Varies (based on documented need) |

*(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 Bachelor's degree Programs (120 semester credit hours)**

The flat rate tuition for each bachelor's degree program only covers the program tuition cost and is established as a per credit hour value. Specifically, the tuition rate for bachelor's degree courses is currently $140.00 per credit hour. Therefore, the total tuition cost of a bachelor's degree program is $16,800.00 (120 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:

| Description | Cost | When Charged |
|---|---|---|
| Enrollment / Registration Processing Fee (*) | $100 | Upon initial enrollment National |
| | $250 | Upon initial enrollment International |
| Graduation Fee kit (*) | $80.00 | At time of graduation audit - National |
| | $175.00 | At time of graduation audit - International |
| Graduation Ceremony | $100.00 | Upon request |
| National Fee Shipping (*) | $30.00 | Upon request |
| International Fee shipping (*) | $60.00 | Upon request |
| Transcript Fee (*) | $42 | Upon request - National |
| | $110 | Upon request - International |
| Translation per page (*) | $25 | Upon request |
| Late Payment Fee (*) | 15% | When payment deadline is missed |
| Reinstatement Fee (*) | $25.00 | Upon reactivation of enrollment |
| Diploma Replacement Fee (*) | $57.00 | Upon request - National |
| | $127.00 | Upon request - International |
| Returned Payment Fee (*) | $40 | Upon returned or rejected payment |
| Program Change Fee (*) | $80 | Upon approval of program change request |
| Change of Academic Term (*) | $250 | Upon request |
| Enrollment Verification (*) | $0 | Upon request |
| Continuing Dissertation Process | $410.00 | Per academic term, for those that need extra time to complete Doctoral Thesis |
| **Homologation Fee per Country (*)** | **Cost** | **When Charges** |
| COLOMBIA | $270.00 | Upon request, Documentation kit for the homologation process |
| ECUADOR | $17.00 | Upon request |

| | | |
|---|---|---|
| OTHER COUNTRIES | TBD | The cost of credential evaluation will be determined at the time of the student's request. |

| SUPPLY EXPENSES | | |
|---|---|---|
| DESCRIPTION | | COST |
| Books and Supplies | For Associate's Degree Programs | $ 2,400.00 (**) |
| | For Bachelor's Degree Programs | $ 2,400.00 (**) |
| | For Master's Degree Programs | $ 1,950.00 (**) |
| | For Doctor'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.
- Payment link sent by the university QuickBooks.
- PayPal Payment: The student can pay through paypal.me/BIU2021 and PayPal links properly send by BIU Team.

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 reserves the right to cancel any course and/or academic program for which there is insufficient enrollment. If BIU exercises that right and cancels 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**

Broward International University (BIU) maintains a fair and equitable refund policy in accordance with applicable Florida regulatory requirements and accreditation standards. This policy is uniformly

administered to all applicable students. Any nonrefundable fees are separately identified and disclosed by the University.

### 1. Student's Right to Cancel

A student has no less than five (5) business days after executing the Enrollment Agreement to cancel the agreement and receive a 100% refund of all monies paid to BIU, subject to applicable regulatory requirements.

### 2. Course Cancellation by BIU

If BIU cancels an academic course, the affected student will receive a 100% refund of the tuition and applicable refundable fees charged for that course or may select an available academic alternative ffered by the University, when applicable.

### 3. Applicant Not Accepted by BIU

If an applicant is not accepted for enrollment by BIU, the University will refund all monies due to the applicant in accordance with applicable regulatory requirements and the terms disclosed in the Enrollment Agreement.

### 4. Textbooks, Supplies, and Educational Materials

Charges for textbooks, supplies, materials, kits, or other educational goods may be nonrefundable when such items cannot be returned because they have been used, accessed, consumed, or otherwise made nonreturnable, as permitted by applicable regulatory requirements.

Refundable books, supplies, or equipment returned to BIU in accordance with applicable requirements will be included in the student's refund calculation.

### 5. Add/Drop Period

BIU's official Add/Drop Period begins on the first day of classes and ends on the last day of the second week of each ten (10)-week academic term.

Students who officially drop a course during the Add/Drop Period will receive a 100% refund of tuition and refundable fees associated with the dropped course.

### 6. Tuition Refund Schedule

BIU's academic terms are ten (10) weeks in length. Tuition refunds are calculated separately for each course based on the student's applicable withdrawal date.

The following schedule applies:

| Withdrawal/Drop Period | Tuition Refund |
|---|---|
| Before the course begins | **100%** |
| Week 1 – Add/Drop Period | **100%** |
| Week 2 – Add/Drop Period | **100%** |
| Week 3 | **40%** |
| Week 4 | **20%** |
| Week 5 and thereafter | **0%** |

For purposes of determining the applicable refund percentage, each course is treated separately. Refund calculations will be based on the tuition and applicable refundable charges associated with the individual course from which the student withdraws.

**7. Courses Never Started / Non-Starting Students**

A student who registers for a course but never begins academic participation in that course will receive a 100% refund of the tuition charged for that course**,** subject to applicable regulatory requirements.

For purposes of this policy, merely having technical access or login credentials to the Learning Management System (LMS) does not, by itself, establish academic participation. BIU will review documented academically related activity to determine whether the student began the course.

**8. Student Withdrawal After Course Commencement**

A student who begins a course and subsequently withdraws will receive any applicable refund according to the Tuition Refund Schedule stated above**.**

Refund eligibility and the amount of the refund are not discretionary and will be determined by applying this published policy uniformly to the student's official withdrawal date and the tuition and applicable refundable charges associated with each affected course.

Students must follow BIU's established withdrawal procedures to officially withdraw from a course or the University.

**9. Withdrawal Date and Last Date of Attendance**

The official withdrawal date is determined in accordance with BIU's published withdrawal procedures and applicable regulatory requirements.

For students who formally notify BIU of their intent to withdraw, the University will document the applicable withdrawal date based on the student's official notification and institutional records.

When BIU must determine a student's Last Date of Attendance (LDA), the LDA will be based on the last date of documented academically related activity, which may include, as applicable:

- submission of an academic assignment;
- participation in an academically related discussion;
- completion of an examination, quiz, or other assessment;
- participation in an interactive academic activity;
- documented academic interaction with faculty concerning course content; or
- other documented academically related activity.

### 10. Administrative Withdrawal

BIU may administratively withdraw a student in accordance with the University's published academic, attendance, participation, or administrative policies.

Students who are administratively withdrawn will be notified in accordance with University procedures. Any refund due will be calculated using the applicable withdrawal date and the same published refund schedule used for other withdrawals.

### 11. Refund Processing

Any refund due to a student will be processed within **thirty (30) days from the date BIU determines that the student has withdrawn**, in accordance with applicable regulatory and accreditation requirements.

Refunds will be calculated after determining the student's applicable tuition charges, refundable fees, payments received, and any other adjustments permitted under applicable requirements.

Students receiving **Title IV Federal Student Financial Assistance or veterans' educational benefits** are also subject to the applicable federal refund and return-of-funds requirements.

### 12. Enrollment Agreement Termination or Cancellation

Students are required to comply with BIU's academic and institutional policies. The University may terminate or administratively withdraw a student's enrollment for violations of university policies, subject to applicable institutional procedures and regulatory requirements.

Termination of enrollment by the University does not eliminate the student's rights under this Refund Policy. Any refund due following an institutional termination or administrative withdrawal will be calculated in accordance with the applicable provisions of this policy and regulatory requirements.

BIU may revise its policies and procedures when necessary. Any revisions will be implemented and disclosed in accordance with applicable institutional, regulatory, and accreditation requirements.

## 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 |
| Withdrawn after deadline with failing grade (*) | | WF | 0.00 |
| Incomplete (**) | | I | N/A |
| Satisfactory (***) | ≥ 84 | S | N/A |
| Unsatisfactory (***) | ≤ 83 | U | N/A |
| Withdrawn before deadline (****) | | W | N/A |
| Administrative Withdrawn (*****) | | WA | N/A |

(*) 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.

(**) 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).

(*****) Administrative Withdrawal (“WA”) is assigned to a course when a student is withdrawn by the University for administrative reasons. Such reasons may include, but are not limited to, non-compliance with institutional policies, failure to complete required documentation, non-payment of tuition or fees, violations of academic or conduct policies, or failure to demonstrate academic participation. This includes students who never attend or participate in the course (no-show). A grade of “WA” does not carry quality points and is not calculated in the Grade Point Average (GPA). However, it may impact a student’s academic standing, enrollment status, and financial aid eligibility, in accordance with institutional policies and applicable regulations.

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".

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:

| | |
|---|---|
| Cumulative GPA | (Total Number of Quality Point) / (Total Number of Term Credit Hours) |
| (Number of Quality Points Per Course) | (Quality Point Per Credit Hour) × (Course Credit Hours) |

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 (more than 50%) 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 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 Provost (or Director of the School if the Provost 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 Director of the School 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 Director of the School, 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 (≥ 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 (LOA) Policy**

Broward International University recognizes that students may encounter unforeseen circumstances (e.g., medical conditions, military service, or other personal hardships) that require a temporary interruption of their studies. The University may grant a Leave of Absence (LOA) to eligible students in accordance with institutional policies and applicable U.S. regulations.

## Eligibility and Request Process

A student requesting a Leave of Absence must:

- Be in good academic standing at the time of the request
- Have completed at least one (1) academic term
- Submit a formal written request to the Office of the Registrar, including the reason for the request and supporting documentation (if applicable)
- Receive prior approval from the University before the Leave of Absence becomes effective

Until the Leave of Absence is formally approved, the student remains enrolled and is responsible for all academic and financial obligations.

## Duration and Limitations

- An approved Leave of Absence is granted for a specific period, not to exceed 180 days (6 months) per request.
- Multiple Leaves of Absence may be granted; however, the total combined duration may not exceed 180 days within any 12-month period, in compliance with federal regulations
- Leave periods are typically aligned with academic terms, when applicable

## Military Leave Exception

Students called to active-duty military service may be granted a Leave of Absence consistent with applicable federal and state laws. Approved military leave periods may extend beyond the standard 180-day limitation and will not count against the maximum program completion timeframe, in accordance with applicable regulations.

## Conditions During Leave of Absence

While on an approved Leave of Absence:

- The student is not considered enrolled
- The student may not engage in academic activities or progress toward program completion
- Access to certain University services and resources may be limited or suspended
- The student is not eligible for financial aid disbursements

## Return from Leave of Absence

To resume studies, the student must submit a Request to Return from Leave of Absence Form prior to the intended term of re-enrollment.
If the student returns within the approved LOA period:

- The student will resume the program at the same point where the leave began
- Re-admission is not required

If the student fails to return at the end of the approved LOA period:

- The student will be considered withdrawn from the University as of the last date of academic activity
- The University will apply applicable withdrawal and Return of Title IV Funds (R2T4) policies, if applicable

**Impact on Academic Progress and Time Limits**

Time spent on an approved Leave of Absence:

- Will not count toward the maximum time allowed for program completion (except where federal regulations require otherwise)
- May require a review of academic progress and curriculum requirements upon return

**Financial Aid and Institutional Support**

Approval of a Leave of Absence does not guarantee:

- Continuation of financial aid eligibility
- Availability of institutional aid, scholarships, or assistantships upon return

Students are advised to consult with the appropriate offices regarding the impact of a Leave of Absence on their financial obligations and aid eligibility.

**Qualifying Circumstances**

Examples of circumstances that may justify a Leave of Absence include, but are not limited to:

- Medical conditions (physical or mental health)
- Maternity or family care responsibilities
- Military service obligations
- Financial hardship
- Jury duty or legal obligations
- Significant changes in employment conditions
- Bereavement or other documented emergencies

**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 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).

- A student pursuing an Associate Degree program must maintain a Minimum Cumulative GPA of 2.00.
- A student pursuing a Bachelor Degree program must maintain a Minimum Cumulative GPA of 2.50.
- A student pursuing a Master Degree program must maintain a Minimum Cumulative GPA of 3.00.
- 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 (associate) or 2.50 (bachelors), and Graduate students whose Cumulative GPA falls below the minimum of 3.00, are place 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 Director of the school, 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 Director of the school 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 (Associate and Bachelor Degrees)**

Broward International University establishes reasonable time limits for the completion of undergraduate degree programs to ensure that students complete their studies within a timeframe consistent with current academic standards and workforce expectations.
Undergraduate students pursuing an Associate or Bachelor's degree are expected to complete all program requirements, including coursework outlined in their plan of study, within a reasonable period based on continuous enrollment.

- Associate Degree Programs: Students are expected to complete requirements in approximately two (2) years.
- Bachelor's Degree Programs: Students are expected to complete requirements in approximately four (4) years.

To accommodate unforeseen circumstances, the University establishes the following maximum time limits:

- Associate Degree: Maximum of four (4) years from the initial term of enrollment
- Bachelor's Degree: Maximum of eight (8) years from the initial term of enrollment

The time limit begins with the academic term in which the student first enrolls in coursework applicable to the degree program. Students who fail to complete all graduation requirements within the applicable time limit may be subject to dismissal from the University.

**Extensions Due to Extenuating Circumstances**

Broward International University recognizes that students may experience unforeseen hardships that impact their ability to complete their program within the established timeframe. Such circumstances may include, but are not limited to:

- Active Military Service or Peace Corps service

- Medical conditions (physical or psychological)
- Maternity or family care responsibilities
- Financial hardship
- Jury duty or legal obligations
- Significant changes in employment
- Bereavement or other documented personal circumstances

Under such conditions, a student may request an extension of the program completion time limit.

- Extensions may be granted in increments of up to one (1) year at a time
- A maximum of two (2) years of extension may be approved
- Requests must include supporting documentation of extenuating circumstances

If, after the maximum extension period, the student is still unable to complete program requirements, the student will be dismissed and must apply for readmission under the current catalog requirements.

**Military Service Exception**

Students who interrupt their studies due to active-duty military service, Peace Corps service, or equivalent service may receive an exception. Up to two (2) years of such service will not be counted toward the maximum time limit, provided appropriate official documentation is submitted.

**Currency of Coursework**

Coursework completed beyond the applicable time limit may be considered outdated and may not be applied toward degree completion.

- For Associate degree programs, coursework completed more than four (4) years prior to graduation may not be accepted
- For Bachelor's degree programs, coursework completed more than eight (8) years prior to graduation may not be accepted

Outdated coursework must be repeated to meet current program requirements.

**Procedures for Requesting an Extension**

Students seeking an extension must:

1. Complete and sign the Student Request for Extension of Time to Complete Degree Requirements Form
2. Submit the form and supporting documentation to the Office of the Registrar at registrar@biu.us at least four (4) weeks prior to the expiration of the applicable time limit

Upon receipt, the Office of the Registrar will:

- Forward the request to the Director of the School for review and recommendation
- Submit the request and recommendation to Provost for final approval or denial
- Notify the student in writing of the final decision
- Maintain all documentation in the student's official academic record

## Graduate Program Completion Time Limits Policy (Master's and Doctoral Degrees)

Broward International University establishes time limits for the completion of graduate degree programs to ensure that students complete their studies within a timeframe consistent with academic standards and program integrity.
Graduate students are expected to complete all program requirements, including coursework and final research components, within the following timeframes:

- **Master's Degree Programs:**
  Expected completion: approximately **1.5 years**
  Maximum time allowed: **3 years**
- **Doctoral Degree Programs:**
  Expected completion: approximately **3.75 years**
  Maximum time allowed: **7.5 years**

The time limit begins with the academic term in which the student first enrolls in coursework applicable to the graduate degree program. Students who fail to complete all graduation requirements within the applicable time limit may be **subject to dismissal from the University**.

### Extensions Due to Extenuating Circumstances

The University recognizes that students may experience unforeseen hardships that impact their ability to complete their program within the established timeframe. Such circumstances may include, but are not limited to:

- Active Military Service or Peace Corps service
- Medical conditions (physical or psychological)
- Maternity or family care responsibilities
- Financial hardship
- Jury duty or legal obligations
- Significant changes in employment
- Bereavement or other documented personal circumstances

Under such conditions, a student may request an extension of the program completion time limit.

- Extensions may be granted in increments of up to **one (1) year at a time**
- A maximum of **two (2) years of extension** may be approved
- Requests must include **supporting documentation** of extenuating circumstances

**If, after the maximum extension period, the student is still unable to complete program requirements, the student will be dismissed and must apply for readmission under the current catalog requirements.**

### Military Service Exception

Students who interrupt their studies due to active-duty military service, Peace Corps service, or equivalent service may receive an exception. Up to two (2) years of such service will not be counted toward the maximum time limit, provided appropriate official documentation is submitted.

## Currency of Coursework

Coursework must remain current to be applied toward degree completion:

- **Master's Programs:** Coursework completed more than **three (3) years** prior to graduation may not be accepted
- **Doctoral Programs:** Coursework completed more than **7.5 years** prior to graduation may not be accepted

Outdated coursework must be repeated to meet current program requirements.

## Procedures for Requesting an Extension

Students seeking an extension must:

1. Complete and sign the Student Request for Extension of Time to Complete Degree Requirements Form
2. Submit the form and supporting documentation to the Office of the Registrar at **registrar@biu.us** at least **four (4) weeks prior** to the expiration of the applicable time limit

Upon receipt, the Office of the Registrar will:

- Submit the request to the **Director of Schools** for review and recommendation
- Forward the request and recommendation to the **Provost** for final approval or denial
- Notify the student in writing of the final decision
- Maintain all documentation in the student's official academic record

## Course Prerequisites

Certain courses that the University offers have prerequisite course completion requirements. All pre-requisite courses are listed and described as applicable.
If a student has registered for a course but could not complete the applicable perquisite 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

### Undergraduate Students (Associate and Bachelor's Degrees)

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

- Successfully complete all program coursework requirements for the selected academic program, in accordance with the approved plan of study
- Achieve a minimum cumulative Grade Point Average (GPA) as follows:
    - **Associate Degree:** minimum cumulative GPA of **2.00**

  - **Bachelor's Degree:** minimum cumulative GPA of **2.50**
- Satisfy all academic, administrative, and financial obligations to the University
- Ensure that all student records and documentation are current and accurate**,** including but not limited to legal name changes or other personal information updates

**Graduate Students (Master's and Doctoral Degrees)**

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

- Successfully complete all program coursework requirements, including any required capstone, thesis, or dissertation, in accordance with the approved plan of study
- Achieve a minimum cumulative Grade Point Average (GPA) as follows:
  - **Master's Degree:** minimum cumulative GPA of **3.00**
  - **Doctoral Degree:** minimum cumulative GPA of **3.00**
- Satisfy all academic, administrative, and financial obligations to the University
- Ensure that all student records and documentation are current and accurate**,** including but not limited to legal name changes or other personal information updates

"Students must apply for graduation through the Office of the Registrar by the established deadline."

## XI. DISTANCE EDUCATION

Broward International University delivers all of its academic programs exclusively through distance education and is committed to providing a high-quality, innovative, and student-centered learning experience. Through the integration of advanced educational technologies, evidence-based instructional practices, and comprehensive academic support services, the University promotes academic excellence, student engagement, professional development, and lifelong learning.
The University's fully online educational ecosystem is designed to foster meaningful interaction among students, faculty, instructional resources, and support services while ensuring accessibility, academic integrity, and continuous improvement.

### Online Learning Philosophy

Broward International University embraces a learner-centered philosophy that recognizes the diverse needs, experiences, and goals of its students. The University believes that meaningful learning occurs through active engagement, authentic experiences, collaboration, and the responsible use of emerging technologies.
The instructional model promotes flexibility, innovation, inclusiveness, and the development of competencies necessary for success in a dynamic and technology-driven world.

### Online Learning Environment

The University's online learning environment is designed to facilitate active participation, meaningful interaction, and continuous engagement. Through the effective integration of instructional technologies and student-centered methodologies, Broward International University provides learning

experiences that support knowledge acquisition, critical thinking, creativity, and professional competence.

All programs and courses are delivered through the Learning Management System and are designed to support interaction among students, faculty, content, and learning resources.

### Instructional Methodology

Broward International University employs innovative instructional methodologies intended to promote active learning, professional readiness, and the practical application of knowledge. Instructional approaches are aligned with program learning outcomes and are designed to support student success and workforce relevance.

### Active and Experiential Learning

Students are actively engaged in the learning process through authentic and experiential activities that encourage the application of knowledge to real-world contexts.
Experiential learning opportunities may include:

- Case studies.
- Applied projects.
- Reflective activities.
- Scenario-based exercises.
- Problem-solving assignments.
- Capstone experiences.
- Professional applications.

These activities are intended to facilitate the transfer of knowledge into practical and professional competencies.

### Artificial Intelligence-Enhanced Learning

Broward International University incorporates artificial intelligence (AI)-enhanced educational resources and technologies throughout its programs and courses to support innovation, creativity, and personalized learning experiences.
Artificial intelligence may be used to:

- Facilitate content exploration and research.
- Enhance creativity and problem-solving.
- Support formative feedback.
- Promote critical and ethical uses of technology.
- Prepare students for emerging workforce demands.

The University promotes the responsible, ethical, and transparent use of artificial intelligence and recognizes that AI complements, but does not replace, faculty expertise and human interaction.

### Simulation-Based Learning

Simulation-based learning experiences are incorporated throughout programs whenever appropriate to provide students with opportunities to apply theoretical concepts in realistic and discipline-specific environments.

Simulation experiences may include:

- Virtual laboratories.
- Interactive scenarios.
- Business simulations.
- Healthcare simulations.
- Software engineering environments.
- Artificial intelligence applications.
- Discipline-specific simulators.

Simulation-based instruction promotes critical thinking, decision-making, and professional readiness.

### Problem-Based and Case-Based Learning

Courses incorporate problem-based and case-based learning methodologies designed to encourage analytical reasoning, evidence-based decision-making, and the application of theoretical concepts to authentic professional situations.

### Project-Based Learning

Students are provided opportunities to demonstrate mastery of learning outcomes through integrative projects and other authentic assignments that promote creativity, collaboration, and innovation.

### Competency-Based Learning

Programs and courses are organized around clearly defined learning outcomes and competencies that progressively develop the knowledge, skills, and attitudes required for academic and professional success.

### Collaborative and Interactive Learning

The University promotes meaningful interaction among students and faculty through:

- Discussion forums.
- Group assignments.
- Peer-review activities.
- Collaborative projects.
- Synchronous and asynchronous communication.
- Interactive learning technologies.

Collaborative learning experiences are intended to strengthen communication, teamwork, and social learning.

### Authentic Assessment

Student learning is assessed through authentic and performance-based measures aligned with program outcomes and professional expectations.
Assessment methods may include:

- Projects.
- Presentations.
- Portfolios.
- Case analyses.
- Simulations.
- Research activities.
- Reflective journals.
- Capstone experiences.

These approaches emphasize the application of knowledge and the demonstration of competencies rather than memorization.

### Learning Analytics and Continuous Feedback

The University utilizes learning analytics and formative assessment practices to support student engagement and promote academic success.
Faculty members provide timely and meaningful feedback designed to:

- Enhance student engagement.
- Identify learning needs.
- Promote continuous improvement.
- Encourage self-regulated learning.
- Support retention and persistence.

### Learning Management System

The Learning Management System (LMS) serves as the primary platform for instructional delivery and academic engagement.
The LMS provides access to:

- Course materials.
- Assignments and assessments.
- Discussion forums.
- Communication tools.
- Multimedia resources.
- Grade reporting.
- Academic support services.

Students are expected to regularly access the LMS and actively participate in course activities.
Regular and Substantive Interaction

Broward International University is committed to maintaining regular and substantive interaction between faculty and students in accordance with applicable federal regulations and accreditation standards.

### Faculty-Student Interaction

Interaction may occur through:

- Announcements.
- Feedback on assignments.
- Academic guidance.
- Email communication.
- Virtual office hours.
- Synchronous sessions when appropriate.
- Other instructional activities initiated by faculty.

### Student-Student Interaction

Meaningful interaction among students may occur through:

- Discussion boards.
- Group activities.
- Peer review.
- Collaborative projects.
- Team-based assignments.

### Feedback and Academic Engagement

Faculty members actively monitor student participation and provide timely intervention and support designed to promote academic success and persistence.

### Student Authentication

The University employs authentication procedures and technologies designed to verify student identity and maintain the integrity of the educational process.
Students are responsible for safeguarding their login credentials and complying with institutional authentication requirements.

### Attendance in Distance Education

Since all programs are delivered entirely online, attendance is determined through meaningful academic engagement rather than physical presence.
Academic participation may include:

- Submission of assignments.
- Participation in discussions.
- Completion of assessments.
- Communication with faculty members.
- Engagement in collaborative activities.

### Technology Requirements

Students are responsible for maintaining the technological capabilities necessary for successful participation in online learning.
Minimum requirements include:

- Reliable internet access.
- A computer or compatible device.
- Current web browsers and software applications.
- Audio and video capabilities when required.
- Additional hardware or software specified by individual courses.

### Accessibility and Universal Design for Learning

Broward International University is committed to providing equitable access to educational opportunities.
Instructional materials and learning experiences are developed in accordance with accessibility principles and Universal Design for Learning (UDL) practices whenever feasible.

### Academic Support Services

Students enrolled in distance education programs have access to:

- Academic advising.
- Faculty support.
- Student services.
- Career development resources.
- Technical assistance.

### Technical Support Services

Technical support services are available to assist students with issues related to institutional systems and educational technologies.

### Online Learning Resources

Students have access to a variety of online learning resources designed to support teaching, learning, research, and academic achievement.

### Digital Library and Research Resources

The University provides access to:

- Electronic databases.
- E-books.
- Scholarly journals.
- Reference materials.
- Research support services.

### Artificial Intelligence and Emerging Technologies

Broward International University continuously evaluates and incorporates emerging technologies to enhance teaching, learning, student engagement, and workforce relevance.

### Continuous Improvement of Distance Education

The University is committed to the ongoing evaluation and enhancement of its distance education programs.

Continuous improvement efforts are informed by:

- Learning analytics.
- Assessment results.
- Student feedback.
- Faculty feedback.
- Retention and completion data.
- Emerging educational practices.
- Technological innovation.

These efforts support institutional effectiveness and ensure the continued quality, relevance, and innovation of the University's fully online educational environment.

### Student Engagement and Retention Strategies

Broward International University recognizes that student engagement and persistence are essential components of academic success and degree completion. Accordingly, the University employs proactive strategies designed to foster student participation, promote a sense of belonging, and support student retention throughout the educational journey.

Student engagement and retention efforts are supported through collaboration among faculty, academic leadership, student services, and support personnel and may include:

- Meaningful and regular interaction between faculty and students.
- Academic advising and personalized guidance.
- Timely and constructive feedback.
- Early identification of students at risk of academic difficulty.
- Learning analytics and monitoring of student participation.
- Academic support and tutoring resources.
- Technical support services.
- Career development resources.
- Community-building and collaborative learning activities.
- Continuous communication and student outreach initiatives.

The University continuously evaluates retention indicators, student satisfaction data, and academic performance measures to strengthen institutional effectiveness and promote student success.

## Artificial Intelligence Governance and Ethical Use

Broward International University recognizes the transformative potential of Artificial Intelligence (AI) and is committed to promoting its responsible, ethical, and transparent use in support of teaching, learning, research, and institutional operations.

Artificial intelligence technologies are intended to enhance educational experiences and professional readiness while preserving the essential role of faculty expertise, academic integrity, critical thinking, and human judgment.

The University promotes the following principles regarding the use of artificial intelligence:

- Ethical and responsible use of AI technologies.
- Transparency and accountability in AI-supported processes.
- Protection of privacy and confidentiality.
- Compliance with academic integrity standards.
- Human oversight and professional judgment.
- Development of digital literacy and AI competencies.
- Promotion of innovation and creativity.
- Continuous evaluation of emerging technologies and associated risks.

Faculty, students, and staff are expected to utilize artificial intelligence technologies in a manner consistent with institutional values, professional ethics, and applicable laws and regulations.
As emerging technologies evolve, the University reserves the right to establish additional guidelines and procedures to ensure the appropriate use of artificial intelligence throughout the institution.

## Faculty Qualifications and Professional Development in Distance Education

Broward International University recognizes that faculty members play a critical role in ensuring the quality and effectiveness of distance education. Accordingly, the University is committed to employing qualified faculty members who possess the academic credentials, professional experience, and instructional competencies necessary to support student learning and success.
Faculty members are expected to demonstrate proficiency in online teaching methodologies and the effective use of educational technologies consistent with the mission and instructional model of the University.

To promote excellence in teaching and continuous improvement, the University supports ongoing professional development opportunities that may include:

- Best practices in distance education.
- Instructional design and learner-centered methodologies.
- Artificial intelligence and emerging educational technologies.
- Assessment and authentic evaluation strategies.
- Student engagement and retention practices.
- Accessibility and Universal Design for Learning (UDL).
- Academic integrity and ethical use of technology.
- Learning analytics and data-informed decision making.
- Discipline-specific innovations and professional competencies.

The University encourages faculty members to engage in continuous learning and professional growth in order to maintain the quality, relevance, and effectiveness of the institution's fully online educational environment.

Professional development activities are designed to support instructional excellence, foster innovation, and ensure that faculty remain responsive to the evolving needs of students, employers, and the global workforce.

# 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 allege victim’s ability to perform his/her work-related duties and responsibilities.
- Such misconduct is directed to interfere with the allege 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 ORC 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, Provosts, 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 is 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 trigged 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 withhold 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 withhold 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 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”.

**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 hold 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 affect 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 harass 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 emphasis 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 advice 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 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, 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 is 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".

**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 Stature 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 note that in the State of Florida, Hazing is a criminal offense. Specifically, a person who commits hazing could be charge 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 charge 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 federally, 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, 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:

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 has 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 perform 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' 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.

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 pertaining 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 (htpp://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.

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 Director of the School 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 Director of the School with administrative responsibility over the Department offering the related course. To this effect, the student must submit to the Office of the Director of the School 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", 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 Director of the School 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 Director of the School 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 Director of the School 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 Director of the School 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 Director of the School will complete, sign, and date the portion of the "STUDENT GRADE GRIEVANCE FORM (SCHOOL LEVEL)" reserved to be used by his/her Office, which includes details of the grievance dispute and his/her recommendation.

The Director of the School must also e-mail (registrar@biu.us) a copy of the completed, signed, and dated "STUDENT GRADE GRIEVANCE FORM (SCHOOL 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 Director of the School recommendation, make his decision, and notify the student, in writing, of such decision no later than five (5) business days after receiving the Director of the School 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 Department. To this effect, the student must submit to the Office of the Academic, 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 LEVEL)", a copy of the original signed and dated "STUDENT GRADE GRIEVANCE FORM (SCHOOL LEVEL)", a copy of the original signed and dated "STUDENT GRADE GRIEVANCE FORM (DEPARTMENT 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 Department 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 Department 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 Department will also schedule, within ten (10) business days of meeting with the student, a meeting with the Director of the School and the Professor involved. The Director of the School, 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 Department 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 Department will complete, sign, and date the portion of the "STUDENT GRADE GRIEVANCE FORM (ACADEMIC 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 Department must also e-mail (registrar@biu.us) a copy of the completed, signed, and dated "STUDENT GRADE GRIEVANCE FORM (ACADEMIC 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 recommendation, make his decision, and notify the student, in writing, of such decision no later than five (5) business days after receiving the Academic 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 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 Department 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 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 satisfactory resolving these issues are vital actions to ensure that the quality of the education provided is not adversely affected. Consequently, BIU strongly encourage 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 develops. To this effect, a student seeking satisfactory resolution of his/her grievance(s) must initiate this procedure by contacting the professor or advisor involve in the allege 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 satisfactory 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 Director of the School. 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 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 Director of the School 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 Director of the School 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 cannot 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 resolve 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 Department 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 Department, 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 phycological) 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 Authorities, 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 appealed 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 remined 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
- ScienceDirect, ERIC, DOAJ (Directory of Open Access Journals)
- Access Science, 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 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, 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.

# PROFESSIONAL DEVELOPMENT
## BIU Certifications Program

The Broward International University Certification Program is a transformative proposal, designed to accompany our students and partners in their professional and personal evolution, aligning with the demands of the global market.

This program was born from the **SUJIS model – Step Up Journey into Success**, a development experience that guides the student through six axes of personal and professional growth:

- Self-knowledge
- Growth mindset
- Preparing for the labor market
- Networking and support environment
- Experiential experience and real challenges
- Certifications and Skills Validation

Each stage is designed to empower the student on their own journey to excellence, providing them with tools, experiences and tangible evidence of their evolution.

**The 6 axes of the development of a well-rounded professional**

At the heart of this approach is the BIU Cube, a holistic representation of professional development. Its 6 key dimensions allow for a complete view of the student's potential:

- Knowledge (technical skills, training, knowledge)
- Professional skills (leadership, communication, collaboration)
- Networking (professional relationships, events, communities)
- Support network (mentors, family, coaches, friends)
- Challenges
- Experience (practical, internships, applied projects)

The BIU certification is not just another dimension, but the way to demonstrate the achievements within each of them.

This allows us to activate what we call the BIU Success Formula:

Knowledge + Skills + Experience + Purpose + Support Network =
**Transformative Professional**

**Certification Program Structure**

The programmer is articulated through different routes of validation of competences:

- Soft skills certifications: communication, leadership, emotional intelligence, change management.
- Technical skills certifications: AI, data analytics, digital education, cybersecurity, productivity.
- Certifications grouped by competencies: to build diplomas or expert programs.
- Personalized assessment: initial diagnosis to detect gaps (GAPS) and guide professional development.

Access to the certifications is free for students, but assessments have an additional cost. The certifications are self-managed in the time and space of the participant; therefore, their estimated duration is between 4 - 8 hours.

## 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:

| | |
|---|---|
| ABA | Associate in Business Administration |
| BBA | Bachelor in Business Administration |
| BUS | Master's and Doctor's in Business Administration |
| BAC | Concentration in Accounting |
| BIA | Concentration in Artificial Intelligence |
| BBS | Concentration in Branding Strategies |
| BCL | Concentration in Coaching y Leadership |
| BCC | Concentration in Corporate Communication |
| BIS | Concentration in Information Systems |
| BIE | Concentration in Innovation and Entrepreneurship |
| BIB | Concentration in International Business Management |
| BDM | Concentration in Digital Marketing |
| BDT | Concentration in Digital Transformation |
| BEO | Concentration in Events Organization |

| | |
|---|---|
| BHM | Concentration in Healthcare Management |
| BMS | Concentration in Marketing and Sales |
| BPM | Concentration in Project Management |
| BSM | Concentration in Sport Management |
| BTH | Concentration in Tourism and Hospitality Management |
| VED | Master's & Doctor's in Virtual Education |
| VNS | Concentration in Neuroscience and Education |
| VDT | Concentration in School Digital Transformation |
| VIA | Concentration in in Artificial Intelligence |
| VLO | Concentration in Leadership and Sustainability |
| CSE | Master in Computer Software Engineering |
| CIA | Concentration in Artificial Intelligence |

The numerical component of the course codes is represented by three (3) digits. The first digit is the level code (4 = Associate degree; 5 = Bachelor 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, one (1) Bachelor'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 |
|---|---|---|
| School of Business | Associate of Science in Business Administration (ABA) | 60 |
| | Bachelor in Business Administration (BBA) | 120 |
| | Master of Business Administration (MBA)<br>• With No Concentration<br>• With Concentration in Accounting<br>• With Concentration in Artificial Intelligence<br>• With Concentration in Branding Strategies<br>• With Concentration in Coaching y Leadership<br>• With Concentration in Corporate Communication<br>• With Concentration in Digital Marketing<br>• With Concentration in Digital Transformation and Business Development<br>• With Concentration in Event Organization<br>• With Concentration in Healthcare Management<br>• With Concentration in Information Systems<br>• With Concentration in Innovation and Entrepreneurship<br>• With Concentration in International Business Management<br>• With Concentration in Marketing and Sales<br>• With Concentration in Project Management<br>• With Concentration in Sport Management<br>• With Concentration in Tourism and Hospitality Management | 36 |
| | Doctor of Business Administration (DBA)<br>With Concentration in Artificial Intelligence | 60 |
| School of Education | Master of Science in Virtual Education (MS)<br>With no Concentration<br>With Concentration in Neuroscience and Education<br>With Concentration in Digital Transformation<br>With Concentration in Artificial Intelligence<br>With Concentration in Leadership and Sustainability<br>With Concentration in STEM | 36 |
| | Doctor of Education in Virtual Education (EdD)<br>With Concentration in Artificial Intelligence<br>With Concentration in Leadership | 60 |
| School of Engineering | Master of Science in Computer Software Engineering (MS)<br>With no Concentration<br>With Concentration in Artificial Intelligence | 36 |

## Definition of Clock Hour to Credit Hour Conversion

BIU defines one semester credit hour as the equivalent of 1.5 hours of synchronous faculty-student interaction and a minimum of three hours of asynchronous coursework per week during a ten-week academic term.

## Credit Hours

Credit hours are awarded according to generally accepted higher education standards and the Carnegie Unit definition.

## Activities and Knowledge Assignments

Student learning is assessed through a variety of academic activities including readings, discussion forums, chats, projects, quizzes, examinations, and individual and collaborative assignments.

## Learning Platform

BIU utilizes a Blackboard-based Learning Management System (LMS) that provides access to syllabi, instructional resources, assignments, assessments, discussion forums, chats, videoconferences, and academic calendars.

## Academic Calendar

Broward International University operates on a four-term academic year, with each term lasting ten weeks. Academic calendars include registration periods; add/drop deadlines, withdrawal dates, grade submission schedules, and term completion dates.

# School of Business

The field of business encompasses a broad spectrum of disciplines that require professionals capable of addressing complex organizational challenges in an increasingly dynamic and global environment. To support students in advancing their knowledge, skills, and professional aspirations, Broward International University offers an Associate of Science in Business Administration, a Master of Business Administration (MBA) with specialized concentrations that enable students to tailor their learning experience to specific career objectives, and a Doctor of Business Administration (DBA) designed to develop innovative, ethical, and globally minded leaders prepared to drive organizational growth and transformation.

## Mission

The School of Business at Broward International University is committed to preparing innovative, ethical, and globally minded professionals through flexible and technology-enhanced education. The school fosters critical thinking, creativity, entrepreneurial leadership, and evidence-based decision-making to address complex organizational challenges and meet evolving industry and workforce needs. Through academic excellence, research, and global professional engagement, the school empowers learners to generate sustainable economic and social value in a dynamic business environment.

## Vision

To be recognized as a leading global business school distinguished by academic excellence, innovation, and the development of transformative leaders who contribute to sustainable organizations, economic growth, and positive social impact in an increasingly interconnected world.

## Academic Programs

- **Doctor Degree Programs**
    - Doctor of Business Administration
    - Doctor of Business Administration with Concentration in Artificial Intelligence
- **Master Degree Programs**
    - Master of Business Administration
    - Master of Business Administration with Concentration in Accounting
    - Master of Business Administration with Concentration in Artificial Intelligence
    - Master of Business Administration with Concentration in Branding Strategies
    - Master of Business Administration with Concentration in Coaching y Leadership
    - Master of Business Administration with Concentration in Corporate Communication
    - Master of Business Administration with Concentration in Digital Marketing
    - Master of Business Administration with Concentration in Digital Transformation and Business Development
    - Master of Business Administration with Concentration in Event Organization
    - Master of Business Administration with Concentration in Healthcare Management
    - Master of Business Administration with Concentration in Information Systems
    - Master of Business Administration with Concentration in Innovation and Entrepreneurship
    - Master of Business Administration with Concentration in International Business Management
    - Master of Business Administration with Concentration in Marketing and Sales
    - Master of Business Administration with Concentration in Project Management

- Master of Business Administration with Concentration in Sport Management
- Master of Business Administration with Concentration in Tourism and Hospitality Management

- **Bachelor Degree Programs**
  - Bachelor of Business Administration
- **Associate Degree**
  - Associate of Science in Business Administration

## Associate of Science in Business Administration (ASBA)

(60 Undergraduate Level Semester Credits - Estimated Completion Time: 2 years)

### Program Description

The Associate of Science in Business Administration (ASBA) is designed to provide students with a strong foundation in the core disciplines of business and the practical competencies required to succeed in contemporary organizations. Through a combination of theoretical knowledge, applied learning experiences, and technology-enhanced instruction, students develop the business, managerial, and analytical skills needed to effectively contribute to organizational performance and adapt to evolving market demands.

The curriculum provides a broad background in accounting, finance, marketing, economics, management, information systems, project management, quantitative methods, and business software applications, complemented by general education studies that foster communication, critical thinking, and lifelong learning.

### Program Objective

Consistent with the mission of the School of Business, the objective of the Associate of Science in Business Administration (ASBA) program is to prepare innovative, ethical, and globally minded professionals for entry-level administrative and managerial positions in a dynamic and increasingly interconnected business environment. The program seeks to develop foundational business knowledge, critical thinking, communication, and leadership skills necessary to support organizational effectiveness and lifelong learning, while providing a pathway for students to continue their education toward a bachelor's degree in business or related fields.

### Program Learning Outcomes

Upon successful completion of the Associate of Science in Business Administration (ASBA), graduates will be able to:

1. Apply foundational business principles in accounting, finance, marketing, management, economics, and information systems to support organizational operations and business performance.
2. Analyze basic business problems using critical thinking, quantitative reasoning, and evidence-based decision-making to recommend appropriate solutions in organizational settings.
3. Utilize business technologies, information systems, and digital productivity tools to perform

administrative, operational, and analytical tasks effectively.

4. Demonstrate effective communication, teamwork, and interpersonal skills while collaborating in diverse and multicultural business environments.
5. Apply ethical, legal, and socially responsible business practices by demonstrating professionalism, integrity, and respect for diversity in organizational decision-making.
6. Develop and present business reports, projects, and recommendations that integrate foundational business knowledge and support organizational objectives.
7. Demonstrate readiness for entry-level business careers and continued academic study by applying foundational competencies that support lifelong learning and successful progression to bachelor's-level business programs.
8. Recognize the impact of global markets, emerging technologies, and innovation on contemporary business organizations and their role in supporting organizational success.

**Curriculum Structure**

- General Education Courses: 15 Credits
- Business Core Courses: 45 Credits

This curricular structure provides a balanced integration of foundational business knowledge, analytical capabilities, and professional competencies, preparing graduates to become innovative, ethical, and globally minded professionals capable of contributing to organizational growth and creating sustainable economic and social value in an increasingly interconnected world.

## 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 |

# Bachelor of Business Administration (BBA)

(120 Undergraduate Level Semester Credits - Estimated Completion Time: 4 years)

**Program Description Program Description**

The Bachelor of Business Administration (BBA) is designed to provide students with a comprehensive foundation in the core disciplines of business and the practical competencies required to succeed in contemporary organizations. Through a combination of theoretical knowledge, applied learning experiences, and technology-enhanced instruction, students develop the business, leadership, and managerial skills needed to effectively operate in competitive and evolving global markets.
The curriculum provides a broad background in accounting, finance, marketing, economics, management, project management, human resources management, information systems, business law, quantitative methods, and business software applications, complemented by general education studies that foster communication, critical thinking, and lifelong learning.

**Program Objective**

Consistent with the mission of the School of Business, the objective of the Bachelor of Business Administration (BBA) program is to prepare innovative, ethical, and globally minded professionals for entry-level administrative and managerial positions in a dynamic and increasingly interconnected business environment. The program seeks to develop critical thinking, leadership, communication, and analytical skills necessary to address organizational challenges, support evidence-based decision-making, and contribute to sustainable economic and social value.

**Program Learning Outcomes**

Upon successful completion of the Bachelor of Business Administration (BBA), graduates will be able to:

1. Apply fundamental business principles in accounting, finance, marketing, management, economics, human resources, information systems, and operations to support organizational effectiveness and business performance.
2. Analyze business problems and organizational opportunities using quantitative reasoning, critical thinking, and evidence-based decision-making to recommend appropriate business solutions.
3. Utilize business technologies, information systems, and digital tools to improve organizational processes, support decision-making, and enhance operational efficiency in contemporary business environments.
4. Demonstrate effective leadership, teamwork, interpersonal communication skills to collaborate successfully in diverse, multicultural, and interdisciplinary organizational settings.
5. Apply ethical, legal, and socially responsible business practices by integrating principles of corporate responsibility, sustainability, diversity, and professional integrity into business decision-making.
6. Develop business plans, projects, and strategic recommendations by integrating knowledge from multiple business disciplines to address organizational challenges and support continuous improvement.
7. Communicate business information effectively through professional reports, presentations, and digital communication tailored to diverse organizational audiences.
8. Demonstrate a global business perspective by evaluating the impact of economic, technological,

cultural, and regulatory factors on organizations operating in domestic and international markets.

**Curriculum Structure**

The program consists of 75 semester credit hours of business courses and 45 semester credit hours of general education courses, for 120 semester credit hours.

**Curriculum Structure**

- General Education Courses: 45 Credits
- Business Core Courses: 75 Credits

This curricular structure provides a balanced integration of foundational business knowledge, analytical capabilities, and professional competencies, preparing graduates to become innovative, ethical, and globally minded professionals capable of contributing to organizational growth and creating sustainable economic and social value in an increasingly interconnected world.

**Graduate Profile**

Graduates of the Bachelor of Business Administration (BBA) program are prepared to serve as innovative, ethical, and globally minded professionals capable of contributing to the effective operation and growth of organizations across diverse industries and sectors. They possess a solid foundation in business disciplines, including management, accounting, finance, marketing, economics, information systems, and operations, enabling them to support evidence-based decision-making and organizational performance.

Graduates demonstrate critical thinking, analytical capabilities, communication, and leadership skills necessary to address complex business challenges, adapt to technological and market changes, and promote responsible and sustainable business practices. They are equipped to assume entry-level administrative and managerial positions and to pursue lifelong learning and professional development in an increasingly dynamic and interconnected global business environment.

**Curriculum**

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1* | BBA5011 | English Composition I | | 3 |
| | BBA5012 | College Algebra | | 3 |
| | BBA5013 | Occupational Psychology | | 3 |
| 2* | BBA5021 | Diversity and Global Inclusion | | 3 |
| | BBA5022 | English Composition II | BBA5011 | 3 |
| | BBA5023 | Business Calculus | BBA5012 | 3 |
| 3* | BBA5031 | Introduction to Statistics | | 3 |
| | BBA5032 | Business and Literature | | 3 |
| | BBA5033 | Semiotics and Philosophy | | 3 |
| 4* | BBA5041 | Introduction to Ethics | | 3 |
| | BBA5042 | Environmental Science and Value Chain | | 3 |
| | BBA5043 | American Business History | | 3 |
| 5* | BBA5051 | Globalization History | | 3 |
| | BBA5052 | Introduction to Neurosciences | | 3 |
| | BBA5053 | Sustainability and Climate Change | BBA5042 | 3 |
| 6 | BBA5061 | Principles of Business | | 3 |
| | BBA5062 | Principles of Economics I | | 3 |
| | BBA5063 | Financial Accounting | | 3 |
| 7 | BBA5071 | Principles of Management | BBA5061 | 3 |
| | BBA5072 | Principles of Economics II | BBA5062 | 3 |
| | BBA5073 | Managerial Accounting | | 3 |
| 8 | BBA5081 | Principles of Finance | BBA5063 | 3 |
| | BBA5082 | Intermediate Accounting | BBA5073 | 3 |
| | BBA5083 | Principles of Marketing | | 3 |
| 9 | BBA5091 | Innovative Technologies in Business | | 3 |
| | BBA5092 | Introduction to Digital Marketing | BBA5083 | 3 |
| | BBA5093 | Organizational Behavior | BBA5071 | 3 |
| 10 | BBA5101 | Operations Management | BBA5071 | 3 |

| | | | | |
|---|---|---|---|---|
| | BBA5102 | Leadership Fundamentals | BBA5071 | 3 |
| | BBA5103 | Managerial Finance | BBA5081 | 3 |
| 11 | BBA5111 | Human Resources Management | BBA5093 | 3 |
| | BBA5112 | International Business | | 3 |
| | BBA5113 | Consumer Behavior | BBA5093 | 3 |
| 12 | BBA5121 | Business Ethics and Social Responsibility | | 3 |
| | BBA5122 | Integrated Marketing Communications | BBA5113 | 3 |
| | BBA5123 | Digital Entrepreneurship | | 3 |
| 13 | BBA5131 | Strategic Management | | 3 |
| | BBA5132 | Business Research | | 3 |
| | BBA5133 | Degree Program Capstone | | 6 |
| (*) General Education Course | | | Total | 120 |

## Master of Business Administration with Concentration

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

### Program Description

The Master of Business Administration (MBA), under the administrative responsibility of the School of Business, is designed to prepare innovative, ethical, and globally minded professionals capable of addressing complex organizational challenges in an increasingly dynamic and interconnected business environment.

The program provides students with a strong foundation in essential business disciplines while offering the flexibility to pursue specialized concentrations aligned with their professional interests and evolving workforce demands. Through a combination of advanced theoretical knowledge, applied learning experiences, technology-enhanced instruction, and research-based decision-making, students develop the competencies required to lead organizations, foster innovation, and create sustainable economic and social value.

The MBA is intended for individuals with diverse academic and professional backgrounds who seek to strengthen their managerial capabilities and advance into leadership positions across industries and sectors. The curriculum integrates global perspectives, entrepreneurial thinking, strategic leadership, and evidence-based practices to prepare graduates for success in a rapidly changing business landscape.

Concentrations are designed in accordance with emerging labor market needs and provide specialized knowledge in selected areas of business. Although concentrations are not indicated on the diploma, they are recorded on the student's academic transcript.

### Program Objective

Consistent with the mission of the School of Business, the objective of the Master of Business Administration program is to develop innovative, ethical, and globally minded leaders through a flexible and technology-enhanced learning environment that fosters critical thinking, creativity, entrepreneurial leadership, and evidence-based decision-making.

The program seeks to provide students with advanced knowledge and practical competencies in the core areas of business while allowing them to acquire specialized expertise through concentration studies. Graduates are prepared to lead organizational growth and transformation, address complex business challenges, contribute to sustainable economic development, and generate positive social impact within an increasingly interconnected global environment.

## Program Structure

The curriculum is designed to ensure the progressive development of advanced business knowledge, leadership capabilities, analytical competencies, and specialized expertise through the following structure:

- Core Business Courses (18 credits)
- Concentration Courses (12 credits)
- Research and Methodology Courses (6 credits)

This structure ensures the progressive development of business knowledge, leadership capabilities, specialized expertise, and applied research competencies, preparing graduates to become innovative, ethical, and globally minded professionals capable of leading organizations and creating sustainable value in a dynamic global business environment.

## Concentrations

To address the growing demand for specialized managerial expertise, Broward International University offers several concentrations within the MBA program. These concentrations allow students to customize their academic experience according to their professional goals and industry interests.

The available concentrations are designed to provide advanced knowledge and specialized competencies aligned with current and emerging workforce needs.

## Curriculum

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

# Master of Business Administration with Concentration in Accounting

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

## Description

The Concentration in Accounting within the Master of Business Administration (MBA) program provides students with specialized knowledge in accounting principles and practices, including auditing, taxation, cost accounting, and managerial accounting. The concentration develops the analytical and financial competencies required to interpret accounting information, support strategic decision-making, and manage financial operations in contemporary organizations.

Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in accounting and financial management within an increasingly dynamic and global business environment.

## Program Objective

Consistent with the mission of the School of Business and the objectives of the MBA program, the objective of the Concentration in Accounting is to prepare innovative, ethical, and globally minded professionals with specialized expertise in accounting and financial management. The concentration seeks to develop critical thinking, analytical capabilities, and strategic decision-making skills necessary to evaluate financial information, ensure regulatory compliance, and support organizational growth and sustainability.

## Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Accounting, graduates will be able to:

1. Apply advanced accounting principles, financial management concepts, and business strategies to support organizational planning, performance, and decision-making in diverse business environments.
2. Analyze and interpret financial statements, auditing reports, taxation requirements, and cost accounting information to evaluate organizational performance and ensure regulatory compliance.
3. Develop evidence-based financial and managerial solutions by integrating accounting information, budgeting, performance measurement, and financial analysis to improve organizational effectiveness and sustainability.
4. Demonstrate ethical leadership and professional responsibility by applying accounting standards, legal regulations, corporate governance principles, and ethical decision-making practices in financial management.
5. Utilize information systems, business technologies, and analytical tools to improve financial reporting, operational efficiency, and strategic decision-making.
6. Conduct applied business research using appropriate research methodologies and analytical techniques to investigate accounting and financial management issues and formulate evidence-based recommendations.
7. Communicate financial analyses and strategic recommendations effectively through professional reports,

presentations, and collaborative decision-making with diverse organizational stakeholders.

8. Integrate accounting expertise with global business perspectives to lead financial operations, support organizational competitiveness, and create sustainable economic and social value in dynamic business environments.

## Graduate Profile

Graduates of the Master of Business Administration (MBA) with Concentration in Accounting are prepared to serve as innovative, ethical, and globally minded professionals capable of leading and supporting strategic financial operations in diverse organizational settings. They possess advanced competencies in accounting, auditing, taxation, cost analysis, and managerial accounting, enabling them to interpret and utilize financial information to support evidence-based decision-making and organizational performance.

Graduates demonstrate critical thinking, analytical abilities, and leadership skills necessary to address complex financial challenges, ensure regulatory compliance, and contribute to sustainable economic and social value creation. They are equipped to assume managerial and leadership roles in accounting and financial management within an increasingly dynamic and interconnected global business environment.

## Curriculum

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BAC6031 | Auditing (*) | | 3 |
| | BAC6032 | Taxation for Managers (*) | | 3 |
| 4 | BAC6041 | Cost Accounting Fundamentals (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BAC6042 | Advanced Managerial Accounting (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

## Master of Business Administration with Concentration in Artificial Intelligence

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

### Description

The Concentration in Artificial Intelligence within the Master of Business Administration (MBA) program provides students with specialized knowledge in artificial intelligence, data science, business intelligence, and emerging technologies. The concentration develops the analytical, technological, and strategic competencies required to leverage artificial intelligence tools and data-driven insights to support innovation, optimize business processes, and enhance organizational decision-making.
Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles involving digital transformation, business analytics, and the strategic application of artificial intelligence within an increasingly dynamic and technology-driven global business environment.

### Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Artificial Intelligence is to prepare innovative, ethical, and globally minded professionals with specialized expertise in artificial intelligence, data science, and business analytics. The concentration seeks to develop critical thinking, analytical capabilities, and strategic decision-making skills necessary to leverage emerging technologies, optimize organizational performance, and drive digital transformation.

### Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Artificial Intelligence, graduates will be able to:

1. Apply advanced business management principles, artificial intelligence concepts, and data-driven strategies to support organizational planning, innovation, and strategic decision-making.
2. Analyze organizational data using business intelligence, data science, and artificial intelligence techniques to identify opportunities, solve complex business problems, and improve organizational performance.
3. Evaluate and implement artificial intelligence technologies, including generative AI and large language models (LLMs), to optimize business processes, enhance productivity, and support digital transformation initiatives.
4. Integrate ethical, legal, and responsible artificial intelligence practices into organizational decision-making by considering issues related to governance, privacy, transparency, security, and regulatory compliance.
5. Leverage information systems, emerging technologies, and AI-powered business applications to improve financial management, operational efficiency, customer value, and organizational competitiveness.
6. Leverage information systems, emerging technologies, and AI-powered business applications to improve financial management, operational efficiency, customer value, and organizational

competitiveness.

7. Conduct applied business research using appropriate research methodologies and analytical techniques to investigate business challenges and develop evidence-based recommendations supported by data and artificial intelligence.
8. Communicate strategic business analyses and AI-driven recommendations effectively through professional reports, executive presentations, and collaborative decision-making with diverse organizational stakeholders.
9. Lead digital transformation and organizational innovation initiatives by integrating business leadership, artificial intelligence, and emerging technologies to create sustainable economic and social value in global business environments.

**Graduate Profile**

Graduates of the Master of Business Administration (MBA) with Concentration in Artificial Intelligence are prepared to serve as innovative, ethical, and globally minded professionals capable of leading digital transformation initiatives and leveraging emerging technologies to create organizational value. They possess advanced competencies in artificial intelligence, data science, business intelligence, and analytics, enabling them to utilize data-driven insights and AI technologies to support evidence-based decision-making and organizational performance.

Graduates demonstrate critical thinking, analytical capabilities, and leadership skills necessary to address complex business challenges, foster innovation, and contribute to sustainable economic and social value creation. They are equipped to assume managerial and leadership roles in business analytics, digital transformation, and the strategic application of artificial intelligence within an increasingly dynamic and technology-driven global business environment.

**Curriculum**

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BIA6031 | Introduction to Data Science and Artificial Intelligence (*) | | 3 |
| | BIA6032 | Data Analytics and Business Intelligence Techniques (*) | | 3 |
| 4 | BIA6042 | AI Applications in Financial Management (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BIA6043 | AI Applications in Commercial Strategy (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentrations courses related to the standard MBA. | | | Total | 36 |

# Master of Business Administration with Concentration in Branding Strategies

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

## Description

The Concentration in Branding Strategies within the Master of Business Administration (MBA) program provides students with specialized knowledge in digital media marketing, strategic brand positioning and management, customer behavior, and online customer engagement. The concentration develops the analytical, creative, and strategic competencies required to build strong brands, enhance customer experiences, and support organizational growth in competitive markets. Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in brand management, digital marketing, and customer engagement within an increasingly dynamic, digital and globally connected business environment.

## Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Branding Strategies is to prepare innovative, ethical, and globally minded professionals with specialized expertise in brand management, digital marketing, customer engagement, and strategic brand positioning. The concentration seeks to develop critical thinking, creativity, and data-informed decision-making skills necessary to build, manage, and enhance brand value in competitive and evolving markets.

## Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Branding Strategies, graduates will be able to:

1. Apply advanced business management principles and branding strategies to develop, position, and manage brands that create competitive advantage and long-term organizational value.
2. Analyze consumer behavior, market trends, and customer insights to design data-informed branding and marketing strategies that enhance customer engagement and loyalty.
3. Develop integrated brand communication and storytelling strategies that strengthen brand identity across digital, traditional, and emerging media platforms.
4. Evaluate and implement technology-driven marketing and branding solutions to improve customer experiences, optimize brand performance, and support organizational growth.
5. Demonstrate ethical leadership and strategic decision-making by integrating responsible marketing practices, corporate values, sustainability, and social responsibility into brand management.
6. Conduct applied business research using appropriate research methodologies and analytical techniques to evaluate branding challenges and develop evidence-based strategic recommendations.
7. Communicate branding strategies and marketing initiatives effectively through professional presentations, strategic reports, and collaborative engagement with internal and external stakeholders.
8. Lead innovation in branding and customer experience management by integrating creativity, emerging technologies, digital marketing, and global business perspectives to build sustainable brand equity in dynamic and competitive markets.

## Graduate Profile

Graduates of the Master of Business Administration (MBA) with Concentration in Branding Strategies are prepared to serve as innovative, ethical, and globally minded professionals capable of leading brand development and marketing initiatives across diverse organizational settings. They possess advanced competencies in strategic brand management, digital media marketing, customer behavior, and online customer engagement, enabling them to design and implement effective branding strategies that support organizational growth and market positioning.
Graduates demonstrate critical thinking, creativity, analytical capabilities, and leadership skills necessary to address complex market challenges, foster customer loyalty, and generate sustainable economic and social value. They are equipped to assume managerial and leadership roles in branding, marketing, digital communications, and customer experience management within an increasingly dynamic and globally connected business environment.

## Curriculum

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BBS6031 | Consumer Behavior: Emotion and Technology (*) | | 3 |
| | BBS6032 | Technology-Driven Brand Strategy (*) | | 3 |
| 4 | BBS6041 | Brand Identity and Emotional Branding (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BBS6042 | Strategic Brand Communication and Storytelling (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

# Master of Business Administration with Concentration in Coaching and Leadership

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

## Description

The Concentration in Coaching and Leadership within the Master of Business Administration (MBA) program provides students with specialized knowledge in leadership development, executive coaching, mentoring, team dynamics, ethical leadership, and organizational performance. The concentration develops the interpersonal, strategic, and leadership competencies required to foster individual and team effectiveness, facilitate organizational change, and cultivate high-performing workplace cultures.

Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in organizational development, talent management, executive coaching, and consulting within an increasingly dynamic and globally interconnected business environment.

## Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Coaching and Leadership is to prepare innovative, ethical, and globally minded professionals with specialized expertise in leadership development, coaching practices, and organizational effectiveness. The concentration seeks to develop critical thinking, communication, and strategic decision-making skills necessary to empower individuals, enhance team performance, and promote positive organizational cultures.

## Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Coaching and Leadership, graduates will be able to:

1. Apply advanced leadership theories, coaching methodologies, and organizational behavior principles to enhance individual, team, and organizational performance in diverse business environments.
2. Design and implement coaching and leadership development strategies that foster employee engagement, talent development, organizational learning, and high-performing workplace cultures.
3. Demonstrate effective communication, coaching, mentoring, and interpersonal skills to facilitate collaboration, conflict resolution, change management, and strategic decision-making.
4. Evaluate organizational challenges and leadership practices using evidence-based approaches to develop solutions that improve organizational effectiveness and sustainable performance.
5. Demonstrate ethical leadership and professional responsibility by promoting integrity, diversity, inclusion, emotional intelligence, and responsible decision-making within organizations.
6. Conduct applied business research using appropriate research methodologies and analytical techniques to investigate leadership, coaching, and organizational development challenges and

formulate evidence-based recommendations.

7. Communicate leadership strategies and organizational recommendations effectively through professional presentations, executive coaching conversations, consulting reports, and collaborative engagement with organizational stakeholders.
8. Lead organizational transformation and continuous improvement initiatives by integrating coaching principles, strategic leadership, innovation, and global business perspectives to create sustainable organizational and social value.

**Graduate Profile**

Graduates of the Master of Business Administration (MBA) with Concentration in Coaching and Leadership are prepared to serve as innovative, ethical, and globally minded professionals capable of leading and developing individuals and teams across diverse organizational settings. They possess advanced competencies in leadership, executive coaching, mentoring, organizational development, and team dynamics, enabling them to foster collaboration, enhance employee performance, and support organizational effectiveness.

Graduates demonstrate critical thinking, communication, interpersonal, and leadership skills necessary to address complex organizational challenges, facilitate change, and create positive and productive workplace environments. They are equipped to assume managerial and leadership roles in organizational development, talent management, executive coaching, and consulting within an increasingly dynamic and globally connected business environment.

**Curriculum**

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BCL6031 | Introduction to Coaching (*) | | 3 |
| | BCL6032 | Communication Strategies and Neurolinguistic Approaches (*) | | 3 |
| 4 | BCL6041 | Coaching-Oriented Leadership (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BCL6042 | Team Coaching (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

# Master of Business Administration with Concentration in Corporate Communication

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

## Description

The Concentration in Corporate Communication within the Master of Business Administration (MBA) program provides students with specialized knowledge in corporate communication strategies, brand reputation management, media relations, digital communication, and crisis communication. The concentration develops the strategic, analytical, and communication competencies required to effectively manage organizational messaging, strengthen stakeholder relationships, and protect corporate reputation in a rapidly evolving media environment.
Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in corporate communication, public relations, brand management, and strategic communications within an increasingly dynamic and globally interconnected business environment.

## Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Corporate Communication is to prepare innovative, ethical, and globally minded professionals with specialized expertise in corporate communication, media relations, and reputation management. The concentration seeks to develop critical thinking, strategic communication, and decision-making skills necessary to design and implement effective communication strategies, manage organizational reputation, and address communication challenges in complex business environments.

## Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Corporate Communication, graduates will be able to:

1. Apply advanced business management principles and corporate communication strategies to strengthen organizational reputation, stakeholder engagement, and strategic positioning in diverse business environments.
2. Design and implement integrated corporate communication plans that align organizational objectives with internal, external, and digital communication initiatives.
3. Evaluate media relations, public relations, and digital communication practices to build trust, enhance brand reputation, and support organizational effectiveness.
4. Develop evidence-based communication strategies to anticipate, manage, and respond effectively to organizational crises and reputation management challenges.
5. Demonstrate ethical leadership and professional responsibility by applying transparency, corporate governance, cultural awareness, and responsible communication practices in organizational decision-making.
6. Conduct applied business research using appropriate research methodologies and analytical

techniques to investigate corporate communication challenges and formulate evidence-based strategic recommendations.

7. Communicate organizational messages effectively through executive presentations, media engagement, digital communication platforms, and professional reports tailored to diverse stakeholder audiences.
8. Lead strategic communication initiatives by integrating emerging communication technologies, digital media, innovation, and global business perspectives to create sustainable organizational value and strengthen corporate reputation.

## Graduate Profile

Graduates of the Master of Business Administration (MBA) with Concentration in Corporate Communication are prepared to serve as innovative, ethical, and globally minded professionals capable of leading communication strategies across diverse organizational settings. They possess advanced competencies in corporate communication, media relations, digital communication, crisis management, and reputation management, enabling them to effectively convey organizational messages, foster stakeholder trust, and strengthen brand value.

Graduates demonstrate critical thinking, communication, analytical, and leadership skills necessary to address complex communication challenges, manage corporate reputation, and support organizational growth. They are equipped to assume managerial and leadership roles in corporate communication, public relations, brand management, and strategic communications within an increasingly dynamic and globally connected business environment.

## Curriculum

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BCC6031 | Media Relations and Press Management (*) | | 3 |
| | BCC6032 | Challenges of the Chief Communication Officer (*) | | 3 |
| 4 | BCC6041 | Digital Communication and Social Media (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BCC6042 | Crisis Communication (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

## Master of Business Administration with Concentration in Digital Marketing

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

### Description

The Concentration in Digital Marketing within the Master of Business Administration (MBA) program provides students with specialized knowledge in digital marketing strategies, neuromarketing, social media, mobile marketing, digital technologies, and marketing analytics. The concentration develops the strategic, analytical, and creative competencies required to leverage digital platforms, engage customers, and drive organizational growth in the evolving digital economy.
Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in digital marketing, customer engagement, brand management, and strategic marketing within an increasingly dynamic, technology-driven, and globally interconnected business environment.

### Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Digital Marketing is to prepare innovative, ethical, and globally minded professionals with specialized expertise in digital marketing strategies, emerging technologies, and customer engagement. The concentration seeks to develop critical thinking, creativity, and data-driven decision-making skills necessary to design and implement effective marketing initiatives, strengthen customer relationships, and create sustainable competitive advantages in the digital economy.

### Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Digital Marketing, graduates will be able to:

1. Apply advanced business management principles and digital marketing strategies to develop integrated marketing initiatives that support organizational growth, customer engagement, and competitive advantage.
2. Analyze consumer behavior, market trends, and digital performance metrics to develop data-driven marketing strategies that optimize customer acquisition, retention, and brand value.
3. Design and implement digital marketing campaigns using social media, mobile marketing, and content marketing, emerging technologies, and integrated digital communication channels.
4. Evaluate and leverage marketing analytics, digital technologies, and business intelligence tools to measure campaign effectiveness, improve marketing performance, and support strategic decision-making.
5. Demonstrate ethical leadership and responsible marketing practices by integrating privacy, transparency, sustainability, and regulatory compliance into digital marketing strategies and customer relationship management.
6. Conduct applied business research using appropriate research methodologies and analytical

techniques to investigate digital marketing challenges and develop evidence-based strategic recommendations.

7. Communicate marketing strategies and business recommendations effectively through professional reports, executive presentations, digital content, and collaborative engagement with diverse organizational stakeholders.
8. Lead digital marketing innovation and customer experience initiatives by integrating emerging technologies, marketing analytics, consumer insights, and global business perspectives to create sustainable organizational and social value.

**Graduate Profile**

Graduates of the Master of Business Administration (MBA) with Concentration in Digital Marketing are prepared to serve as innovative, ethical, and globally minded professionals capable of leading strategic marketing initiatives across diverse organizational settings. They possess advanced competencies in digital marketing, social media, marketing analytics, mobile marketing, and emerging technologies, enabling them to develop customer-centered strategies and leverage digital platforms to enhance organizational performance and market competitiveness.
Graduates demonstrate critical thinking, creativity, analytical capabilities, and leadership skills necessary to address evolving market challenges, foster innovation, and generate sustainable economic and social value. They are equipped to assume managerial and leadership roles in digital marketing, brand management, customer experience, and strategic communications within an increasingly dynamic and globally connected business environment.

**Curriculum**

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BDM6031 | Neuromarketing and Consumer Insights (*) | | 3 |
| | BDM6032 | Digital and Mobile Marketing Strategies (*) | | 3 |
| 4 | BDM6041 | Digital Marketing Analytics and Technologies (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BDM6042 | Social Media and Virtual Communities in Business (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

# Master of Business Administration with Concentration in Digital Transformation and Business Development

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

## Description

The Concentration in Digital Transformation and Business Development within the Master of Business Administration (MBA) program provides students with specialized knowledge in digital technologies, business process innovation, digital transformation strategies, and new business models. The concentration develops the strategic, analytical, and technological competencies required to leverage emerging technologies, optimize organizational performance, and identify new opportunities for growth and competitive advantage.
Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in digital transformation, business development, innovation management, and strategic planning within an increasingly dynamic, technology-driven, and globally interconnected business environment.

## Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Digital Transformation and Business Development is to prepare innovative, ethical, and globally minded professionals with specialized expertise in digital transformation, business innovation, and organizational growth strategies. The concentration seeks to develop critical thinking, analytical capabilities, and strategic decision-making skills necessary to lead technology-enabled change, optimize business processes, and create new business opportunities in rapidly evolving markets.

## Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Digital Transformation and Business Development, graduates will be able to:

1. Apply advanced business management principles and digital transformation strategies to lead organizational innovation, improve operational performance, and create sustainable competitive advantage.
2. Evaluate emerging technologies, business intelligence, and digital solutions to support strategic decision-making, organizational agility, and long-term business growth.
3. Design and implement digital transformation initiatives by integrating business process innovation, project management, and technology-enabled organizational change.
4. Develop innovative business models and strategic growth opportunities by applying design thinking, entrepreneurial approaches, and market analysis to address evolving customer and industry needs.
5. Demonstrate ethical leadership and responsible decision-making by integrating corporate governance, sustainability, digital ethics, and stakeholder value into business transformation initiatives.

6. Conduct applied business research using appropriate research methodologies and analytical techniques to investigate organizational challenges and develop evidence-based recommendations for digital transformation and business development.
7. Communicate digital transformation strategies and business development initiatives effectively through executive presentations, strategic reports, and collaborative engagement with internal and external stakeholders.
8. Lead organizational innovation and business development efforts by integrating digital technologies, strategic management, global business perspectives, and continuous improvement practices to generate sustainable economic and social value.

## Graduate Profile

Graduates of the Master of Business Administration (MBA) with Concentration in Digital Transformation and Business Development are prepared to serve as innovative, ethical, and globally minded professionals capable of leading digital transformation initiatives and fostering organizational growth across diverse industries. They possess advanced competencies in digital technologies, business process innovation, strategic planning, and business development, enabling them to drive organizational change and capitalize on emerging market opportunities.
Graduates demonstrate critical thinking, analytical capabilities, technological proficiency, and leadership skills necessary to address complex business challenges, promote innovation, and generate sustainable economic and social value. They are equipped to assume managerial and leadership roles in digital transformation, business development, innovation management, and strategic planning within an increasingly dynamic and globally connected business environment.

## Curriculum

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BDT6031 | Business Intelligence for Strategic Decision-Making (*) | | 3 |
| | BDT6032 | Digital Project Management (*) | | 3 |
| 4 | BDT6041 | Design Thinking and New Business Models (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BDT6042 | Strategic Business Development (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

## Master of Business Administration with Concentration in Events Organization

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

### Description

The Concentration in Events Organization within the Master of Business Administration (MBA) program provides students with specialized knowledge in event planning, strategic communication, marketing, and the Meetings, Incentives, Conferences, and Exhibitions (MICE) industry. The concentration develops the managerial, organizational, and communication competencies required to design, promote, and execute successful events that enhance organizational visibility and stakeholder engagement.

Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in event management, corporate communications, hospitality, and the MICE industry within an increasingly dynamic and globally interconnected business environment.

### Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Events Organization is to prepare innovative, ethical, and globally minded professionals with specialized expertise in event management, strategic communications, and stakeholder engagement. The concentration seeks to develop critical thinking, creativity, and strategic decision-making skills necessary to plan, coordinate, and manage events that contribute to organizational visibility, customer engagement, and sustainable growth.

### Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Events Organization, graduates will be able to:

1. Apply advanced business management principles and event management strategies to design, plan, and execute corporate, professional, and international events that support organizational objectives and stakeholder engagement.
2. Develop strategic event plans by integrating project management, budgeting, marketing, risk management, logistics, and operational planning to ensure successful event outcomes.
3. Evaluate customer experience, market trends, and stakeholder needs to create innovative and engaging event experiences that enhance organizational visibility and competitive advantage.
4. Apply strategic communication, protocol, and business tourism principles to manage corporate events, conferences, exhibitions, and Meetings, Incentives, Conferences, and Exhibitions (MICE) initiatives in diverse cultural and global contexts.
5. Demonstrate ethical leadership and professional responsibility by incorporating sustainability, diversity, accessibility, and responsible event management practices into organizational decision-making.
6. Conduct applied business research using appropriate research methodologies and analytical

techniques to investigate event management challenges and develop evidence-based recommendations for organizational improvement.

7. Communicate event strategies and organizational recommendations effectively through professional reports, executive presentations, stakeholder negotiations, and collaborative planning processes.
8. Lead innovation in event management and business development by integrating emerging technologies, digital event solutions, customer experience strategies, and global business perspectives to create sustainable organizational and social value.

**Graduate Profile**

Graduates of the Master of Business Administration (MBA) with Concentration in Events Organization are prepared to serve as innovative, ethical, and globally minded professionals capable of leading and managing events across diverse organizational settings. They possess advanced competencies in event planning, strategic communications, marketing, and the Meetings, Incentives, Conferences, and Exhibitions (MICE) industry, enabling them to design and execute events that strengthen organizational reputation and stakeholder relationships.

Graduates demonstrate critical thinking, organizational capabilities, creativity, and leadership skills necessary to address complex event management challenges, enhance customer experiences, and support organizational growth. They are equipped to assume managerial and leadership roles in event management, corporate communications, hospitality, and the MICE industry within an increasingly dynamic and globally connected business environment.

**Curriculum**

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BEO6031 | User Experience Design at Events (*) | | 3 |
| | BEO6032 | Event and Leisure Management (*) | | 3 |
| 4 | BEO6041 | Event and Business Tourism Management (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BEO6042 | Corporate and Official Protocol Management (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

# Master of Business Administration with Concentration in Healthcare Management

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

## Description

The Concentration in Healthcare Management within the Master of Business Administration (MBA) program provides students with specialized knowledge in healthcare systems, community health management, healthcare informatics, healthcare economics, and the strategic management of healthcare organizations. The concentration develops the managerial, analytical, and technological competencies required to address operational challenges, improve organizational performance, and support innovation within the healthcare sector.

Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in healthcare administration, healthcare operations, and strategic management within an increasingly dynamic and globally interconnected healthcare environment.

## Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Healthcare Management is to prepare innovative, ethical, and globally minded professionals with specialized expertise in healthcare administration, healthcare systems, and organizational management. The concentration seeks to develop critical thinking, analytical capabilities, and strategic decision-making skills necessary to improve healthcare operations, foster innovation, and address the complex challenges facing healthcare organizations.

## Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Healthcare Management, graduates will be able to:

1. Apply advanced business management principles and healthcare management practices to improve organizational performance, operational efficiency, and strategic decision-making within healthcare organizations.
2. Evaluate healthcare systems, healthcare economics, and organizational performance to develop evidence-based solutions that enhance quality, accessibility, financial sustainability, and patient-centered care.
3. Leverage healthcare informatics, digital technologies, and data analytics to support clinical and administrative decision-making, optimize healthcare operations, and promote organizational innovation.
4. Develop strategic management initiatives that integrate healthcare policy, community health, financial management, and organizational leadership to address complex healthcare challenges.

5. Demonstrate ethical leadership and professional responsibility by applying principles of healthcare governance, regulatory compliance, quality improvement, equity, and social responsibility in healthcare organizations.
6. Conduct applied business and healthcare research using appropriate research methodologies and analytical techniques to investigate healthcare management challenges and develop evidence-based recommendations.
7. Communicate healthcare management strategies and organizational recommendations effectively through professional reports, executive presentations, and collaborative engagement with interdisciplinary stakeholders.
8. Lead organizational transformation and continuous improvement initiatives by integrating innovation, healthcare technologies, strategic management, and global healthcare perspectives to create sustainable organizational and community value.

**Graduate Profile**

Graduates of the Master of Business Administration (MBA) with Concentration in Healthcare Management are prepared to serve as innovative, ethical, and globally minded professionals capable of leading and managing healthcare organizations across diverse settings. They possess advanced competencies in healthcare systems, healthcare informatics, healthcare economics, community health management, and strategic healthcare administration, enabling them to support evidence-based decision-making and improve organizational performance.
Graduates demonstrate critical thinking, analytical capabilities, technological proficiency, and leadership skills necessary to address complex healthcare challenges, foster innovation, and promote quality and efficiency in healthcare delivery. They are equipped to assume managerial and leadership roles in healthcare administration, healthcare operations, and strategic healthcare management within an increasingly dynamic and globally connected healthcare environment.

**Curriculum**

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BHM6031 | Healthcare Informatics (*) | | 3 |
| | BHM6032 | Community Health Management (*) | | 3 |
| 4 | BHM6041 | Healthcare Economics (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BHM6042 | Strategic Management of Healthcare Organizations (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management Manager | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

# Master of Business Administration with Concentration in Information Systems

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

## Description

The Concentration in Information Systems within the Master of Business Administration (MBA) program provides students with specialized knowledge in database management systems, data communications and networking, strategic information systems planning, and network and systems security. The concentration develops the managerial, analytical, and technological competencies required to effectively manage information technology infrastructures, leverage data-driven solutions, and support organizational innovation and digital transformation.
Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in information systems management, information technology, and digital business strategy within an increasingly technology-driven and globally interconnected business environment.

## Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Information Systems is to prepare innovative, ethical, and globally minded professionals with specialized expertise in information systems, digital technologies, and information security. The concentration seeks to develop critical thinking, analytical capabilities, and strategic decision-making skills necessary to manage information technology resources, optimize organizational performance, and drive digital innovation.

## Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Information Systems, graduates will be able to:

1. Apply advanced business management principles and information systems strategies to improve organizational performance, support digital transformation, and achieve strategic business objectives.
2. Evaluate information systems, data management, and technology infrastructures to support evidence-based decision-making, operational efficiency, and organizational innovation.
3. Design and implement strategic information systems solutions by integrating database management, enterprise networking, business technologies, and digital platforms to address organizational needs.
4. Apply information security and cybersecurity management principles to protect organizational information assets, ensure business continuity, manage risks, and support regulatory compliance.
5. Demonstrate ethical leadership and responsible technology governance by integrating data privacy, information security, corporate governance, sustainability, and digital ethics into organizational decision-making.
6. Conduct applied business research using appropriate research methodologies and analytical techniques to investigate information systems challenges and develop evidence-based recommendations for organizational improvement.
7. Communicate information systems strategies and technology recommendations effectively through professional reports, executive presentations, and collaborative engagement with technical and non-

technical stakeholders.

8. Lead digital innovation and organizational transformation initiatives by integrating emerging technologies, information systems management, business intelligence, and global business perspectives to create sustainable organizational and social value.

**Graduate Profile**

Graduates of the Master of Business Administration (MBA) with Concentration in Information Systems are prepared to serve as innovative, ethical, and globally minded professionals capable of leading and managing information technology resources across diverse organizational settings. They possess advanced competencies in database management, networking, information systems planning, cybersecurity, and digital technologies, enabling them to support evidence-based decision-making and enhance organizational performance.

Graduates demonstrate critical thinking, analytical capabilities, technological proficiency, and leadership skills necessary to address complex business and information technology challenges, foster innovation, and promote organizational competitiveness. They are equipped to assume managerial and leadership roles in information systems management, information technology, digital transformation, and business strategy within an increasingly dynamic and globally connected business environment.

**Curriculum**

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BIS6031 | Relational Database Management Systems (*) | | 3 |
| | BIS6032 | Data Communications and Networking for Business Applications (*) | | 3 |
| 4 | BIS6041 | Strategic Information Systems Planning (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BIS6042 | Network & Systems Security Management (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

## Master of Business Administration with Concentration in Innovation and Entrepreneurship

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

**Description**

The Concentration in Innovation and Entrepreneurship within the Master of Business Administration (MBA) program provides students with specialized knowledge in innovation management, entrepreneurship, business model development, sustainable value creation, and strategic business planning. The concentration develops the analytical, creative, and leadership competencies required to identify opportunities, foster innovation, and create new products, services, and business ventures in dynamic and competitive markets.

Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in entrepreneurship, innovation management, business development, and strategic planning within an increasingly dynamic and globally interconnected business environment.

**Program Objective**

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Innovation and Entrepreneurship is to prepare innovative, ethical, and globally minded professionals with specialized expertise in entrepreneurship, innovation, and business development. The concentration seeks to develop critical thinking, creativity, and strategic decision-making skills necessary to identify emerging opportunities, design innovative business models, and drive organizational growth and transformation.

## Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Innovation and Entrepreneurship, graduates will be able to:

1. Apply advanced business management principles and entrepreneurial strategies to identify market opportunities, create innovative ventures, and support sustainable organizational growth.
2. Develop innovative products, services, and business models by integrating design thinking, market analysis, creativity, and customer-centered approaches to generate competitive advantage.
3. Evaluate entrepreneurial opportunities and innovation initiatives using strategic, financial, and operational analyses to support evidence-based decision-making and business viability.
4. Design comprehensive business plans and startup financing strategies that integrate financial planning, resource allocation, risk assessment, and growth management for new and expanding ventures.
5. Demonstrate ethical leadership and entrepreneurial responsibility by incorporating sustainability, corporate governance, innovation ethics, and social responsibility into entrepreneurial and organizational decision-making.
6. Conduct applied business research using appropriate research methodologies and analytical techniques to investigate innovation and entrepreneurship challenges and develop evidence-based

strategic recommendations.

7. Communicate entrepreneurial ideas, business strategies, and investment proposals effectively through professional reports, executive presentations, business plans, and stakeholder engagement.
8. Lead innovation and organizational transformation initiatives by integrating emerging technologies, entrepreneurial thinking, global business perspectives, and continuous innovation to create sustainable economic and social value.

## Graduate Profile

Graduates of the Master of Business Administration (MBA) with Concentration in Innovation and Entrepreneurship are prepared to serve as innovative, ethical, and globally minded professionals capable of leading entrepreneurial initiatives and fostering innovation across diverse organizational settings. They possess advanced competencies in business model development, strategic planning, value creation, and innovation management, enabling them to identify opportunities and implement creative solutions that enhance organizational performance and competitiveness.

Graduates demonstrate critical thinking, analytical capabilities, creativity, and leadership skills necessary to address complex business challenges, promote sustainable growth, and generate economic and social value. They are equipped to assume managerial and leadership roles in entrepreneurship, innovation management, business development, and strategic planning within an increasingly dynamic and globally connected business environment.

## Curriculum

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BIE6031 | Innovation Strategy (*) | | 3 |
| | BIE6032 | Innovation in Products and Services (*) | | 3 |
| 4 | BIE6041 | Creating New Business Models (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BIE6042 | Business Planning and Startup Financing (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

# Master of Business Administration with Concentration in International Business Management

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

## Description

The Concentration in International Business Management within the Master of Business Administration (MBA) program provides students with specialized knowledge in international business, global economics, cross-cultural management, innovation, and global e-business strategies. The concentration develops the strategic, analytical, and intercultural competencies required to navigate the complexities of international markets, manage global operations, and capitalize on emerging business opportunities in an interconnected world.
Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in international business, global operations, strategic management, and global business development within an increasingly dynamic and globally interconnected business environment.

## Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in International Business Management is to prepare innovative, ethical, and globally minded professionals with specialized expertise in international business, cross-cultural management, and global strategies. The concentration seeks to develop critical thinking, analytical capabilities, and strategic decision-making skills necessary to address the challenges and opportunities associated with managing organizations and conducting business in diverse international environments.

## Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in International Business Management, graduates will be able to:

1. Apply advanced business management principles and international business strategies to lead organizations, manage global operations, and create sustainable competitive advantage in diverse international markets.
2. Evaluate global economic, political, legal, and cultural environments to support strategic decision-making and identify opportunities and risks associated with international business operations.
3. Develop international business strategies by integrating cross-cultural management, global market analysis, innovation, and digital business models to support organizational growth and global competitiveness.
4. Apply global e-business and digital commerce strategies to leverage emerging technologies, expand international market presence, and improve organizational performance in the digital economy.
5. Demonstrate ethical leadership and responsible global management practices by integrating

corporate governance, sustainability, cultural intelligence, and social responsibility into international business decision-making.

6. Conduct applied business research using appropriate research methodologies and analytical techniques to investigate international business challenges and develop evidence-based strategic recommendations.
7. Communicate international business strategies effectively through professional reports, executive presentations, negotiations, and collaboration with multicultural stakeholders across global business environments.
8. Lead organizational innovation and international business development initiatives by integrating global business perspectives, emerging technologies, strategic management, and entrepreneurial thinking to create sustainable economic and social value.

**Graduate Profile**

Graduates of the Master of Business Administration (MBA) with Concentration in International Business Management are prepared to serve as innovative, ethical, and globally minded professionals capable of leading organizations and managing business operations across diverse international settings. They possess advanced competencies in international business, global economics, cross-cultural management, and global e-business strategies, enabling them to make informed decisions and effectively address the challenges of operating in multicultural and dynamic markets.

Graduates demonstrate critical thinking, analytical capabilities, intercultural awareness, and leadership skills necessary to promote innovation, manage global opportunities and risks, and generate sustainable economic and social value. They are equipped to assume managerial and leadership roles in international business, global operations, strategic management, and business development within an increasingly dynamic and globally connected business environment.

**Curriculum**

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BIB6031 | Management and Innovation in International Enterprises (*) | | 3 |
| | BIB6032 | International Economics (*) | | 3 |
| 4 | BIB6041 | Cross-Cultural Management (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BIB6042 | Global E-Business Strategies (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

# Master of Business Administration with Concentration in Marketing and Sales

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

## Description

The Concentration in Marketing and Sales within the Master of Business Administration (MBA) program provides students with specialized knowledge in marketing strategy, consumer behavior, market analysis, sales management, negotiation, and customer relationship management. The concentration develops the analytical, strategic, and interpersonal competencies required to identify market opportunities, enhance customer value, and drive organizational growth through effective marketing and sales initiatives.

Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in marketing, sales management, business development, and customer relationship management within an increasingly dynamic and globally interconnected business environment.

## Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Marketing and Sales is to prepare innovative, ethical, and globally minded professionals with specialized expertise in marketing, sales management, and customer engagement. The concentration seeks to develop critical thinking, analytical capabilities, and strategic decision-making skills necessary to understand customer needs, identify market opportunities, and design effective marketing and sales strategies that enhance organizational competitiveness and growth.

## Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Marketing and Sales, graduates will be able to:

1. Apply advanced business management principles and marketing strategies to identify market opportunities, create customer value, and achieve sustainable organizational growth.
2. Analyze consumer behavior, market intelligence, and competitive environments to develop evidence-based marketing and sales strategies that support organizational objectives.
3. Design and implement integrated marketing and sales initiatives by applying customer relationship management, value creation, sales management, and strategic market positioning principles.
4. Develop negotiation and relationship management strategies that strengthen customer engagement, business partnerships, and long-term organizational performance.
5. Demonstrate ethical leadership and responsible marketing practices by integrating corporate governance, sustainability, customer trust, diversity, and social responsibility into marketing and sales decision-making.
6. Conduct applied business research using appropriate research methodologies and analytical techniques to investigate marketing and sales challenges and develop evidence-based strategic recommendations.

7. Communicate marketing strategies, sales plans, and business recommendations effectively through professional reports, executive presentations, negotiations, and collaborative engagement with internal and external stakeholders.
8. Lead marketing innovation and business development initiatives by integrating emerging technologies, customer analytics, digital business strategies, and global market perspectives to create sustainable organizational and social value.

## Graduate Profile

Graduates of the Master of Business Administration (MBA) with Concentration in Marketing and Sales are prepared to serve as innovative, ethical, and globally minded professionals capable of leading marketing and sales initiatives across diverse organizational settings. They possess advanced competencies in marketing strategy, consumer behavior, market analysis, sales management, negotiation, and customer relationship management, enabling them to create value for customers and support organizational growth.

Graduates demonstrate critical thinking, analytical capabilities, communication, and leadership skills necessary to address evolving market challenges, foster customer loyalty, and promote sustainable competitive advantage. They are equipped to assume managerial and leadership roles in marketing, sales management, business development, retail, hospitality, consulting, and customer relationship management within an increasingly dynamic and globally connected business environment.

## Curriculum

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BMS6031 | Marketing Intelligence and Consumer Behavior (*) | | 3 |
| | BMS6032 | Delivering Value to the Customer (*) | | 3 |
| 4 | BMS6041 | Sales Network Management (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BMS6042 | Strategic Negotiation Techniques (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

# Master of Business Administration with Concentration in Project Management

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

## Description

The Concentration in Project Management within the Master of Business Administration (MBA) program provides students with specialized knowledge in project planning, scope management, cost estimation and control, scheduling, organizational change, and project execution methodologies. The concentration develops the strategic, analytical, and leadership competencies required to effectively manage resources, coordinate teams, and successfully deliver projects that support organizational objectives.

Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in project management, operations, organizational change, and strategic implementation within an increasingly dynamic and globally interconnected business environment.

## Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Project Management is to prepare innovative, ethical, and globally minded professionals with specialized expertise in project planning, execution, and performance management. The concentration seeks to develop critical thinking, analytical capabilities, and strategic decision-making skills necessary to manage complex projects, optimize organizational resources, and facilitate change in diverse business environments.

## Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Project Management, graduates will be able to:

1. Apply advanced business management principles and project management methodologies to plan, execute, monitor, and successfully deliver projects that support organizational strategy and business objectives.
2. Develop comprehensive project management plans by integrating scope, schedule, cost, quality, resource, risk, procurement, and stakeholder management practices to achieve project success.
3. Evaluate organizational challenges and project performance using analytical tools, financial analysis, and evidence-based decision-making to improve project outcomes and organizational effectiveness.
4. Lead multidisciplinary project teams and organizational change initiatives by applying leadership, communication, negotiation, and change management strategies throughout the project lifecycle.
5. Demonstrate ethical leadership and professional responsibility by applying project governance, sustainability, risk management, regulatory compliance, and stakeholder engagement principles in project decision-making.

6. Conduct applied business research using appropriate research methodologies and analytical techniques to investigate project management challenges and develop evidence-based recommendations for organizational improvement.
7. Communicate project strategies, performance, and organizational recommendations effectively through professional reports, executive presentations, project documentation, and collaborative engagement with diverse stakeholders.
8. Lead innovation and continuous improvement initiatives by integrating agile methodologies, digital project management tools, emerging technologies, and global business perspectives to create sustainable organizational and social value.

**Graduate Profile**

Graduates of the Master of Business Administration (MBA) with Concentration in Project Management are prepared to serve as innovative, ethical, and globally minded professionals capable of leading and managing projects across diverse organizational settings. They possess advanced competencies in project planning, scope management, scheduling, cost control, organizational change, and project execution methodologies, enabling them to coordinate resources, manage teams, and ensure the successful achievement of project objectives.

Graduates demonstrate critical thinking, analytical capabilities, communication, and leadership skills necessary to address complex organizational challenges, optimize project performance, and foster continuous improvement. They are equipped to assume managerial and leadership roles in project management, operations management, organizational development, and strategic implementation within an increasingly dynamic and globally connected business environment.

**Curriculum**

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BPM6031 | Strategic Project and Organizational Management (*) | | 3 |
| | BPM6032 | Project Scope and Financing Management (*) | | 3 |
| 4 | BPM6041 | The Human Factor and Change Management in Projects (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BPM6042 | Application of Agile Methodologies (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

## Master of Business Administration with Concentration in Sport Management

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

### Description

The Concentration in Sport Management within the Master of Business Administration (MBA) program provides students with specialized knowledge in sports management, event planning, customer relationship management, negotiation, sports marketing, and digital transformation. The concentration develops the strategic, analytical, and leadership competencies required to effectively manage sports organizations, enhance fan engagement, and create competitive advantages in the evolving sports industry.

Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in sports management, sports marketing, event management, and business development within an increasingly dynamic and globally interconnected sports environment.

### Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Sport Management is to prepare innovative, ethical, and globally minded professionals with specialized expertise in sports management, marketing, and organizational leadership. The concentration seeks to develop critical thinking, analytical capabilities, and strategic decision-making skills necessary to manage sports-related organizations, foster stakeholder relationships, and capitalize on emerging opportunities in the global sports industry.

### Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Sport Management, graduates will be able to:

1. Apply advanced business management principles and sport management strategies to lead sports organizations, manage operations, and create sustainable competitive advantage in the global sports industry.
2. Develop strategic marketing, sponsorship, and fan engagement initiatives that strengthen brand value, customer relationships, and organizational performance within sports organizations.
3. Design, plan, and manage sporting events by integrating project management, event operations, financial planning, logistics, risk management, and stakeholder engagement practices.
4. Evaluate commercial opportunities in the sports industry by applying merchandising, licensing, sponsorship, and business development strategies to generate sustainable organizational growth.
5. Demonstrate ethical leadership and professional responsibility by integrating governance, sustainability, diversity, inclusion, integrity, and social responsibility into sport management decision-making.
6. Conduct applied business research using appropriate research methodologies and analytical techniques to investigate sport management challenges and develop evidence-based strategic

recommendations.

7. Communicate sport management strategies and business recommendations effectively through professional reports, executive presentations, negotiations, and collaborative engagement with athletes, sponsors, governing bodies, and other stakeholders.
8. Lead innovation and digital transformation initiatives by integrating emerging technologies, digital marketing, data analytics, fan engagement platforms, and global business perspectives to create sustainable organizational and social value in the sports industry.

**Graduate Profile**

Graduates of the Master of Business Administration (MBA) with Concentration in Sport Management are prepared to serve as innovative, ethical, and globally minded professionals capable of leading and managing sports organizations across diverse settings. They possess advanced competencies in sports management, event planning, sports marketing, customer relationship management, negotiation, and digital transformation, enabling them to enhance organizational performance and create value for stakeholders in the sports industry.

Graduates demonstrate critical thinking, analytical capabilities, communication, and leadership skills necessary to address complex challenges, foster innovation, and promote sustainable growth within sports organizations. They are equipped to assume managerial and leadership roles in professional and collegiate sports organizations, sports marketing agencies, event management companies, and sport-related business enterprises within an increasingly dynamic and globally connected sports environment.

**Curriculum**

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | | 3 |
| | BUS6022 | Managerial Finance | | 3 |
| 3 | BSM6031 | Organization and Management of a Sporting Event (*) | | 3 |
| | BSM6032 | Licenses and Merchandising (*) | | 3 |
| 4 | BSM6041 | Sponsorship Approach (*) | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BSM6042 | Digital Transformation in Sports Management (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

# Master of Business Administration with Concentration in Tourism and Hospitality Management

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

## Description

The Concentration in Tourism and Hospitality Management within the Master of Business Administration (MBA) program provides students with specialized knowledge in tourism and hospitality operations, service management, hospitality analytics, tourism economics, and the development of tourism products and services. The concentration develops the strategic, analytical, and leadership competencies required to enhance customer experiences, optimize organizational performance, and support innovation in the global tourism and hospitality industry.
Designed to complement the common MBA core curriculum, this concentration prepares students for leadership roles in tourism management, hospitality operations, event management, and service-oriented organizations within an increasingly dynamic and globally interconnected business environment.

## Program Objective

Consistent with the mission of the School of Business and the objectives of the Master of Business Administration program, the objective of the Concentration in Tourism and Hospitality Management is to prepare innovative, ethical, and globally minded professionals with specialized expertise in tourism, hospitality, and service management. The concentration seeks to develop critical thinking, analytical capabilities, and strategic decision-making skills necessary to improve operational performance, enhance customer satisfaction, and identify opportunities for sustainable growth in the tourism and hospitality sector.

## Program Learning Outcomes

Upon successful completion of the Master of Business Administration (MBA) with Concentration in Tourism and Hospitality Management, graduates will be able to:

1. Apply advanced business management principles and tourism and hospitality strategies to improve organizational performance, service quality, and customer satisfaction in diverse tourism and hospitality organizations.
2. Analyze tourism markets, customer behavior, and industry trends to identify business opportunities, enhance competitiveness, and support sustainable organizational growth.
3. Develop and implement operational and revenue management strategies that optimize organizational resources, financial performance, and service delivery within tourism and hospitality enterprises.
4. Design innovative tourism products, hospitality services, and customer experience initiatives by integrating market intelligence, emerging technologies, and sustainable business practices.
5. Demonstrate ethical leadership and professional responsibility by incorporating sustainability, cultural diversity, corporate governance, social responsibility, and responsible tourism principles into organizational decision-making.
6. Conduct applied business research using appropriate research methodologies and analytical

techniques to investigate tourism and hospitality management challenges and develop evidence-based strategic recommendations.

7. Communicate tourism and hospitality management strategies effectively through professional reports, executive presentations, and collaborative engagement with customers, industry partners, government agencies, and other stakeholders.
8. Lead innovation and organizational transformation initiatives by integrating digital technologies, hospitality analytics, service excellence, and global business perspectives to create sustainable economic and social value within the tourism and hospitality industry.

## Graduate Profile

Graduates of the Master of Business Administration (MBA) with Concentration in Tourism and Hospitality Management are prepared to serve as innovative, ethical, and globally minded professionals capable of leading and managing organizations within the tourism and hospitality industry. They possess advanced competencies in hospitality operations, tourism economics, service management, data analytics, and the development of tourism products and services, enabling them to enhance organizational performance and create exceptional customer experiences.

Graduates demonstrate critical thinking, analytical capabilities, communication, and leadership skills necessary to address complex challenges, promote innovation, and support sustainable growth in service-oriented organizations. They are equipped to assume managerial and leadership roles in hotels, resorts, theme parks, entertainment venues, casinos, sports facilities, destination management organizations, and other tourism and hospitality enterprises within an increasingly dynamic and globally connected business environment.

## Curriculum

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | BUS6032 | Advanced Management Theory and Practice | | 3 |
| | BUS6012 | Managerial Accounting | | 3 |
| 2 | BUS6021 | Leadership and Organizational Behavior | BUS6011, BUS6012 | 3 |
| | BUS6022 | Managerial Finance | BUS6011, BUS6012 | 3 |
| 3 | BTH6031 | Tourist Market Analysis (*) | | 3 |
| | BTH6032 | Revenue Management (*) | | 3 |
| 4 | BTH6041 | Hospitality Operations Management | | 3 |
| | BUS6052 | Research Methodology | | 3 |
| 5 | BUS6051 | Information Systems and Technology Manager | | 3 |
| | BTH6042 | Innovation Strategies in Tourism Products and Services (*) | | 3 |
| 6 | BUS6061 | Operations and Project Management | | 3 |
| | BUS6062 | Thesis | BUS6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MBA. | | | Total | 36 |

## Doctor of Business Administration

(60 Graduate Level Semester Credits - Estimated Completion Time: 32 - 36 months)

### Program Description

The Doctor of Business Administration (DBA) program at Broward International University prepares innovative, ethical, and globally minded scholar-practitioners capable of addressing complex organizational challenges in dynamic and interconnected environments. The program transforms experienced professionals into reflective leaders and practicing academics by integrating advanced business knowledge with rigorous research and evidence-based decision-making.
Through a flexible and technology-enhanced learning environment, doctoral candidates develop the analytical, research, and scholarly writing competencies necessary to generate knowledge, evaluate emerging business models, and propose sustainable solutions grounded in theory and practice. The program fosters innovation, critical thinking, and responsible leadership to create economic and social value in an increasingly global business landscape.

### Program Objectives

Under the administrative responsibility of the School of Business, the Doctor of Business Administration program seeks to:

- Foster innovative thinking, ethical leadership, and research excellence in complex organizational settings.
- Integrate theory, practice, and evidence-based decision-making to address contemporary business challenges.
- Develop advanced research and analytical competencies that enable graduates to evaluate and improve organizational performance.
- Encourage the creation and dissemination of knowledge that contributes to sustainable economic growth and positive social impact.
- Prepare globally minded leaders capable of driving organizational transformation and responding effectively to evolving industry and workforce demands.
- Promote scholarly inquiry and the evaluation of emerging business models within a rigorous, ethical, and research-oriented environment.

### Program Learning Outcomes (PLOs)

Upon successful completion of the Doctor of Business Administration (DBA) program, graduates will be able to:

1. Integrate advanced business theories, interdisciplinary knowledge, and evidence-based frameworks to analyze and solve complex organizational problems in diverse and global business environments.
2. Design, conduct, and disseminate rigorous applied research using appropriate qualitative, quantitative, and mixed research methodologies that contribute to business knowledge and professional practice.
3. Evaluate organizational performance and strategic alternatives by applying advanced analytical, financial, economic, technological, and managerial decision-making models.
4. Demonstrate ethical, responsible, and transformative leadership by integrating principles of corporate

governance, sustainability, social responsibility, and stakeholder engagement into organizational decision-making.

5. Develop innovative strategies and organizational solutions that leverage emerging technologies, digital transformation, and data-informed decision-making to improve organizational competitiveness and long-term sustainability.
6. Communicate scholarly and professional knowledge effectively through high-quality academic writing, research dissemination, executive presentations, and evidence-based recommendations tailored to academic and professional audiences.
7. Lead organizational change and continuous improvement initiatives by applying systems thinking, strategic management, and organizational development principles to address contemporary business challenges.
8. Produce and defend an original doctoral dissertation that demonstrates independent scholarly inquiry, methodological rigor, critical analysis, and a meaningful contribution to applied business knowledge and professional practice.

**Program Structure**

The Doctor of Business Administration (DBA) program articulates the advanced competencies expected of doctoral graduates by integrating scholarly inquiry, ethical leadership, innovation, and evidence-based decision-making. These competencies are embedded throughout the curriculum and assessed across courses in which candidates demonstrate their ability to synthesize theory and practice, conduct rigorous research, and address complex organizational challenges in dynamic global environments.
The curriculum is designed to ensure the progressive development of advanced business knowledge, analytical capabilities, and research competencies through the following structure:

- Core Doctoral Courses (27 credits)
- Research and Methodology Courses (24 credits)
- Dissertation Requirements (7 credits)

This curricular structure provides a balanced integration of advanced business disciplines, research methodologies, and specialized knowledge, preparing graduates to become innovative, ethical, and globally minded scholar-practitioners capable of generating new knowledge, leading organizational transformation, and creating sustainable economic and social value through research and professional practice.

**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.

## IRB

Broward International University guarantees the protection of human participants and the adherence to ethical standards in all research activities. The Institutional Review Board (IRB) serves as the administrative body responsible for ensuring compliance with the federal regulatory requirements outlined in 45 CFR 46 by reviewing, monitoring, and authorizing the implementation of research protocols involving human subjects, ensuring that risks are minimized and remain reasonable in relation to anticipated benefits. The Institutional Review Board of Broward International University promotes ethical conduct in academic research, safeguards vulnerable populations, and oversees the appropriate minimization of risks to participants.

The IRB is composed of a minimum of five members with diverse backgrounds and areas of expertise, enabling comprehensive and appropriate evaluation of studies involving human participants and their institutional, legal, scientific, and social implications. The committee's composition also includes at least one member unaffiliated with the institution and one member whose primary background is not in science. In addition, the IRB engages specialized consultants who provide expert guidance and participate, when necessary, in the review of research protocols.

## IRC

The Institutional Review Committee (IRC) is responsible for ensuring the quality, integrity, and final approval of student research projects. Once students have completed their thesis, the IRC reviews the results to verify that the study was conducted in accordance with the previously approved IRB protocol, meets academic and ethical standards, and complies with APA formatting requirements.

Upon successful review, the IRC grants formal authorization for thesis presentation (Master's level) or dissertation defense (Doctoral level). Following IRC approval, students are scheduled for their thesis presentation or dissertation defense, and upon successful completion, an official approval record is issued and processed by the Registrar.

**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 | BUS7022 | Organizational Development and Design | 3 |
| | BUS7021 | Research Methodology I | 3 |
| 3 | BUS7031 | Research Methodology II | 3 |
| | BUS7032 | Leadership, Ethics, and Corporate Governance | 3 |
| 4 | BUS7041 | Informational Technology for Managers | 3 |
| | BUS7042 | Consumer Behavior | 3 |
| 5 | BUS7051 | Doctoral Research Seminar I | 6 |
| 6 | BUS7052 | Management Finance and Control | 3 |
| | BUS7062 | Global Business Strategic Management | 3 |
| 7 | BUS7061 | Doctoral Research Seminar II | 6 |
| 8 | BUS7071 | Doctoral Research Seminar III | 6 |
| 9 | BUS7072 | Managing, Organizing, and Negotiating for Value | 3 |
| | BUS7081 | Coordinating and Managing Supply Chains | 3 |
| 10 | BUS7082 | Dissertation | 6 |
| 11 | BUS7090 | *Continuing Dissertation Services | 1 |
| TOTAL | | | 60 |

***Additional Dissertation Enrollment:** BUS7090 is not a degree requirement and is not included in the program's required credit total. Enrollment applies only when a student requires additional time to complete the dissertation after the established dissertation period. Students may re-enroll in BUS7090 in consecutive academic terms as needed until the dissertation is successfully completed and approved, provided that the student remains within the University's maximum time allowed for completion of the doctoral program.

# Doctor of Business Administration with concentration in Artificial Intelligence

(60 Graduate Level Semester Credits - Estimated Completion Time: 32 - 36 months)

## Program Description

The Doctor of Business Administration (DBA) with a Concentration in Artificial Intelligence prepares innovative, ethical, and globally minded scholar-practitioners capable of leading digital transformation and addressing complex organizational challenges in an increasingly technology-driven business environment. The program integrates advanced business knowledge with emerging artificial intelligence technologies, enabling doctoral candidates to evaluate, design, and implement AI-driven strategies that create sustainable economic and social value.

Through a flexible and research-intensive learning environment, students develop advanced competencies in analytical thinking, scholarly inquiry, and evidence-based decision-making. The curriculum emphasizes both discriminative and generative artificial intelligence, exploring their theoretical foundations, algorithms, and practical applications across diverse business contexts. Graduates are prepared to contribute original knowledge, foster innovation, and lead organizations through the opportunities and challenges associated with artificial intelligence and digital transformation.

## Program Objectives

Under the administrative responsibility of the School of Business, the Doctor of Business Administration with a Concentration in Artificial Intelligence seeks to:

- Foster innovative thinking, ethical leadership, and research excellence in the strategic application of artificial intelligence.
- Develop advanced research and analytical competencies that enable graduates to generate and apply AI-based solutions to complex organizational problems.
- Integrate theory, practice, and evidence-based decision-making to support digital transformation and organizational innovation.
- Promote the responsible and ethical use of artificial intelligence to create sustainable economic and social value.
- Prepare globally minded leaders capable of evaluating emerging technologies and responding effectively to evolving industry and workforce demands.
- Encourage the creation and dissemination of original knowledge that advances the fields of business administration and artificial intelligence.

## Program Learning Outcomes (PLOs)

Upon successful completion of the Doctor of Business Administration (DBA) with a Concentration in Artificial Intelligence, graduates will be able to:

1. Integrate advanced business theories, artificial intelligence concepts, and evidence-based frameworks to analyze and solve complex organizational challenges within dynamic and technology-driven business environments.
2. Design, conduct, and disseminate rigorous applied research using appropriate qualitative, quantitative,

mixed-methods, and AI-assisted research approaches that contribute to business scholarship and professional practice.

3. Evaluate, develop, and implement artificial intelligence strategies and data-driven solutions that enhance organizational performance, innovation, decision-making, and competitive advantage.
4. Critically assess emerging artificial intelligence technologies, including predictive, discriminative, and generative AI, to determine their strategic, operational, financial, and managerial implications for organizations.
5. Demonstrate ethical, responsible, and sustainable leadership by integrating principles of AI governance, corporate governance, transparency, privacy, security, and regulatory compliance into organizational decision-making.
6. Lead digital transformation initiatives by leveraging artificial intelligence, business analytics, and emerging technologies to improve organizational effectiveness, resilience, and long-term sustainability.
7. Communicate complex research findings and AI-driven business recommendations effectively through scholarly publications, executive presentations, and evidence-based strategic proposals for academic, professional, and industry audiences.
8. Produce and defend an original doctoral dissertation that demonstrates independent scholarly inquiry, methodological rigor, critical analysis, and a significant contribution to the advancement of business administration through the application or evaluation of artificial intelligence.

**Program Structure**

The curriculum is designed to ensure the progressive development of advanced business knowledge, analytical capabilities, artificial intelligence expertise, and research competencies through the following structure:

- Core Doctoral Courses (18 credits)
- Research and Methodology Courses (24 credits)
- Concentration Courses in Artificial Intelligence (12 credits)
- Dissertation Requirements (6 credits)

This curricular structure provides a balanced integration of advanced business disciplines, research methodologies, and specialized applications of artificial intelligence, preparing graduates to become innovative, ethical, and globally minded scholar-practitioners capable of generating original knowledge, driving digital transformation, and creating sustainable economic and social value through research, innovation, and the responsible use of emerging technologies.

**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 Research Seminar I | 6 |
| 6 | BUS7032 | Leadership, Ethics, and Corporate Governance | 3 |
| | BUS7052 | Management Finance and Control | 3 |
| 7 | BUS7061 | Doctoral Research Seminar II | 6 |
| 8 | BUS7062 | Global Business Strategic Management | 3 |
| | BUS7072 | Managing, Organizing, and Negotiating for Value | 3 |
| 9 | BUS7071 | Doctoral Research Seminar III | 6 |
| 10 | BUS7082 | Dissertation | 6 |
| 11 | BUS7090 | Continuing Dissertation Services (for those that need extra time to complete dissertation) | 1 |
| TOTAL | | | 60 |

# SCHOOL OF EDUCATION

The field of education encompasses a broad spectrum of disciplines that require professionals capable of designing, facilitating, and transforming learning experiences to address the evolving needs of individuals, organizations, and society in an increasingly digital and interconnected world. To support students in advancing their knowledge, pedagogical competencies, and professional aspirations, Broward International University offers a Master of Science in Virtual Education with specialized concentrations that enable students to tailor their learning experience to specific educational interests and career objectives, as well as a Doctor of Education in Virtual Education designed to prepare innovative, ethical, and globally minded educational leaders. Through advanced virtual methodologies and a commitment to academic excellence, the School of Education empowers professionals to foster lifelong learning, educational innovation, and meaningful social transformation.

## Mission

The School of Education at Broward International University is dedicated to preparing transformative educators, instructional designers, and educational leaders through innovative and flexible virtual learning environments. The school promotes lifelong learning, critical inquiry, creativity, and the effective integration of emerging technologies to improve teaching and learning experiences. Guided by principles of inclusion, social responsibility, and global citizenship, the school seeks to advance educational excellence and expand opportunities for diverse communities.

## Vision

To become an internationally recognized leader in virtual and innovative education, distinguished for preparing ethical and globally competent educational professionals who shape the future of learning and promote meaningful social transformation through technology, research, and human-centered educational practices.

## Academic Programs

Doctor Degree Programs

- Doctor of Education of Virtual Education
- Doctorate in Virtual Education with a Concentration in Artificial Intelligence
- Doctorate in Virtual Education with a Concentration in Leadership

Master Degree Programs

- Master of Science in Virtual Education
- Master of Science in Virtual Education with Concentration in Neuroscience and Education
- Master of Science in Virtual Education with Concentration in School Digital Transformation
- Master of Science in Virtual Education with Concentration in Artificial Intelligence
- Master of Science in Virtual Education with Concentration in Leadership and Sustainability
- Master of Science in Virtual Education with Concentration in STEM

## 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.

## Curriculum

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | VED6011 | Technology Development and Integration in Digital Learning Systems | | 3 |
| | VED6012 | Foundations of E-Learning and Digital Instruction | | 3 |
| 2 | VED6021 | Assessment Design and Evaluation in Online and Distance Education | | 3 |
| | VED6022 | Emerging Technologies and Innovation in Digital Education (*) | | 3 |
| 3 | VED6031 | Virtual Learning Platforms (*) | | 3 |
| | VED6032 | Learning Environment and Diversity | | 3 |
| 4 | VED6052 | Research Methodology | | 3 |
| | VED6041 | Curriculum Design for Online and Digital Learning | | 3 |
| 5 | VED6051 | Innovation Ecosystems in Digital Education (*) | | 3 |
| | VED6042 | Advanced Instructional Methods and Learning Technologies | | 3 |
| 6 | VED6061 | Cloud Computing Applications in Digital Education (*) | | 3 |
| | VED6062 | Thesis | VED6052 | 3 |
| (*) Courses to be replaced by the set of Concentration 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 evaluates 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 | Technology Development and Integration in Digital Learning Systems | | 3 |
| | VED6012 | Foundations of E-Learning and Digital Instruction | | 3 |
| 2 | VED6021 | Assessment Design and Evaluation in Online and Distance Education | | 3 |
| | VED6032 | Learning Environment and Diversity | | 3 |
| 3 | VNS6031 | Foundations of Educational Neuroscience (*) | | 3 |
| | VNS6032 | Cognitive Neuroscience and Education (*) | | 3 |
| 4 | VNS6041 | Neuroscience Applications to Education (*) | | 3 |
| | VED6052 | Research Methodology | | 3 |
| 5 | VED6051 | The Ecosystem of Innovation and Knowledge | | 3 |
| | VNS6042 | The Psychology of Learning and Instructional Design (*) | | 3 |
| 6 | VED6061 | Cloud Learning Environment, and Comparative Study | | 3 |
| | VED6062 | Thesis | VED6052 | 3 |
| (*) Courses replacing the set of Concentration 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 | Technology Development and Integration in Digital Learning Systems | | 3 |
| | VED6012 | Foundations of E-Learning and Digital Instruction | | 3 |
| 2 | VED6021 | Assessment Design and Evaluation in Online and Distance Education | | 3 |
| | VED6032 | Learning Environment and Diversity | | 3 |
| 3 | VDT6031 | Introduction to Digital Transformation (*) | | 3 |
| | VDT6032 | Digital Technologies and their Business Functions (*) | | 3 |
| 4 | VED6051 | The Ecosystem of Innovation and Knowledge | | 3 |
| | VED6052 | Research Methodology | | 3 |
| 5 | VDT6041 | Strategic Planning for Digital Transformation in Educational Institutions (*) | | 3 |
| | VDT6042 | Implementation and Change Management in School Digital Transformation (*) | VDT6041 | 3 |
| 6 | VED6061 | Cloud Learning Environment, and Comparative Study | | 3 |
| | VED6062 | Thesis | VED6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MS in Virtual Education. | | | Total | 36 |

## MS in Virtual Education with Concentration in 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.

### Curriculum

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | VED6011 | Technology Development and Integration in Digital Learning Systems | | 3 |
| | VED6012 | Foundations of E-Learning and Digital Instruction | | 3 |
| 2 | VED6021 | Assessment Design and Evaluation in Online and Distance Education | | 3 |
| | VED6032 | Learning Environment and Diversity | | 3 |
| 3 | VIA6031 | Introduction to Artificial Intelligence in Education (*) | | 3 |
| | VIA6032 | Instructional Design and Artificial Intelligence Applications (*) | | 3 |
| 4 | VIA6041 | Institutional implementation of AI in Education (*) | | 3 |
| | VED6052 | Research Methodology | | 3 |
| 5 | VED6051 | The Ecosystem of Innovation and Knowledge | | 3 |
| | VIA6042 | Data-Driven Decision Making in Educational Institutions (*) | | 3 |
| 6 | VED6061 | Cloud Learning Environment, and Comparative Study | | 3 |
| | VED6062 | Thesis | VED6052 | 3 |
| (*) Courses replacing the set of Concentration 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.

### Curriculum

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | VED6011 | Technology Development and Integration in Digital Learning Systems | | 3 |
| | VED6012 | Foundations of E-Learning and Digital Instruction | | 3 |
| 2 | VED6021 | Assessment Design and Evaluation in Online and Distance Education | | 3 |
| | VED6032 | Learning Environment and Diversity | | 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 (*) | | 3 |
| | VED6052 | Research Methodology | | 3 |
| 5 | VED6051 | The Ecosystem of Innovation and Knowledge | | 3 |
| | VLO6042 | Personal Development and Organizational Responsibility in Educational Leadership (*) | | 3 |
| 6 | VED6061 | Cloud Learning Environment, and Comparative Study | | 3 |
| | VED6062 | Thesis | VED6052 | 3 |
| (*) Courses replacing the set of Concentration 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 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.

### Curriculum

| ACADEMIC PERIOD | CODE | COURSE NAME | PRE-REQUISITES | C/H |
|---|---|---|---|---|
| 1 | VED6011 | Technology Development and Integration in Digital Learning Systems | | 3 |
| | VED6012 | Foundations of E-Learning and Digital Instruction | | 3 |
| 2 | VED6021 | Assessment Design and Evaluation in Online and Distance Education | | 3 |
| | VED6032 | Learning Environment and Diversity | | 3 |
| 3 | VST6031 | Fundamentals of STEM Education (*) | | 3 |
| | VST6032 | Innovative Digital Methodologies in STEM Education (*) | | 3 |
| 4 | VED6051 | The Ecosystem of Innovation and Knowledge | | 3 |
| | VED6052 | Research Methodology | | 3 |
| 5 | VST6041 | Effective STEM-STEAM Strategies for Virtual Education (*) | | 3 |
| | VST6042 | Design and Development of STEM Educational Products and Programs (*) | | 3 |
| 6 | VED6061 | Cloud Learning Environment, And Comparative Study | | 3 |
| | VED6062 | Thesis | VED6052 | 3 |
| (*) Courses replacing the set of Concentration courses related to the standard MS in Virtual Education. | | | Total | 36 |

## Doctor of Education in Virtual Education (EdD)

(60 Graduate Level Semester Credits - Estimated Completion Time: 32 – 36 months)

### Program Description

The Doctor of Education (EdD) in Virtual Education is an advanced professional doctorate designed to prepare transformative educators, instructional designers, and educational leaders for the challenges and opportunities of an increasingly digital and interconnected world. Through innovative and flexible virtual learning environments, the program integrates advanced theories of learning, emerging technologies, research methodologies, and human-centered educational practices to promote educational excellence and meaningful social impact.

The program emphasizes the application of research to professional practice and the development of innovative solutions that address contemporary issues in virtual education. Students engage in scholarly inquiry, critical reflection, and authentic learning experiences that foster creativity, inclusion, global citizenship, and continuous improvement. Through the integration of theory, research, and practice, graduates are prepared to lead educational transformation and contribute to the advancement of virtual and innovative education in diverse contexts.

### Program Objective

Consistent with the mission of the School of Education, the Doctor of Education (EdD) in Virtual Education is designed to prepare innovative, ethical, and globally minded educational leaders capable of advancing the theory and practice of virtual education through research, technology integration, and human-centered approaches to teaching and learning. The program seeks to develop advanced competencies in educational leadership, critical inquiry, instructional innovation, and evidence-based decision-making while fostering socially responsible practice, multicultural awareness, and a commitment to lifelong learning and meaningful social transformation.

### Program Learning Outcomes

Upon successful completion of the Doctor of Education (EdD) in Virtual Education, graduates will be able to:

1. Integrate advanced educational theories, instructional design principles, and emerging technologies to develop innovative, inclusive, and human-centered virtual learning environments that enhance educational quality and learner success.
2. Design, conduct, and disseminate rigorous applied educational research using appropriate qualitative, quantitative, and mixed research methodologies to address complex challenges in virtual education and contribute to professional practice.
3. Evaluate and implement evidence-based educational innovations that leverage digital technologies, learning analytics, artificial intelligence, cloud computing, and instructional technologies to improve teaching, learning, and institutional effectiveness.
4. Demonstrate transformative educational leadership by promoting strategic planning, organizational change, collaboration, and continuous improvement within virtual and

technology-enhanced educational environments.

5. Apply ethical, legal, and socially responsible principles related to accessibility, intellectual property, digital citizenship, data privacy, academic integrity, and equitable access in virtual education.
6. Lead the design, implementation, and evaluation of innovative virtual education initiatives that respond to diverse learner needs, global educational trends, and evolving workforce demands.
7. Communicate scholarly and professional knowledge effectively through academic writing, research dissemination, instructional design projects, policy recommendations, and professional presentations for diverse educational audiences.
8. Produce and defend an original doctoral dissertation that demonstrates independent scholarly inquiry, methodological rigor, critical analysis, and a significant contribution to the advancement of virtual education theory and professional practice.

**Program Structure**

Research serves as the cross-cutting component of the Doctor of Education in Virtual Education program. The curriculum is designed to ensure the progressive development of advanced educational knowledge, leadership capabilities, and research competencies through the following structure:

- Core Doctoral Courses: 30 Credits
- Research and Methodology Courses: 24 Credits
- Dissertation Requirements: 6 Credits

This curricular structure provides a balanced integration of advanced educational theories, research methodologies, technological innovation, and professional practice, preparing graduates to become innovative, ethical, and globally minded educational leaders capable of generating new knowledge and promoting meaningful educational and social transformation.

**Dissertation**

The dissertation represents the culminating scholarly experience of the EdD program and provides students with the opportunity to investigate and address significant issues in virtual education through original research. Under the guidance of the Dissertation Committee, students synthesize theory, research, and professional practice to generate knowledge that contributes to the advancement of teaching, learning, and educational innovation.

Upon completion of the dissertation, students submit the final manuscript to the Dissertation Committee for evaluation. Following approval, candidates defend their research through a virtual oral presentation. Successful completion of the dissertation and defense demonstrates the student's ability to conduct independent research and apply evidence-based solutions to contemporary educational challenges.

## IRB

Broward International University guarantees the protection of human participants and the adherence to ethical standards in all research activities. The Institutional Review Board (IRB) serves as the administrative body responsible for ensuring compliance with the federal regulatory requirements outlined in 45 CFR 46 by reviewing, monitoring, and authorizing the implementation of research protocols involving human subjects, ensuring that risks are minimized and remain reasonable in relation to anticipated benefits. The Institutional Review Board of Broward International University promotes ethical conduct in academic research, safeguards vulnerable populations, and oversees the appropriate minimization of risks to participants. The IRB is composed of a minimum of five members with diverse backgrounds and areas of expertise, enabling comprehensive and appropriate evaluation of studies involving human participants and their institutional, legal, scientific, and social implications. The committee's composition also includes at least one member unaffiliated with the institution and one member whose primary background is not in science. In addition, the IRB engages specialized consultants who provide expert guidance and participate, when necessary, in the review of research protocols.

## IRC

The Institutional Review Committee (IRC) is responsible for ensuring the quality, integrity, and final approval of student research projects. Once students have completed their thesis, the IRC reviews the results to verify that the study was conducted in accordance with the previously approved IRB protocol, meets academic and ethical standards, and complies with APA formatting requirements. Upon successful review, the IRC grants formal authorization for thesis presentation (Master's level) or dissertation defense (Doctoral level). Following IRC approval, students are scheduled for their thesis presentation or dissertation defense, and upon successful completion, an official approval record is issued and processed by the Registrar.

## Graduate Profile

Graduates of the Doctor of Education (EdD) in Virtual Education are prepared to serve as innovative, ethical, and globally minded educational leaders capable of transforming teaching and learning through research, technology, and human-centered practices. They possess advanced competencies in virtual education, instructional design, educational leadership, emerging technologies, and scholarly inquiry, enabling them to develop evidence-based solutions to complex educational challenges.

Graduates demonstrate critical thinking, creativity, research capabilities, and a commitment to inclusion, social responsibility, and global citizenship. They are equipped to lead educational institutions, design innovative learning environments, influence policy and practice, and generate new knowledge that contributes to lifelong learning and meaningful social transformation in an increasingly digital and interconnected world

## 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 Research Seminar I | 6 |
| 6 | VED7061 | Copyrights and Ethics in Virtual Education | 3 |
| | VED7062 | International Teams – Institutions Strategic Agreements | 3 |
| 7 | VED7071 | Doctoral Research Seminar II | 6 |
| 8 | VED7081 | Evaluation in Virtual Education | 3 |
| | VED7082 | Perspectives in Instructional Technology and Distance Education | 3 |
| 9 | VED7091 | Doctoral Research Seminar III | 6 |
| 10 | VED7101 | Dissertation | 6 |
| 11 | VED7190 | *Continuing Dissertation Services | 1 |
| TOTAL | | | 60 |

***Additional Dissertation Enrollment:** VED7190 is not a degree requirement and is not included in the program's required credit total. Enrollment applies only when a student requires additional time to complete the dissertation after the established dissertation period. Students may re-enroll in consecutive academic terms as needed until the dissertation is successfully completed and approved**,** provided that the student remains within the University's maximum time allowed for completion of the doctoral program.

# Doctor of Education in Virtual Education Concentration in Artificial Intelligence

(60 Graduate Level Semester Credits - Estimated Completion Time: 32 -36 months)

## Program Description

The Doctor of Education in Virtual Education with a Concentration in Artificial Intelligence is an advanced academic program designed to prepare scholar-practitioners, instructional designers, and educational leaders capable of leading innovation and transformation in contemporary learning environments through the ethical and responsible integration of artificial intelligence and emerging technologies.

Responding to the growing demand for flexible, inclusive, and technology-enhanced educational systems, the program provides a comprehensive foundation in virtual education, instructional innovation, educational leadership, and applied research. Students develop advanced competencies to design, implement, and evaluate innovative learning experiences that foster lifelong learning, critical inquiry, creativity, and evidence-based decision-making.

The program emphasizes human-centered educational practices, social responsibility, and global citizenship while promoting the effective use of artificial intelligence to personalize learning, improve educational quality, optimize institutional processes, and expand access to education. Through interdisciplinary perspectives and research-driven approaches, graduates are prepared to address the opportunities and challenges associated with digital transformation in education and contribute to meaningful social change in diverse local and global contexts.

## Program Objective

The Doctor of Education in Virtual Education with a Concentration in Artificial Intelligence aims to prepare innovative and transformative educational leaders capable of advancing teaching, learning, and institutional effectiveness through the ethical and responsible integration of artificial intelligence and emerging technologies. Graduates will be equipped to conduct applied research, foster lifelong learning, promote inclusion and global citizenship, and contribute to meaningful social transformation through human-centered educational practices and evidence-based decision-making.

## Program Learning Outcomes

Upon successful completion of the Doctor of Education (EdD) in Virtual Education with a Concentration in Artificial Intelligence, graduates will be able to:

1. Integrate advanced educational theories, instructional design principles, artificial intelligence, emerging technologies to create innovative, inclusive, and human-centered virtual learning environments that enhance educational quality and learner success.
2. Design, conduct, and disseminate rigorous applied educational research using qualitative, quantitative, mixed-methods, and learning analytics approaches to address complex challenges in virtual education and artificial intelligence.

3. Evaluate, implement, and lead the responsible integration of artificial intelligence technologies to personalize learning, improve instructional effectiveness, optimize institutional processes, and support evidence-based educational decision-making.
4. Demonstrate transformative educational leadership by leading digital transformation initiatives, organizational innovation, and strategic change through the ethical application of artificial intelligence in educational institutions.
5. Apply ethical, legal, and socially responsible principles related to artificial intelligence, accessibility, intellectual property, digital citizenship, privacy, data governance, academic integrity, and equitable access to education.
6. Develop and evaluate innovative educational ecosystems that integrate artificial intelligence, instructional technologies, learning analytics, and human-centered pedagogies to improve teaching, learning, and institutional effectiveness.
7. Communicate scholarly and professional knowledge effectively through academic publications, instructional innovation projects, policy recommendations, research dissemination, and professional presentations for diverse educational audiences.
8. Produce and defend an original doctoral dissertation that demonstrates independent scholarly inquiry, methodological rigor, critical analysis, and a significant contribution to the advancement of virtual education and the responsible application of artificial intelligence in education.

**Program Structure**

The curriculum is designed to ensure the progressive development of advanced knowledge in virtual education, research competencies, leadership capabilities, and specialized applications of artificial intelligence through the following structure:

- Core Doctoral Courses: 18 Credits
- Artificial Intelligence Concentration: 12 Credits
- Research and Methodology Courses: 24 Credits
- Dissertation Requirements: 6 Credits

Research serves as a cross-cutting component throughout the program. Students progressively develop their scholarly and methodological competencies through research courses, doctoral seminars, and the completion of a doctoral dissertation. The dissertation represents the culminating scholarly experience and enables candidates to investigate significant issues related to virtual education and artificial intelligence while contributing original knowledge to the field.

**Graduate Profile**

Graduates of the Doctor of Education (EdD) in Virtual Education with a Concentration in Artificial Intelligence are prepared to serve as innovative, ethical, and globally minded educational leaders capable of transforming teaching, learning, and institutional practices through research, technology, and human-centered approaches. They possess advanced competencies in virtual education, instructional design, educational leadership, artificial intelligence applications, learning analytics, emerging technologies, and scholarly inquiry, enabling them to develop evidence-based solutions to complex educational challenges.

Graduates demonstrate critical thinking, creativity, research capabilities, and a commitment to inclusion, social responsibility, and global citizenship. They are equipped to design and lead innovative virtual learning environments, integrate artificial intelligence ethically and responsibly, optimize educational processes through data-informed decision-making, and influence educational policy and practice. Through leadership, research, and professional practice, graduates contribute to the generation of new knowledge, the advancement of lifelong learning, and meaningful social transformation in an increasingly digital, intelligent, and interconnected world.

**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 Research Seminar I | 6 |
| 6 | VED7012 | E-Literacy and E-Learning | 3 |
| | VED7032 | Global Curriculum Design | 3 |
| 7 | VED7071 | Doctoral Research Seminar II | 6 |
| 8 | VED7081 | Evaluation in Virtual Education | 3 |
| | VED7042 | Cloud Computing in Education | 3 |
| 9 | VED7091 | Doctoral Research Seminar III | 6 |
| 10 | VED7101 | Dissertation | 6 |
| 11 | VED7190 | Continuing Dissertation Services (for those students that need extra time to finish dissertation) | 1 |
| TOTAL | | | 60 |

# Doctor of Education in Virtual Education Concentration in Leadership (EdD)

(60 Graduate Level Semester Credits - Estimated Completion Time: 32-36 months)

## Program Description

The Doctor of Education in Virtual Education with a Concentration in Leadership is designed to prepare scholar-practitioners, educational leaders, and researchers capable of leading and transforming learning environments in an increasingly digital, interconnected, and rapidly evolving world. The program provides an advanced and interdisciplinary approach to educational leadership, integrating contemporary theories of leadership, change management, emotional intelligence, sustainability, and emerging technologies within virtual learning environments.

Grounded in the principles of lifelong learning, critical inquiry, creativity, and social responsibility, the program equips students with the knowledge and competencies necessary to address the challenges and opportunities associated with educational transformation in the Fourth Industrial Revolution. Students develop innovative and evidence-based approaches to enhance educational quality, promote accessibility and inclusion, and foster meaningful learning experiences in diverse contexts.

Through advanced scholarship, applied research, and human-centered educational practices, graduates are prepared to assume leadership roles in educational institutions, international organizations, and the educational technology sector, contributing to sustainable development and meaningful social transformation at local and global levels.

## Program Objective

The Doctor of Education in Virtual Education with a Concentration in Leadership aims to prepare innovative and transformative educational leaders capable of advancing teaching, learning, and institutional effectiveness through ethical leadership, strategic decision-making, and evidence-based practices. Graduates will be equipped to conduct applied research, foster lifelong learning, promote inclusion and global citizenship, and lead organizational and educational transformation through human-centered educational practices and responsible innovation.

## Program Learning Outcomes

Upon successful completion of the Doctor of Education (EdD) in Virtual Education with a Concentration in Leadership, graduates will be able to:

1. Integrate advanced educational theories, leadership frameworks, and emerging technologies to design and lead innovative, inclusive, and human-centered virtual learning environments that improve educational quality and learner success.
2. Design, conduct, and disseminate rigorous applied educational research using qualitative, quantitative, and mixed research methodologies to address complex challenges in educational leadership and virtual education.
3. Lead strategic educational transformation initiatives by applying evidence-based leadership practices, organizational development principles, and change management strategies to improve institutional effectiveness and educational outcomes.

4. Evaluate and implement innovative educational policies, programs, and organizational strategies that foster continuous improvement, quality assurance, sustainability, and lifelong learning in diverse educational contexts.
5. Demonstrate ethical, inclusive, and socially responsible educational leadership by integrating principles of equity, accessibility, diversity, global citizenship, digital responsibility, and organizational governance into educational decision-making.
6. Develop collaborative leadership models that promote interdisciplinary teamwork, strategic partnerships, emotional intelligence, and stakeholder engagement to strengthen educational organizations and learning communities.
7. Communicate scholarly and professional knowledge effectively through academic writing, policy development, research dissemination, strategic planning, and professional presentations for diverse educational audiences.
8. Produce and defend an original doctoral dissertation that demonstrates independent scholarly inquiry, methodological rigor, critical analysis, and a significant contribution to the advancement of educational leadership and virtual education.

**Program Structure**

The curriculum is designed to ensure the progressive development of advanced knowledge in virtual education, leadership competencies, research capabilities, and organizational transformation through the following structure:

- Core Doctoral Courses: 18 Credits
- Leadership Concentration: 12 Credits
- Research and Methodology Courses: 24 Credits
- Dissertation Requirements: 6 Credits

Research serves as a cross-cutting component throughout the program. Students progressively develop their scholarly and methodological competencies through research courses, doctoral seminars, and the completion of a doctoral dissertation. The dissertation represents the culminating scholarly experience and enables candidates to investigate significant issues related to educational leadership and virtual education while contributing original knowledge to the field.

**Graduate Profile**

Graduates of the Doctor of Education (EdD) in Virtual Education with a Concentration in Leadership are prepared to serve as innovative, ethical, and globally minded educational leaders capable of transforming teaching, learning, and institutional practices through research, leadership, and human-centered approaches. They possess advanced competencies in virtual education, instructional design, educational leadership, organizational change, emotional intelligence, sustainability, and scholarly inquiry, enabling them to develop evidence-based solutions to complex educational challenges.

Graduates demonstrate critical thinking, creativity, research capabilities, and a commitment to inclusion, social responsibility, and global citizenship. They are equipped to lead educational

institutions and organizations, design and implement innovative strategies for organizational development and change, foster collaborative cultures, and influence educational policy and practice. Through leadership, research, and professional practice, graduates contribute to the generation of new knowledge, the advancement of lifelong learning, and meaningful social transformation in an increasingly digital and interconnected world.

**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 Research Seminar I | 6 |
| 6 | VED7061 | Copyright and Ethics in Virtual Education | 3 |
| | VED7062 | International Teams – Strategic Agreements between Institutions | 3 |
| 7 | VED7071 | Doctoral Research Seminar II | 6 |
| 8 | VED7081 | Evaluation in Virtual Education | 3 |
| | VED7082 | Perspectives on Instructional Technology and Distance Education | 3 |
| 9 | VED7091 | Doctoral Research Seminar III | 6 |
| 10 | VED7101 | Dissertation | 6 |
| 11 | VED7190 | Continuing Dissertation Services (for those students that need extra time to finish dissertation) | 1 |
| TOTAL | | | 60 |

# SCHOOL OF ENGINEERING

The field of engineering encompasses a broad range of disciplines that require professionals capable of designing innovative technological solutions to address complex challenges in an increasingly interconnected and digital world. To support students in advancing their knowledge, technical expertise, and professional aspirations, Broward International University offers a Master of Science in Computer Software Engineering with specialized concentrations that enable students to tailor their learning experience to specific areas of interest and emerging industry demands. Through a combination of advanced theory, project-based learning, and flexible virtual methodologies, the School of Engineering prepares innovative, ethical, and globally minded professionals who are equipped to drive technological advancement, digital transformation, and sustainable development in diverse professional settings.

### Mission

To be recognized worldwide as a leading school of engineering and technology distinguished by academic excellence, innovation, and the preparation of globally competent professionals who drive digital transformation, scientific progress, and sustainable solutions that positively impact society.

### Vision

To be recognized worldwide as a leading school of engineering and technology, distinguished by academic excellence, innovation, and the preparation of globally competent professionals who drive digital transformation, scientific progress, and sustainable solutions for the benefit of society.

# ACADEMIC PROGRAMS

# MASTER DEGREE PROGRAMS

- Master of Science in Computer Software Engineering
- Master of Science in Computer Software Engineering with Concentration in Artificial Intelligence

## Master of Science in Computer Software Engineering (MSCSE)

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

### Program Description

The Master of Science in Computer Software Engineering is designed to prepare innovative, ethical, and globally minded professionals capable of designing, developing, and managing advanced software solutions to address complex technological challenges in an increasingly interconnected and digital world. The program provides students with a strong foundation in software engineering principles, emerging technologies, and project-based learning methodologies that promote technical excellence, collaboration, and professional growth.

Grounded in contemporary software development practices, the curriculum emphasizes the integration of software design, development, testing, quality assurance, and implementation processes while fostering analytical thinking, creativity, and innovation. Through collaborative and experiential learning environments, students gain practical experience in solving real-world problems and working effectively across diverse teams and cultural contexts.

The program promotes the development of globally competent professionals committed to technological advancement, digital transformation, and sustainable solutions that positively impact organizations and society. Graduates are prepared to contribute to the software engineering profession through technical expertise, leadership, and lifelong learning in a rapidly evolving technological landscape.

### Program Objective

The Master of Science in Computer Software Engineering aims to prepare highly qualified professionals with advanced knowledge and technical competencies in software engineering, enabling them to design, develop, implement, and manage innovative software solutions. Through project-based learning and applied experiences, graduates are equipped to address complex engineering challenges, drive digital transformation, and contribute to scientific progress and sustainable technological development in diverse professional settings.

### Program Learning Outcomes

Upon successful completion of the Master of Science in Computer Software Engineering (MSCSE), graduates will be able to:

1. Apply advanced software engineering principles, methodologies, and technologies to design, develop, test, deploy, and maintain secure, scalable, and high-quality software systems that address complex organizational and societal needs.
2. Analyze complex software engineering problems using computational thinking, systems analysis, software architecture, and evidence-based decision-making to develop effective and innovative technological solutions.
3. Design and implement modern software solutions by integrating software architecture, cloud

computing, artificial intelligence, cybersecurity, DevOps, software quality assurance, and emerging technologies throughout the software development lifecycle.

4. Evaluate software systems and engineering processes using appropriate testing strategies, quality assurance practices, performance metrics, and continuous improvement methodologies to ensure reliability, maintainability, and security.
5. Demonstrate ethical and professional responsibility by applying principles of software engineering ethics, cybersecurity, privacy, intellectual property, sustainability, accessibility, and regulatory compliance in professional practice.
6. Conduct applied research and software engineering projects using appropriate research methodologies, engineering practices, and data analysis techniques to investigate technological challenges and develop evidence-based solutions.
7. Communicate technical concepts, software designs, and engineering solutions effectively through professional documentation, technical reports, software demonstrations, project presentations, and collaboration with multidisciplinary stakeholders.
8. Lead software engineering projects and multidisciplinary teams by integrating project management, innovation, emerging technologies, global collaboration, and lifelong learning to support digital transformation and sustainable technological advancement.

**Program Structure**

The curriculum is designed to ensure the progressive development of advanced technical knowledge, analytical capabilities, and professional competencies through the following structure:

- Core Courses in Computer Software Engineering (27 Credits)
- Project-Based Learning Experiences (3 Credits)
- Research and Methodology Courses (6 Credits)

Throughout the program, students develop competencies in software architecture, programming, systems analysis and design, software quality assurance, project management, and emerging technologies. Project-based learning serves as a cross-cutting component, enabling students to apply theoretical knowledge to real-world scenarios while strengthening collaboration, problem-solving, and innovation skills.

**Graduate Profile**

Graduates of the Master of Science in Computer Software Engineering are prepared to serve as innovative, ethical, and globally minded professionals capable of designing, developing, and managing software systems that address complex technological challenges. They possess advanced competencies in software engineering, systems analysis and design, software architecture, quality assurance, project management, and emerging technologies, enabling them to deliver effective and sustainable technological solutions.

Graduates demonstrate analytical thinking, creativity, technical expertise, and a commitment to lifelong learning and professional excellence. They are equipped to collaborate effectively in multidisciplinary and multicultural environments, lead software development initiatives, and contribute to digital transformation and scientific progress. Through professional practice and continuous

innovation, graduates support the development of sustainable solutions that positively impact organizations and society in an increasingly digital and interconnected world.

**Curriculum**

| ACADEMIC PERIOD | CODE | COURSE NAME | C/H |
|---|---|---|---|
| 1 | CSE6011 | Advanced Computer Structures | 3 |
| | CSE6012 | Aspects of Emerging computing | 3 |
| 2 | CSE6021 | Innovative systems analysis and design | 3 |
| | CSE6022 | Engineering modern software systems * | 3 |
| 3 | CSE6031 | Strategic IT Project Management * | 3 |
| | CSE6032 | Management of QA and Software Testing * | 3 |
| 4 | CSE6051 | Research Methodology | 3 |
| | CSE6042 | Next-Gen Web Development | 3 |
| 5 | CSE6041 | Fundamentals of the new Object-Oriented Programming * | 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 Concentration courses related to the standard MS in Computer Software Engineering. | | Total | 36 |

## Master of Science in Computer Software Engineering with a Concentration in Artificial Intelligence (MSCSE-AI)

(36 Graduate Level Semester Credits - Estimated Completion Time: 16 – 20 months)

### Program Description

The Master of Science in Computer Software Engineering with a Concentration in Artificial Intelligence is designed to prepare innovative, ethical, and globally minded professionals capable of developing intelligent software solutions to address complex technological challenges in an increasingly interconnected and digital world. The program combines advanced principles of software engineering with specialized knowledge in artificial intelligence, enabling students to design, implement, and manage intelligent systems that drive technological advancement and digital transformation.

Grounded in project-based learning and contemporary engineering practices, the program provides students with advanced competencies in software development, machine learning, intelligent systems, data-driven technologies, and emerging applications of artificial intelligence. Through collaborative and experiential learning environments, students develop analytical thinking, creativity, and problem-solving skills while gaining practical experience in real-world scenarios.

The program promotes the development of globally competent professionals committed to scientific progress, innovation, and sustainable technological solutions that positively impact organizations and society. Graduates are prepared to contribute to the advancement of artificial intelligence and software engineering through technical expertise, leadership, and lifelong learning in a rapidly evolving technological landscape.

### Program Objective

The Master of Science in Computer Software Engineering with a Concentration in Artificial Intelligence aims to prepare highly qualified professionals with advanced knowledge and technical competencies in software engineering and artificial intelligence. Graduates are equipped to design, develop, implement, and manage intelligent software solutions and lead complex projects that leverage emerging technologies to drive innovation, digital transformation, and sustainable technological development in diverse professional settings.

### Program Learning Outcomes

Upon successful completion of the Master of Science in Computer Software Engineering with a Concentration in Artificial Intelligence (MSCSE-AI), graduates will be able to:

1. Apply advanced software engineering principles and artificial intelligence techniques to design, develop, deploy, and maintain intelligent, scalable, secure, and high-quality software systems that address complex technological and organizational challenges.
2. Analyze complex engineering problems using computational thinking, machine learning, data analytics,

intelligent algorithms, and evidence-based decision-making to develop innovative software solutions.

3. Design and implement artificial intelligence applications by integrating machine learning, deep learning, intelligent automation, generative AI, natural language processing, computer vision, and emerging technologies within modern software engineering practices.
4. Evaluate intelligent software systems using appropriate validation methods, software testing, model evaluation metrics, quality assurance practices, cybersecurity principles, and responsible AI frameworks to ensure reliability, fairness, transparency, and performance.
5. Demonstrate ethical and professional responsibility by applying principles of responsible artificial intelligence, software engineering ethics, cybersecurity, privacy, data governance, intellectual property, sustainability, and regulatory compliance throughout the software development lifecycle.
6. Conduct applied research and software engineering projects using scientific methods, engineering methodologies, data-driven experimentation, and artificial intelligence techniques to investigate complex technological challenges and develop evidence-based solutions.
7. Communicate technical concepts, intelligent system architectures, and AI-driven software solutions effectively through professional documentation, technical reports, software demonstrations, research publications, and collaboration with multidisciplinary stakeholders.
8. Lead multidisciplinary software engineering and artificial intelligence initiatives by integrating project management, innovation, cloud computing, DevSecOps, emerging technologies, and lifelong learning to support digital transformation and sustainable technological advancement.

**Program Structure**

The curriculum is designed to ensure the progressive development of advanced technical knowledge, analytical capabilities, and specialized competencies in artificial intelligence through the following structure:

- Core Courses in Computer Software Engineering (18 Credits)
- Artificial Intelligence Concentration Courses (12 Credits)
- Research and Methodology Courses (6 Credits)

Throughout the program, students develop competencies in software architecture, intelligent systems, machine learning, data analytics, software quality assurance, and emerging technologies. Project-based learning serves as a cross-cutting component, enabling students to apply theoretical knowledge to real-world scenarios while strengthening collaboration, innovation, and problem-solving skills.

**Graduate Profile**

Graduates of the Master of Science in Computer Software Engineering with a Concentration in Artificial Intelligence are prepared to serve as innovative, ethical, and globally minded professionals capable of designing, developing, and managing intelligent software systems that address complex technological challenges. They possess advanced competencies in software engineering, artificial intelligence, machine learning, intelligent systems, data analytics, software architecture, and emerging technologies, enabling them to create effective and sustainable technological solutions.

Graduates demonstrate analytical thinking, creativity, technical expertise, and a commitment to lifelong learning and professional excellence. They are equipped to lead interdisciplinary projects,

collaborate effectively in multicultural environments, and leverage artificial intelligence to drive innovation and digital transformation. Through professional practice and continuous innovation, graduates contribute to scientific progress and the development of sustainable solutions that positively impact organizations and society in an increasingly intelligent and interconnected world.

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 | | 3 |
| | CSE6022 | Software Engineering: Advances and Trends | | 3 |
| 3 | CIA6031 | Artificial Intelligence for Digital Transformation (*) | | 3 |
| | CIA6032 | No-Code and Low-Code Platforms for Business Process Optimization (*) | | 3 |
| 4 | CSE6051 | Research Methodology | | 3 |
| | CIA6042 | Integrative Project: Applied Artificial Intelligence in Enterprise Systems (*) | | 3 |
| 5 | CIA6041 | AI Systems and Enterprise Data Architecture (*) | | 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 Concentration courses related to the standard MS in Computer Software Engineering. | | | Total | 36 |

# Course Descriptions

# School of Business Administration

## Associate in Science in Business Administration (AS)

Course descriptions are organized below by general education and business major requirements.

**General Education Requirements (15 Semester Credit Hours)**

**ABA4011 – English Composition I (3 Credits) — Communications**

This English course is the first Lower-level General Education requirement, which belongs to the "Communication" broad liberal arts discipline area. In this course, emphasis is placed on the grammatical rules; structure of a sentence; common types 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 placed on the appropriate usage of Standard American English and Writing. To successfully complete this course, students must write essays with a combined minimum of 5,000 words and earn a course grade of at least C.

**ABA4012 – College Algebra (3 Credits) — 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) — 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 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 stated writing requirement.

**ABA4023 – Business Calculus (3 Credits) — 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 placed on the application of differential and integral calculus to business and economics. To successfully complete this course, students must earn a course grade of at least C.

**ABA4041 – Principles of Economics I (3 Credits) — 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 Credit 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 reviewed. 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 are 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's 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 placed 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 organizational 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 analyze international trade, how uncertainty affects 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 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, accounts receivable, 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's 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, fixed 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 roles 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 estate); 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.

# Bachelor in Business Administration (BBA)

Course descriptions are organized below by general education and business major requirements.

**General Education Requirements (45 Semester Credit Hours)**

**BBA5011 – English Composition I (3 Credits) — Communications**

This English course is the first Lower-level General Education requirement, which belongs to the "Communication" broad liberal arts discipline area. In this course, emphasis is placed on the grammatical rules; structure of a sentence; common types 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 placed on the appropriate usage of Standard American English and Writing. To successfully complete this course, students must write essays with a combined minimum of 5,000 words and earn a course grade of at least C.

**BBA5012 – College Algebra (3 Credits) — 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.

**BBA5022 – English Composition II (3 Credits) — 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 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 stated writing requirement.

**BBA5023 – Business Calculus (3 Credits) — 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 placed on the application of differential and integral calculus to business

and economics. To successfully complete this course, students must earn a course grade of at least C.

**BBA5062 – Principles of Economics I (3 Credits) — 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.

**BBA5031 – Introduction to Statistics (3 Credits) — Mathematics**

This course is designed as an introduction to the fundamental concepts of descriptive and inferential statistics, and statistical methods of solving problems by interpreting results. Emphasis is placed on designing methodology for data gathering, statistical data analysis, interpretation of data analysis results, and drawing conclusions from such interpretation, aiming to solve typical business problems. The statistical concepts covered include methods for collecting data samples that are representative of the population under study, probability, properties of probability, probability distribution, testing hypothesis, estimation, confidence interval, linear regression, and correlation among others. To successfully complete this course, students must earn a course grade of at least C.

**BBA5013 – Occupational Psychology (3 Credits) — Social and Behavioral Sciences**

This is a foundational course designed to provide students with a comprehensive understanding of psychological principles and their application in both social and organizational contexts. The course introduces students to key theories and concepts in psychology, including behaviorism, cognitive psychology, humanistic psychology, and organizational psychology. Students will explore how these theories apply to human behavior in workplaces, team dynamics, leadership, motivation, and employee well-being. By understanding these psychological frameworks, students will be able to analyze and interpret human behavior in both personal and professional settings. To successfully complete this course, students must earn a course grade of at least C.

**BBA5021 – Diversity and Global Inclusion (3 Credits) — Social and Behavioral Sciences**

This course is designed to introduce students to the core concepts of diversity, equity, and inclusion and examine their importance in today's globalized world. By studying these topics, students will gain a deeper understanding of cultural differences, social identities, and their influence on organizations and societies. The course will explore key theories, such as intersectionality, critical race theory, and social justice frameworks, helping students analyze and interpret various global inclusion challenges. To successfully complete this course, students must earn a course grade of at least "C."

**BBA5033 – Semiotics and Philosophy (3 Credits) — Social and Behavioral Sciences**

This course provides an overview of the key concepts and methods of philosophy, focusing on the role of signs, symbols, and meaning in communication and human behavior. This course explores the philosophical underpinnings of semiotics, examining how signs and symbols influence perception, decision-making, and organizational dynamics. Students will delve into major philosophical themes, such as epistemology (the theory of knowledge), ethics (the concepts of right and wrong), and metaphysics (the nature of reality and being) with a focus on their relevance in business and management. By applying these philosophical frameworks, students will enhance their critical thinking and analytical skills to better understand communication processes, branding, and consumer behavior in a globalized business environment. To successfully complete this course, students must earn a course grade of at least C.

**BBA5041 – Introduction to Ethics (3 Credits) — Social and Behavioral Sciences**

Introduction to Ethics is an essential course designed to introduce students to the fundamental principles and theories of moral philosophy. The course aims to foster critical thinking and ethical reasoning skills, enabling students to analyze and engage with complex ethical dilemmas they may encounter in various personal, professional, and societal contexts. Students will be exposed to major ethical theories, such as consequentialism, deontology, virtue ethics, and relativism. Understanding these theories will provide a foundation for evaluating and comparing different ethical frameworks. The course will explore how ethical theories are practically applied to various contemporary issues, including environmental ethics, biomedical ethics, business ethics, and social justice. Students will examine real-life case studies to better understand the complexities of ethical decision-making. To successfully complete this course, students must earn a course grade of at least C.

**BBA5032 – Business and Literature (3 Credits)**

This course explores the intersection of literary works and business themes, examining how storytelling, narratives, and literary analysis can inform and shape business practices, leadership, and organizational culture. Through a selection of texts from various time periods and genres, students will develop critical reading and analytical skills while gaining insights into how literature reflects and influences the ethical, social, and cultural dimensions of the business world. The course aims to foster an appreciation for the power of language, communication, and narrative as tools for leadership, branding, and corporate strategy. To successfully complete this course, students must earn a course grade of at least C.

**BBA5043 – American Business History (3 Credits)**

This course offers a comprehensive survey of the key events, individuals, and movements that have shaped the development of business in the United States from its colonial beginnings to the modern era. By examining pivotal moments such as the Industrial Revolution, the rise of corporations, and the economic transformations of the 20th century, students will gain insights into the political, social, and economic factors that influenced American business practices. The course emphasizes critical

thinking and analysis of primary sources, encouraging students to reflect on the evolution of entrepreneurship, labor relations, and corporate governance, as well as their impact on the global economy. To successfully complete this course, students must earn a course grade of at least C.

**BBA5051 – Globalization History (3 Credits)**

This course provides a comprehensive exploration of the historical processes that have shaped the interconnectedness of economies, cultures, and societies from ancient times to the modern era. Through an interdisciplinary approach, students will examine key events such as trade routes, colonialism, technological advancements, and global exchanges that have influenced the development of globalization. By analyzing diverse historical perspectives, students will develop critical thinking skills and a deeper understanding of how global interactions have transformed industries, markets, and social structures worldwide. The course aims to foster an appreciation for the complexities of globalization and its impact on contemporary business and international relations. To successfully complete this course, students must earn a course grade of at least C.

**BBA5042 – Environmental Science and Value Chain (3 Credits)**

This course offers a comprehensive overview of the scientific principles governing ecosystems and their relationship to global business operations and supply chains. Through the study of biology, chemistry, ecology, and geology, students will explore key environmental challenges such as climate change, resource management, and pollution, and their impact on the value chain. The course emphasizes critical thinking and sustainability, encouraging students to evaluate how businesses can adapt their operations to minimize environmental impact and promote sustainable practices across their supply chains. By understanding the interconnectedness of business and the natural world, students will gain insights into creating value while fostering environmental stewardship. To successfully complete this course, students must earn a course grade of at least C.

**BBA5052 – Introduction to Neurosciences (3 Credits)**

This course explores the fundamental principles of brain function and their applications in business contexts, such as leadership, marketing, and decision-making. Students will study key concepts in neuroscience, including brain anatomy, cognitive processes, and emotional regulation, while analyzing how these influence consumer behavior, employee productivity, and organizational culture. The course emphasizes the role of neuroscience in understanding human behavior within business environments, offering insights into areas such as neuromarketing, behavioral economics, and leadership strategies. By bridging neuroscience and business, students will develop practical skills for improving communication, decision-making, and innovation within organizations. To successfully complete this course, students must earn a course grade of at least C.

**BBA5053 – Sustainability and Climate Change (3 Credits)**

This essential course in Sustainability and Climate Change explores the critical issues surrounding environmental sustainability and climate change. Through a multidisciplinary approach, students will examine the scientific basis of climate change, its impacts on ecosystems and societies, and the mitigation and adaptation strategies needed to address it. The course also delves into broader sustainability concepts, including resource management, renewable energy, social equity, and ethical considerations. By fostering critical thinking and problem-solving skills, students will be empowered to become informed advocates for sustainable practices and contribute to global efforts in combatting climate change for a more resilient and equitable future. To successfully complete this course, students must earn a course grade of at least C.

**Major Course Requirements (75 Semester Credit Hours)**

**BBA5061 – 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.

**BBA5071 – Principles of Management (3 Credits)**

This course is designed to provide a comprehensive analysis of the fundamental principles and concepts of management as they are 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's 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.

**BBA5081 – 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 placed 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.

**BBA5063 – 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.

**BBA5073 – Managerial Accounting (3 Credits)**

This introductory course in managerial accounting emphasizes organizational 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.

**BBA5083 – 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.

**BBA5072 – 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 analyze international trade, how uncertainty affects consumer behavior, capital markets, and other relevant topics. To successfully complete this course, students must earn a course grade of at least C.

**BBA5092 – 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.

**BBA5082 – Intermediate Accounting (3 Credits)**

This course emphasizes 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, accounts receivable, 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's 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.

**BBA5102 – 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.

**BBA5103 – Managerial Finance (3 Credits)**

This introductory course in financial management provides an overview of finance and the different roles 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 estate); 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.

**BBA5091 – Innovative Technologies in Business (3 Credits)**

This course emphasizes the application of technologies to improve business efficiency and effectiveness. Students will learn how to use technologies such as artificial intelligence, big data, cloud computing, and the Internet of things to optimize processes, enhance decision-making, increase operational efficiency, and leverage organizations' competitiveness. To successfully complete this course, students must earn a course grade of at least C.

**BBA5101 – Operations Management (3 Credits)**

This course is designed to provide students with the theory and skills to effectively manage and optimize the operations and processes within an organization. This includes understanding key concepts related to supply chain management, production planning, quality control, and resource allocation. The course aims to allow students the use of the tools necessary to enhance operational productivity and drive overall business performance. To successfully complete this course, students must earn a course grade of at least C.

**BBA5093 – Organizational Behavior (3 Credits)**

This course offers a deep understanding of human behavior within organizations and how it impacts individual, group and organizational outcomes. The course aims to develop students' knowledge and skills in areas such as leadership, motivation, communication, and teamwork. By studying this course, students will be able to analyze and manage interpersonal dynamics, enhance employee engagement and satisfaction, foster effective teamwork, and contribute to the overall success of organizations. To successfully complete this course, students must earn a course grade of at least C

**BBA5111 – Human Resources Management (3 Credits)**

This course provides an overview of the knowledge and skills necessary to effectively manage the human capital within organizations. The course aims to offer a comprehensive understanding of HR functions, including recruitment and selection, performance management, training and development, compensation and benefits, and employee relations. Students will also learn how to attract and retain talented employees, create a positive work environment, align HR strategies with organizational goals, and contribute to the overall success and growth of business. To successfully complete this course, students must earn a course grade of at least C.

**BBA5112 – International Business (3 Credits)**

This introductory course in international commerce is designed to provide an overview of the issues pertaining to international commerce and, the trade theories and policies guiding how it is conducted, exchange rates, and international macroeconomic policy. Emphasis is placed on emerging global markets, foreign investments and how they affect financial markets, international marketing, and understanding the importance of international trade for the economic growth and development of the U. S. and other nations. Further emphasis is placed on the operations of multinational organizations, international legal structure that allows participants to legally exchange goods and services across nations, and bilateral and multilateral trade treaties and agreements. To successfully complete this course, students must earn a course grade of at least C.

**BBA5121 – Business Ethics and Social Responsibility (3 Credits)**

This course in Business Ethics and Corporate Social Responsibility is designed to offer a solid foundation in ethical decision-making and a comprehensive understanding of the importance of social responsibility in business practices. The course explores ethical frameworks, theories, and the impact on stakeholders, including employees, customers, communities, and the environment. Students will also develop the skills to analyze ethical dilemmas and integrate sustainability and social impact considerations into organizational practices. This course aims to cultivate ethical leaders who can contribute to the long-term success and positive impact of businesses in society. To successfully complete this course, students must earn a course grade of at least C.

**BBA5113 – Consumer Behavior (3 Credits)**

This course provides an overview of consumer psychology and behavior, enabling the students to analyze and predict consumer preferences, motivations, and decision-making processes. The course is designed to explore various factors that influence consumer behavior, such as cultural, social, psychological, and situational factors, to develop the skills to conduct market research, interpret target markets, develop marketing strategies, and create customer-centric approaches to meet consumer needs and preferences. The objective is to make informed marketing decisions and successfully engage and satisfy consumers. To successfully complete this course, students must earn a course grade of at least C.

**BBA5122 – Integrated Marketing Communications (3 Credits)**

This course is designed to provide an overview of the strategic planning and execution of marketing campaigns, covering key topics such as branding, advertising, public relations, digital marketing, and social media. Students will develop the skills to create cohesive and effective marketing communications plans that leverage multiple channels and platforms to reach target audiences to communicate brand messages, and achieve marketing objectives in a competitive marketplace. To successfully complete this course, students must earn a course grade of at least C.

**BBA5123 – Digital Entrepreneurship (3 Credits)**

This course in Digital Entrepreneurship explores the principles and practices of starting and managing a business in the digital age. Through a blend of theoretical concepts and real-world case studies, students will learn to identify entrepreneurial opportunities in the digital landscape, develop innovative business models, and leverage technology for sustainable growth. The course covers topics such as e-commerce, digital marketing, data analytics, and the use of emerging technologies to create and scale successful ventures. By fostering creativity, adaptability, and strategic thinking, students will be equipped with the essential skills to thrive as digital entrepreneurs in the dynamic and competitive business environment. To successfully complete this course, students must earn a course grade of at least C.

**BBA5131 – Strategic Management (3 Credits)**

This course in Strategic Management equips students with the knowledge and skills to develop and implement effective business strategies. Through a combination of theoretical frameworks, case analyses, and practical exercises, students will learn how to assess the internal and external factors influencing a business, identify opportunities, and formulate competitive strategies. The course covers topics such as strategic planning, industry analysis, resource allocation, and organizational decision-making. By promoting critical thinking and problem-solving abilities, students will be prepared to lead organizations, drive innovation, and achieve long-term success in dynamic and competitive business environments. To successfully complete this course, students must earn a course grade of at least C.

**BBA5132 – Business Research (3 Credits)**

This course provides students with the necessary skills to conduct and analyze business-related research effectively. Through practical methodologies, data collection techniques, and statistical analysis, students will learn how to gather and interpret relevant data for decision-making and problem-solving in a business context. The course covers topics such as research design, data sampling, survey methods, and data presentation. By fostering critical thinking and research acumen, students will be equipped to make informed business decisions based on empirical evidence and contribute to evidence-based practices in the corporate world. To successfully complete this course, students must earn a course grade of at least C.

**BBA5133 – Degree Program Capstone (6 Credits)**

The Degree Program Capstone serves as the culminating experience of the degree program. It integrates the knowledge and skills gained throughout the curriculum and applies them to real-world business challenges. Students will work individually or in teams to tackle complex business problems, analyze case studies, or develop comprehensive business plans. The capstone emphasizes critical thinking, strategic decision-making, and effective communication. By synthesizing theory and practice, students demonstrate their readiness for the business world and showcase their abilities as competent and innovative business professionals. To successfully complete this course, students must earn a course grade of at least C.

## Master of Business Administration (MBA)

Course descriptions are organized below by MBA core courses, research and thesis courses, and concentration coursework. Concentration headings are presented for catalog organization and should be cross-checked against the approved program outline.

**MBA Core Courses**

**BUS6011 – Strategic Marketing Management (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. Students will

also 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 – Managerial 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 – Global Business Policy and Strategy (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 – Advanced Management Theory and Practice (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 Management and Innovation (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 – Strategic 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.

**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.

## Research and Thesis Courses

### 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 currently 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.

### 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 function 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 proposed 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.

## MBA Concentration in Accounting

### BAC6031 – Auditing (3 Credits)

This introductory course analyses the overall audit process as typically planned 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 ensure 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 basic 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.

### BAC6041 – Advanced Cost and Managerial Accounting (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 – Advanced Managerial Accounting (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.

## MBA 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 (AI) 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 AI, covering issues like bias, privacy, security, and blockchain. The curriculum focuses on the practical application of instruction engineering principles in AI systems. Students are expected to create a conceptual map for AI 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 AI, integrating concepts from the course. The course includes the use of self-generating AI applications and their browser add-ons and extensions, providing practical exposure to implementing AI 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 AI 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. The course also 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 – AI Applications in Commercial Strategy (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 AI 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 AI for marketing personalization, covering areas such as product recommendations, generation of personalized content, and tracking customer behavior. Lastly, it delves into the role of AI in marketing measurement, addressing aspects such as evaluating campaign effectiveness, predicting marketing outcomes, and optimizing marketing strategies. The course utilizes various AI applications, plug-ins, and browser extensions, providing

students with hands-on experience in implementing AI strategies in marketing through relevant business case studies of large corporations and their integrated AI usage environments. To successfully complete this course, students must achieve a minimum grade of "C".

**BIA6043 – AI Applications in Financial Management (3 Credits)**

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

## MBA Concentration in Branding Strategies

**BBS6031 – Consumer Behavior: 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-Driven Brand Strategy (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 technology can be integrated with brand strategy to engage target audiences.

**BBS6041 – Brand Identity and Emotional Branding (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 – Strategic Brand Communication and Storytelling (3 Credits)**

This course provides students with a comprehensive analysis of the key elements used to find the connections 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.

## MBA Concentration in Coaching and Leadership

### BCL631 – Introduction to Coaching (3 Credits)

Having a first approach about the entire field covered by coaching, both individually and within organizations, provides a foundation for understanding its principal 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 – Communication Strategies and Neurolinguistic Approaches (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 – Coaching-Oriented Leadership (3 Credits)

A coaching perspective supports leaders in making decisions aligned with their fundamental values and purpose. 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.

## MBA Concentration in Corporate Communication

### BCC6031 – Media Relations and Press Management (3 Credits)

Media relations are an important organizational communication responsibility. 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 digital communication environment is characterized by immediacy and reduced control over message dissemination, creating new challenges for communication professionals. 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.

## MBA Concentration in Digital Marketing

**BDM6031 – Neuromarketing and Consumer Insights (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 Marketing Analytics and Technologies (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 compatible with specific business objectives.

## MBA Concentration in Digital Transformation and Business Development

**BDT6031 – Business Intelligence for Strategic Decision-Making (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, are 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 – Strategic 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.

## MBA 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 – Event and Business Tourism Management (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 – Corporate and Official Protocol Management (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.

## MBA 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 Management of Healthcare Organizations (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.

## MBA 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 for Business Applications (3 Credits)**

This course is designed to immerse students into the dynamic fields of data communications and management of computer networks. Emphasis is placed 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 pursue 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 link 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.

## MBA 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 Planning 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.

## MBA Concentration in International Business Management

**BIB6031 – Management and Innovation in International Enterprises (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.

## MBA Concentration in Marketing and Sales

**BMS6031 – Marketing Intelligence and Consumer Behavior (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 – Sales Network Management (3 Credits)**

The sales 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 – Strategic 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 are discussed.

## MBA Concentration in Project Management

**BPM6031 – Strategic Project and Organizational Management (3 Credits)**

This course introduces students to 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 focuses 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 sequence to be completed to achieve the project objectives, time and resources schedule management, monitoring and evaluating the 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 – Digital Transformation in Sports Management (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.

## MBA Concentration in Sport Management

**BSM6031 – 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 provides a comprehensive overview of these aspects.

**BSM6032 – 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.

**BSM6041 – Sponsorship Approach (3 Credits)**

This course is 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 involved in sponsorship.

**BSM6042 – Digital Transformation in Sports Management (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.

## MBA Concentration in Tourism and Hospitality Management

**BTH6031 – Tourist Market Analysis (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 support 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 – Hospitality Operations Management (3 Credits)**

This course provides a global vision of production in hotel accommodation. Students examine 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 (DBA)

Course descriptions are organized below by doctoral orientation, core coursework, the doctoral research sequence, dissertation requirements, continuing dissertation enrollment, and concentration coursework.

## Doctoral Orientation

**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.

## Doctoral Core Courses

**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.

**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.

**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.

**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 firms 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.

**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 mangers 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.

**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.

## Doctoral Research Sequence

**BUS7021 – Research Methodology I (3 Credits)**

This course provides the epistemological basis that argues the production of knowledge through the methodological exercise of research, examining the main paradigms, methods and approaches that support the validity of scientific knowledge in professional and academic contexts. Likewise, it guides the identification and delimitation of the object of study in correspondence with the institutional lines of research, leading the participant to the formulation of the doctoral preliminary project, guaranteeing conceptual coherence, disciplinary relevance, viability and methodological rigor for its evaluation and approval. This subject then constitutes the core axis of the doctoral research process by contemplating the development of the epistemic matrix that will guide the scientific production of the participant throughout their training path.

**BUS7031 – Research Methodology II (3 Credits)**

This subject provides the conceptual and structural bases that support the configuration of the introduction of the research work, giving rise to the formal writing of the research problem, including the formulation of questions, objectives, justification of the study and those elements that correspond according to the research approach assumed by the participant. In this same instance of methodological training, the participant will develop the skills required to start the construction of the theoretical framework through the use of artificial intelligence tools for the review of specialized scientific literature and the operationalization of variables or categorization of constructs, advancing in the development of the state of the art and conceptual bases that will support the development of the doctoral research project.

**BUS7051 – Doctoral Research Seminar I (6 Credits)**

In this training space, the student consolidates the development of the theoretical foundation of the study and defines the methodology of the doctoral research project, integrating the methodological considerations that will guide their procedure in the achievement of the proposed objectives. To this end, the student will delve into the deployment of the paradigm, approach, method, type and design of research, units of analysis, techniques and instruments of data collection, as well as criteria of scientific rigor. Likewise, this subject guides the participant in the preparation of the ethical components required for the institutional evaluation of the project in accordance with the guidelines of the Research Ethics Committees (IRB).

**BUS7061 – Doctoral Research Seminar II (6 Credits)**

This subject provides the tools and procedures for the participant, once the approval of the doctoral research project by the corresponding institutional committees, to advance in the execution of the methodological design through the collection, organization and analysis of the study data. In this training space, the student will train the skills and knowledge required for the interpretation of results in coherence with the objectives and questions formulated, strengthening the generation of scientific

evidence that guarantees the veracity of the research process addressed. Depending on the research approach assumed by the participant, this doctoral research seminar will address tools conducive to the analysis of quantitative, qualitative or mixed data as appropriate.

**BUS7071 – Doctoral Research Seminar III (6 Credits)**

In this advanced stage of the research process, the student consolidates the exercise of analysis and interpretation of the results. At the same time, the conceptual and methodological bases are provided that implies the development of the conclusions and recommendations emerging from the study, entering the consolidation phase of the formal writing of the doctoral document in accordance with institutional academic standards and international norms of scientific presentation. In general terms, in this subject, the student is offered the use of artificial intelligence tools to prepare the final document of the doctoral thesis for evaluation by the corresponding institutional committees.

## Dissertation

**BUS7082 – Dissertation (6 Credits)**

This course constitutes the final phase of the doctoral research process and guides the definitive integration of the doctoral dissertation developed by the student. It includes preparation for and presentation of the doctoral defense before the appropriate evaluation committee. Students are expected to demonstrate the ability to generate original knowledge with methodological rigor and a significant contribution to professional practice and the disciplinary field. The course provides the setting in which students demonstrate the research competencies acquired throughout the program and the significance of their doctoral study.

## Continuing Dissertation Enrollment

**Special enrollment status:** BUS7090 is not included in the minimum credits required for the DBA degree and is used only when additional dissertation completion time is needed within the University's maximum time to degree.

**BUS7090 – Continuing Dissertation Services (1 Credit)**

This course provides continued academic support and dissertation supervision for doctoral students who have completed the required dissertation coursework but require additional time to complete and obtain final approval of the dissertation. BUS7090 is not part of the required curriculum and does not count toward the minimum credit hours required for completion of the doctoral program. Students may re-enroll in BUS7090 in consecutive academic terms as needed until the dissertation is completed and approved, provided they remain within the University's maximum time allowed for completion of the doctoral program. Enrollment in BUS7090 does not extend the maximum time to degree of seven and one-half (7.5) years.

## DBA 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 (AI) 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 AI, covering issues like bias, privacy, security, and blockchain. The curriculum focuses on the practical application of instruction engineering principles in AI systems. Students are expected to create a conceptual map for AI 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 AI, integrating concepts from the course. The course includes the use of self-generating AI applications and their browser add-ons and extensions, providing practical exposure to implementing AI 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 AI 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. The course also 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 AI 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 AI for marketing personalization, covering areas such as product recommendations, generation of personalized content, and tracking customer behavior. Lastly, it delves into the role of AI in marketing measurement, addressing aspects such as evaluating campaign effectiveness, predicting marketing outcomes, and optimizing marketing strategies. The course utilizes various AI applications, plug-ins, and browser extensions, providing

students with hands-on experience in implementing AI strategies in marketing through relevant business case studies of large corporations and their integrated AI 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 (AI) in accounting, risk management, and investment decision-making. In the realm of accounting, it explores how AI can be employed to automate tasks such as account reconciliation, report preparation, and data analysis. Regarding risk management, the course examines how AI can be used to effectively manage financial, market, and operational risks. Additionally, the course explores the use of AI in investment decisions, addressing asset selection, portfolio management, and risk assessment. Throughout the course, students will interact with AI-driven banking and financial tools to gain practical experience in applying AI 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 (MSVE)

Course descriptions are organized below by core coursework, research and thesis requirements, and concentration coursework. Concentration headings are presented for catalog organization and should be cross-checked against the approved program outline.

**MS Core Courses**

**VED6011 - Technology Development and Integration in Digital Learning Systems (3 Credits)**

This course presents a framework for understanding virtual education from its historical development to contemporary and emerging applications. Students examine how virtual education has transformed teaching and learning and analyze the different levels and components of distance education systems. Emphasis is placed on developing a broad perspective of the role, applications, and future directions of virtual education.

**VED6012 - Foundations of E-Learning and Digital Instruction (3 Credits)**

This course examines the pedagogical, organizational, and technological foundations of e-learning in the 21st century. Students explore evidence-based frameworks and practical models for designing and implementing e-learning environments. Emphasis is placed on understanding educational technologies from a teaching and learning perspective and on evaluating how e-learning systems can support effective digital instruction.

**VED6021 - Assessment Design and Evaluation in Online and Distance Education (3 Credits)**

This course examines developments in open, distance, and online education and the role of information and communication technologies in changing educational paradigms, practices, and learning environments. Students explore contemporary technologies, methodologies, and tools used in online and distance education, with attention to the professionalization, evaluation, and quality of digital learning practices.

**VED6022 - Emerging Technologies and Innovation in Digital Education (3 Credits)**

This course examines emerging web technologies and their impact on education. Students explore blogs, media-sharing services, social platforms, and other web-based tools that can support teaching and learning even when they were not originally designed for educational use. Emphasis is placed on evaluating how emerging technologies can create more personalized, social, flexible, and engaging learning opportunities.

**VED6031 - Virtual Learning Platforms (3 Credits)**

This course examines virtual learning platforms and the ways digital technologies are reshaping educational delivery. Students explore learning management environments, online social networks,

distance learning, digital home-learning models, game-based learning environments, and other technologies that extend education beyond the traditional classroom. Emphasis is placed on evaluating the role of virtual platforms in supporting access, flexibility, and innovation in education.

**VED6032 - Learning Environment and Diversity (3 Credits)**

This course examines virtual learning environments from research-based and applied perspectives. Students explore frameworks ranging from multiplayer digital environments to online learning platforms and consider how these environments can support educational access, engagement, and new forms of content delivery. Emphasis is placed on data-informed practice and on evaluating the potential of virtual environments to transform teaching and learning for diverse learners.

**VED6041 - Curriculum Design for Online and Digital Learning (3 Credits)**

This course examines curriculum design for online and digital learning environments. Students explore strategies for creating innovative, high-quality virtual curricula and analyze approaches to research, development, evaluation, quality enhancement, and quality assurance. Emphasis is placed on designing curricula that improve learning experiences while meeting institutional expectations for quality and effective online education.

**VED6042 - Advanced Instructional Methods and Learning Technologies (3 Credits)**

This course provides practical guidance on advanced instructional methods and web-based learning technologies, with an emphasis on collaboration and student learning. Students examine strategies for locating and evaluating information, using multimedia, and integrating digital tools to support communication, collaboration, and content sharing. The course includes practical applications of technology-supported instructional strategies and resources for designing engaging learning experiences.

**VED6051 - Innovation Ecosystems in Digital Education (3 Credits)**

This interdisciplinary course examines learner-centered innovation ecosystems in digital education through the Ecology of Resources model. Students analyze how learners interact with interconnected resources across physical and virtual contexts and how those resources can be matched to individual learning needs. Drawing on education, psychology, computing, geography, and anthropology, the course explores teacher-learner interaction and the design of technology-rich learning environments across multiple settings.

**VED6061 - Cloud Computing Applications in Digital Education (3 Credits)**

This course examines cloud computing concepts and their applications in digital education. Students explore cloud platforms, infrastructure, services, applications, security, virtualization, capacity planning, communication tools, licensing models, and return on investment. Emphasis is placed on

evaluating the benefits and limitations of cloud technologies and comparing how cloud-based services can support educational delivery, collaboration, mobility, and institutional operations.

**Research and Thesis Courses**

**VED6052 - Research Methodology (3 Credits)**

This course provides the conceptual and methodological foundations for developing a graduate research project. Students select and delimit a research topic, define the problem situation, review relevant literature, and outline the methodological criteria that will guide the study within BIU's institutional research lines. Students organize the research project for submission to the appropriate institutional committees to address ethical requirements, including IRB review when applicable, and scientific and methodological rigor.

**VED6062 - Thesis (3 Credits)**

This course represents the culminating research experience of the Master of Science in Virtual Education. Under faculty supervision, students implement the approved research methodology, conduct the required fieldwork, collect and analyze data, interpret findings, and develop conclusions and recommendations. Students complete the master's thesis in accordance with the current APA guidelines and BIU research requirements and complete the required final oral presentation or defense. Students must earn a grade of B or higher to successfully complete this requirement.

## Concentration in Neuroscience and Education

**VNS6031 - Foundations of Educational Neuroscience (3 Credits)**

This introductory course provides educators with foundational knowledge of neuroscience and its potential applications to education. Students examine brain anatomy and physiology, neural communication, brain development, attention, memory, emotion, neuroplasticity, and the relationship between brain function and learning. Emphasis is placed on critically evaluating how neuroscience findings may inform educational practice while recognizing the limits of translating brain research directly into teaching strategies.

**VNS6032 - Cognitive Neuroscience and Education (3 Credits)**

This course introduces the history, research methods, and current findings of cognitive neuroscience and examines their potential applications to education. Students explore individual differences in cognitive and brain development and analyze relationships among cognition, intelligence, memory, emotion, behavior, and learning. Emphasis is placed on evaluating how cognitive neuroscience may inform classroom practice and curriculum while critically examining common misconceptions and limitations in the educational interpretation of neuroscience research.

**VNS6041 - Neuroscience Applications to Education (3 Credits)**

This course engages students in scholarly review of current neuroscience research and its direct or proposed applications to education. Students examine publications presenting both supportive and critical perspectives on neuroscience-informed educational practices and brain-based learning. Emphasis is placed on evaluating the quality and relevance of evidence and on developing a reasoned, research-supported position regarding the benefits, limitations, and appropriate use of neuroscience findings in educational settings.

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

This course examines cognitive and behavioral perspectives on learning and the instructional implications of individual differences. Students explore social, emotional, and cognitive processes involved in learning; major learning theories; and instructional strategies designed to support how learners acquire and retain knowledge. Emphasis is placed on applying educational psychology to instructional design and lesson planning and on selecting strategies that respond to learner characteristics and learning needs.

## Concentration in School Digital Transformation

**VDT6031 - Introduction to Digital Transformation (3 Credits)**

This course introduces the core concepts of digital transformation in educational institutions. Students examine why institutions pursue digital transformation, how goals and costs are defined, and how organizational design, strategy, culture, leadership, faculty, staff, and technology influence implementation. Emphasis is placed on developing an integrated academic and administrative environment that supports innovation, operational effectiveness, and the rapid development of digital academic offerings.

**VDT6032 - Digital Technologies and their Business Functions (3 Credits)**

This course examines technologies that can support the digital transformation of educational institutions. Students evaluate cloud-based applications and storage, learning management systems, personalized learning systems, virtual and augmented reality, artificial intelligence, cybersecurity, telecommunications, data analytics, and academic and administrative records systems. Emphasis is placed on comparing capabilities, advantages, limitations, and institutional fit in order to select technologies that support accessibility, integration, efficiency, and digital innovation.

**VDT6041 - Strategic Planning for Digital Transformation in Educational Institutions (3 Credits)**

This course develops students' ability to create feasible strategic plans for digital transformation in educational institutions. Students design an integrated academic and administrative operating structure that supports digital innovation and examine how organizational design and institutional

strategy can enable the development of new digital academic offerings. Emphasis is placed on aligning transformation initiatives with institutional needs, goals, resources, and implementation priorities.

**VDT6042 - Implementation and Change Management in School Digital Transformation (3 Credits)**

This course focuses on implementation and change management for school digital transformation. Students use information about their institution's academic and administrative structure, student lifecycle, and technology environment to evaluate implementation needs and identify technologies capable of supporting the proposed transformation. Emphasis is placed on translating a digital transformation plan into coordinated institutional actions that support adoption, operational change, and achievement of the intended goals.

## Concentration in Artificial Intelligence

**VIA6031 - Introduction to Artificial Intelligence in Education (3 Credits)**

This course introduces foundational concepts and applications of artificial intelligence in education without requiring programming knowledge. Students examine machine learning, neural networks, classification algorithms, generative AI, chatbots, educational data analysis, and data mining through accessible tools and graphical interfaces. The course also addresses ethical, privacy, and responsible-use considerations associated with the application of AI in virtual teaching and learning.

**VIA6032 - Instructional Design and Artificial Intelligence Applications (3 Credits)**

This course develops students' ability to design courses and learning experiences that integrate practical artificial intelligence tools. Students examine generative AI and chatbots, recommendation systems, sentiment analysis, personalized learning, and technologies that adapt to students' learning pace. Case studies and user-level applications emphasize instructional design practices that use AI to support teaching and learning without requiring programming expertise.

**VIA6041 - Institutional Implementation of AI in Education (3 Credits)**

This course prepares teachers and administrators to implement artificial intelligence tools and practices at the institutional level. Students examine implementation strategies across academic and administrative functions, methods for evaluating AI's impact on learning and user experience, faculty development, governance criteria, and the preparation of institutional guidelines and manuals for responsible educational use of artificial intelligence.

**VIA6042 - Data-Driven Decision Making in Educational Institutions (3 Credits)**

This course develops data-driven decision-making skills for academic management. Students examine educational analytics and the use of information from virtual campuses, academic management systems, and institutional records to complement professional judgment. Topics include data visualization, trend analysis, predictive analytics, informed decision-making techniques, and evaluation of how data analysis influences academic and institutional decisions.

## Concentration in Leadership and Sustainability

**VLO6031 - Educational Leadership and Pedagogies for Sustainability (3 Credits)**

This course examines educational leadership for sustainability through conceptual foundations, the Sustainable Development Goals, and education as a driver of social and environmental change. Students explore Eco pedagogies, curriculum integration, experiential and problem-based learning, transformative and collaborative strategies, and examples of sustainability education across different educational levels. Emphasis is placed on teacher development, technology integration, stakeholder collaboration, and the design of educational interventions that advance sustainable practices.

**VLO6032 - Educational Leadership in the Era of the Fourth Industrial Revolution (3 Credits)**

This course examines educational leadership in the context of the Fourth Industrial Revolution. Students analyze digital transformation, emerging technologies, artificial intelligence, data-informed decision-making, ethical technology use, and the competencies required for contemporary leadership, including critical thinking, creativity, communication, and collaboration. Emphasis is placed on designing innovative educational models, evaluating digital transformation initiatives, promoting sustainable development and social responsibility, and building institutional cultures of innovation and adaptability.

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

This course examines educational leadership and emotional intelligence in virtual learning institutions. Students explore emotional intelligence concepts and competencies, their relationship to academic performance and student well-being, and their application to leadership, communication, interpersonal relationships, and organizational improvement. Case studies in educational settings are used to analyze how emotionally intelligent leadership can support innovation, effective teaching, collaboration, and institutional development in the digital age.

**VLO6042 - Personal Development and Organizational Responsibility in Educational Leadership (3 Credits)**

This course focuses on personal development, organizational responsibility, and ethical leadership in educational settings. Students examine self-awareness, self-reflection, time management, prioritization, social and emotional leadership skills, team intelligence, productive work, and transformational leadership. The course also addresses open innovation, organizational accountability, responsible innovation, and the development of personal action plans that support leadership growth and a culture of responsibility.

## Concentration in STEM Education

**VST6031 - Foundations of STEM Education (3 Credits)**

This course introduces the foundations and essential practices of STEM education for educators, program leaders, curriculum developers, educational technology specialists, and researchers. Students examine the principles and contemporary importance of science, technology, engineering, and mathematics education and the development of 21st-century skills. Emphasis is placed on innovative pedagogical strategies and digital tools that support effective STEM teaching and learning.

**VST6032 - Innovative Digital Methodologies in STEM Education (3 Credits)**

This course prepares educators and academic professionals to integrate digital tools and innovative methodologies into STEM education. Students develop strategies for creating inclusive and collaborative learning environments, promoting critical thinking and active learning, and using advanced educational technologies. Emphasis is placed on project-based learning, scientific experimentation, and technology-supported pedagogical practices across STEM disciplines.

**VST6041 - Effective STEM-STEAM Strategies for Virtual Education (3 Credits)**

This course examines STEM and STEAM teaching strategies for virtual education environments. Students learn to design and adapt integrated educational experiences that foster critical thinking, problem-solving, creativity, and practical application across science, technology, engineering, arts, and mathematics. Emphasis is placed on emerging technologies, innovative methodologies, and the development of virtual learning programs that effectively integrate STEM and STEAM approaches.

**VST6042 - Design and Development of STEM Educational Products and Programs (3 Credits)**

This course develops the knowledge and skills needed to design, develop, implement, and evaluate innovative STEM educational products and programs. Students examine Education 4.0, instructional design, agile methodologies, critical thinking, and the management of STEM products for the digital age. Emphasis is placed on evaluating effectiveness and impact in the teaching-learning process and on applying innovative practices to classroom initiatives, school management projects, and educational consulting contexts.

# Doctor of Education in Virtual Education (EdD)

Course descriptions are organized below by doctoral orientation, core coursework, the doctoral research sequence, dissertation requirements, continuing dissertation enrollment, and concentration coursework.

## Doctoral Orientation

### VED7011 - Doctoral Program Orientation Seminar (No Credit)

This self-paced orientation course introduces students to the doctoral program, the academic research process, and the use of the scientific method in doctoral study. Students explore research pathways and receive an overview of the dissertation process and its principal theoretical and procedural components.

## Doctoral Core Courses

### VED7012 - E-Literacy and E-Learning (3 Credits)

This course examines e-literacy and media literacy as essential competencies for evaluating information, communication, and values in digital and traditional media. Students critically analyze film, television, the Internet, advertising, radio, and print media through autobiographical, ideological, nonverbal, and mythic perspectives, with attention to their implications for e-learning and contemporary education.

### VED7013 - Sustainability and Assessment of Virtual Learning Resources (3 Credits)

This course examines effective assessment practices for virtual learning environments and their relationship to sustainability and student learning. Students explore multiple assessment designs, authentic assessments, case studies, collaborative activities, and other approaches that align assessment with program competencies, learning outcomes, and course activities. Emphasis is placed on evaluating the quality of learning through meaningful application rather than relying solely on traditional measures of information retention.

### VED7022 - Teacher’s Challenges and Trends: Teacher or Coach? (3 Credits)

This course examines contemporary challenges and trends in online teaching and the evolving role of educators as instructors, facilitators, and coaches. Students explore cognitive processing, learning outcomes, games, simulations, and virtual environments and analyze how these approaches can be integrated into curriculum design. Emphasis is placed on selecting appropriate interactive environments, assessing learning outcomes, and examining institutional support and resources needed for implementation.

**VED7032 - Global Curriculum Design (3 Credits)**

This course examines initiatives and approaches in global curriculum design for virtual education. Students review and analyze the impact, continuity, and effectiveness of programs, including considerations for learners with specialized educational needs. As a culminating application, students develop a model of global curriculum design for a virtual education context.

**VED7041 - Accessibility of Virtual Education (3 Credits)**

This course examines accessibility and equity in virtual education. Students analyze the responsibility of virtual learning communities to design programs, services, and educational opportunities that are accessible to the broadest possible range of learners. Emphasis is placed on identifying accessibility considerations and evaluating practices that support equitable participation in online and distance education.

**VED7042 - Cloud Computing in Education (3 Credits)**

This course provides a comprehensive overview of cloud computing concepts, technologies, models, strategies, and applications relevant to education. Students examine the principles underlying cloud-based distributed systems and evaluate how educational institutions can use cloud computing to support digital learning, institutional services, collaboration, scalability, and innovation.

**VED7061 - Copyrights and Ethics in Virtual Education (3 Credits)**

This course examines copyright and ethical issues associated with virtual education, educational research, and the use of virtual and digital environments. Students analyze the adequacy of existing ethical guidelines for research and practice in virtual settings and examine ethical challenges created by emerging technologies. Emphasis is placed on developing reasoned ethical principles and responsible approaches to the use of virtual systems in education.

**VED7062 - International Teams – Institutions Strategic Agreements (3 Credits)**

This course examines international cooperation and strategic agreements among educational institutions. Students analyze institutional partnerships, the organizations involved, the purpose and structure of agreements, their duration, common objectives, and intended or achieved outcomes. Emphasis is placed on understanding how digital connectivity and international teams have influenced collaboration and educational delivery across institutions and national contexts.

**VED7081 - Evaluation in Virtual Education (3 Credits)**

This course examines contemporary approaches to evaluation in virtual education. Students review relevant literature and case studies and analyze how evaluation is conducted across different levels and modalities of online and distance education. Emphasis is placed on evaluating learning strategies

and assessment practices used in virtual environments and on understanding the role of evaluation in quality improvement.

**VED7082 - Perspectives in Instructional Technology and Distance Education (3 Credits)**

This course examines emerging perspectives, cultures, and practices in instructional technology and distance education. Students analyze the complex ideas, philosophies, concepts, technologies, and social practices associated with life and learning online. Particular attention is given to the interaction of people, technologies, language, and digital practices and to the continuing importance of e-learning in the future of education.

## Doctoral Research Sequence

**VED7021 - Research Methodology I (3 Credits)**

This course provides the epistemological and methodological foundations for doctoral research. Students examine major research paradigms, methods, and approaches that support the production and validity of scientific knowledge in academic and professional contexts. The course guides students in identifying and delimiting an object of study aligned with BIU's institutional research lines and in formulating a preliminary doctoral project with conceptual coherence, disciplinary relevance, feasibility, and methodological rigor.

**VED7031 - Research Methodology II (3 Credits)**

This course advances the formal development of the doctoral research project. Students refine the research problem, questions, objectives, justification, and other elements appropriate to the selected research approach. The course also develops skills for constructing the theoretical framework through specialized literature review and the operationalization of variables or categorization of constructs. Artificial intelligence tools may be used, in accordance with institutional requirements, to support literature review and scholarly development.

**VED7051 - Doctoral Research Seminar I (6 Credits)**

This course advances the doctoral research project through development of the theoretical foundation and definition of the research methodology. Students specify the paradigm, approach, method, research type and design, units of analysis, data collection techniques and instruments, and criteria of scientific rigor. The course also guides preparation of the ethical components required for institutional review of the project, including IRB requirements when applicable.

**VED7071 - Doctoral Research Seminar II (6 Credits)**

Following institutional approval of the doctoral research project, this course supports implementation of the approved methodological design through data collection, organization, and analysis. Students

develop the competencies required to interpret results in alignment with the research objectives and questions and to generate credible scientific evidence. Quantitative, qualitative, or mixed-method analytical tools are addressed as appropriate to the selected research approach.

**VED7091 - Doctoral Research Seminar III (6 Credits)**

In this advanced doctoral research seminar, students consolidate the analysis and interpretation of research results and develop the conclusions and recommendations emerging from the study. Emphasis is placed on the formal scholarly writing of the doctoral document in accordance with institutional academic standards and accepted scientific presentation conventions. Artificial intelligence tools may be used, in accordance with institutional requirements, to support preparation of the final dissertation document for review by the appropriate committees.

## Dissertation

**VED7101 - Dissertation (6 Credits)**

This course constitutes the final phase of the doctoral research process and guides the definitive integration of the dissertation. Students prepare for and complete the doctoral defense before the appropriate evaluation committee and demonstrate the ability to generate original knowledge with methodological rigor and a significant contribution to professional practice and the disciplinary field. The course provides the setting in which students demonstrate the research competencies acquired throughout the program and the significance of their doctoral study.

## Continuing Dissertation Enrollment

**Special enrollment status:** VED7190 is presented separately from the required dissertation course because the source describes it as continued enrollment for students who require additional time to complete the dissertation. BIU should confirm in the final catalog whether the credit is excluded from the minimum credits required for the degree and how the institutional maximum time to degree applies.

**VED7190 - Continuing Dissertation Services (1 Credit)**

This course provides continued academic support and dissertation supervision for doctoral students who have not completed the dissertation within the standard dissertation period and must maintain continuous enrollment while finalizing their research. Under faculty supervision, students continue work on remaining dissertation requirements, including data collection, analysis, writing, revisions, and preparation for the defense. Students are expected to demonstrate ongoing progress and comply with institutional submission deadlines, formatting requirements, and committee expectations. Enrollment is required each academic term until the dissertation is successfully completed and approved.

## Concentration in Artificial Intelligence

### VIA7012 - Introduction to Artificial Intelligence in Education (3 Credits)

This course provides educators and other participants with foundational knowledge of artificial intelligence and its applications in education. Using non-programming tools and graphical interfaces, students examine machine learning, neural networks, classification algorithms, generative AI, chatbots, educational data analysis, and data mining. The course also addresses ethical and privacy considerations associated with the use of artificial intelligence in teaching, learning, and virtual education.

### VIA7013 - Instructional Design and AI Tools (3 Credits)

This course develops students' ability to design courses and learning experiences that make intensive, practical use of artificial intelligence tools available to educators. Topics include generative AI and chatbots, recommendation systems, sentiment analysis, personalized learning, and adaptation to students' learning pace. Case studies and user-level applications emphasize instructional design practices that do not require programming knowledge.

### VIA7041 - Institutional Implementation of AI in Education (3 Credits)

This course prepares teachers and administrators to implement artificial intelligence tools and practices across educational institutions. Students examine institutional implementation strategies, evaluation of AI's impact on learning and user experience, faculty training, governance criteria, and the development of institutional guidance and manuals for responsible educational use of artificial intelligence.

### VIA7042 - Academic Management and Data-Driven Decision-Making (3 Credits)

This course strengthens data-driven decision-making in academic management. Students examine educational analytics and the use of information from virtual campuses, academic management systems, and other institutional records to complement professional judgment. Topics include data visualization, trend analysis, predictive analytics, informed decision-making techniques, and evaluation of the impact of data analytics on academic and institutional decisions.
Concentration in Leadership

### VLO7011 - Educational Leadership and Organizational Design for Sustainability (3 Credits)

This course develops educational leadership competencies for designing, implementing, and managing innovative approaches to sustainability. Students examine organizational change, managerial strategies, environmental awareness, social equity, global responsibility, the Sustainable Development Goals, and Eco pedagogies. Through case studies and applied activities, students evaluate sustainable organizational environments and explore collaborative methodologies, emerging

technologies, teacher development, and strategic educational innovation projects with social and environmental impact.

**VLO7012 - Leadership in the Age of Digitalization and Artificial Intelligence (3 Credits)**

This course prepares educational leaders to address the managerial and academic challenges of digitalization and artificial intelligence. Students examine educational analytics, data-informed decision-making, institutional planning, uncertainty and risk management, emerging technologies, agile methodologies, and the design of innovative educational models. Emphasis is placed on transparency, adaptability, sustainability, and strategic leadership in digital transformation initiatives.

**VLO7041 - Leadership Management and Emotional Intelligence in Virtual Learning Institutions (3 Credits)**

This course examines educational leadership from a managerial perspective, emphasizing emotional intelligence in the strategic management of teaching, administrative, and student teams. Students analyze leadership styles, empathy, conflict resolution, team motivation, organizational resilience, intercultural collaboration, change management, and institutional well-being. Case studies and simulations are used to develop adaptive and transformational leadership strategies for face-to-face and virtual educational environments.

**VLO742 - Personal Development and Cultural Responsibility (3 Credits)**

This course develops personal and professional leadership competencies that strengthen responsibility, ethics, accountability, and commitment in educational institutions. Students examine self-awareness, strategic management, purposeful decision-making, inclusive leadership, equity and diversity, time management, well-being, and corporate social responsibility. Applied activities support the development of personal and organizational action plans for transformational leadership, institutional sustainability, innovation, and the creation of ethical and equitable educational communities.

## MASTER OF SCIENCE IN COMPUTER SOFTWARE ENGINEERING

### Core and Professional Courses

**CSE6011 - Computer Structures (3 Credits)**

This course provides a comprehensive overview of core software and hardware technologies that support modern computing systems. Students examine fundamental computer structures and the relationship between hardware and software components. Emphasis is placed on developing a sound theoretical and practical foundation that enables students to understand current computing environments and evaluate future technical developments.

**CSE6012 - Aspects of Emerging computing (3 Credits)**

This course examines the social, legal, professional, and ethical context in which information technology operates. Students analyze the relationship among information technology, society, organizations, and the law, as well as external factors that affect the design, implementation, and management of computer systems. Emphasis is placed on professional responsibility, ethical decision-making, and the effective management of technology within its broader operating environment.

**CSE6021 - Systems Analysis and Design (3 Credits)**

This course develops the analytical and design skills needed to understand complex systems and create effective automated solutions. Students use an object-oriented approach to model systems, define requirements, and design software solutions. Emphasis is placed on applying modern systems analysis techniques and using the Unified Modeling Language (UML) to represent system structures, processes, interactions, and proposed software designs.

**CSE6022 - Software Engineering (3 Credits)**

This course provides a theoretical and practical foundation in software engineering. Students examine the major phases of the software development process, including problem definition, software design and development, implementation, maintenance, and project delivery. Emphasis is placed on applying disciplined engineering practices to software projects and developing the technical and managerial skills needed to lead programming initiatives and deliver reliable software products within established time and budget constraints.

**CSE6031 - Strategic IT Project Management (3 Credits)**

This course examines the management roles, responsibilities, methods, and techniques required to plan and execute information technology and software projects. Students analyze the evolution of technology projects from concept and requirements through development, implementation, and completion. Emphasis is placed on project planning, coordination, resource management, risk awareness, stakeholder communication, and the adaptation of project management practices to the changing needs of computer and software systems.

**CSE6032 - Management of QA and Software Testing (3 Credits)**

This course examines the principles and practices used to manage software quality assurance and testing. Students learn techniques for designing and implementing software tests, conducting inspections, evaluating software quality, and supporting release and maintenance activities. Emphasis is placed on integrating quality assurance throughout the software development lifecycle and on the management responsibilities associated with planning, monitoring, documenting, and improving software quality.

**CSE6041 - Fundamentals of the new Object-Oriented Programming (3 Credits)**

This course provides a theoretical and practical foundation in object-oriented programming and design. Students develop problem-solving and programming skills needed to create well-structured object-oriented applications and examine the concepts that support modern software development. The course also introduces related techniques and technologies, including distributed systems and component-based approaches, to demonstrate how object-oriented principles are applied in contemporary computing environments.

**CSE6042 - Next-Gen Web Development (3 Credits)**

This course provides the theoretical and practical tools needed to design and develop advanced, content-rich web applications and websites. Students examine contemporary approaches to internet development and apply appropriate technologies to create functional web-based solutions. Emphasis is placed on planning, designing, implementing, and evaluating increasingly complex internet projects and on developing the technical foundation needed to respond to evolving web development practices.

## Research, Specialized, and Culminating Courses

**CSE6051 - Research Methodology (3 Credits)**

This course provides the conceptual and methodological foundation for developing an applied research project in computer software engineering. Students identify and define a research topic and problem, review relevant literature, and establish the methodological criteria that will guide the production of knowledge within the University's institutional research lines. Students develop and systematize a research proposal for review by the appropriate institutional committees, including consideration of ethical requirements through the Institutional Review Board (IRB) and the scientific and methodological rigor of the proposed study.

**CSE6052 - Web Applications, Languages and Interchange Forms (3 Credits)**

This course examines the use of XML and related technologies in web applications and electronic business environments. Students explore the role of XML in structuring and exchanging information, the core technologies that support standardized development environments, and the implications of data interchange standards for internet-based applications. Emphasis is placed on understanding how structured data formats support interoperability and the development of web and e-business solutions.

**CSE6061 - Human-Computer Interaction, and Digital Citizenship (3 Credits)**

This course examines the design, evaluation, and development of usable interactive applications and provides a foundation in human-computer interaction. Students analyze principles of interface design,

usability, and user experience while also examining digital citizenship and responsible participation in technology-rich environments. Emphasis is placed on understanding creative content, intellectual property and related rights, the value of digital works to their creators, and the ethical behaviors expected when accessing, using, and sharing digitally delivered content.

**CSE6062 - Thesis (3 Credits)**

The thesis serves as the culminating research experience of the Master of Science in Computer Software Engineering. Students develop an approved proposal, conduct research under faculty supervision, analyze and present findings, and demonstrate the disciplinary competencies acquired throughout the program. The final research document must follow applicable APA guidelines, and students complete an oral presentation of their work to the supervising faculty member. Students must earn a grade of B or higher to successfully complete this degree requirement.

## Artificial Intelligence Concentration

*Elective Courses for the MS in Computer Software Engineering with Concentration in Artificial Intelligence*

**CIA6031 - Artificial Intelligence for Digital Transformation (3 Credits)**

This course examines artificial intelligence (AI), its evolution, applications, and role in organizational digital transformation. Students explore how AI, including generative AI tools, can be used to automate processes, improve efficiency, support innovation, and enhance productivity and competitiveness across business functions. The course combines practical applications with the development of technical awareness and implementation strategies. Ethical, legal, and social implications of AI are also addressed to prepare students to lead digital transformation initiatives responsibly.

**CIA6032 - No-Code and Low-Code Platforms for Business Process Optimization (3 Credits)**

This course prepares students to use no-code and low-code development platforms to transform and optimize business processes. Students identify processes suitable for automation and customization, design and integrate applications that improve operational efficiency, and examine how these platforms can support agile organizational responses. The course also explores the integration of artificial intelligence with no-code and low-code solutions to create more adaptive applications, while addressing collaboration, productivity, value-chain improvement, and security considerations associated with their use.

**CIA6041 - AI Systems and Enterprise Data Architecture (3 Credits)**

This course focuses on the practical use of data science and enterprise data techniques to address business challenges. Students work with data analysis, visualization, and data management

approaches to identify trends, optimize processes, and improve operational performance. Topics include extract-transform-load (ETL) processes, data visualization, predictive analysis, customer segmentation, supply-chain optimization, and the use of tools such as Tableau, Power BI, Python, and R. Emphasis is placed on translating data and analytical results into solutions that support enterprise decision-making and business outcomes.

**CIA6042 - Integrative Project: Applied Artificial Intelligence in Enterprise System (3 Credits)**

This course serves as an applied integrative experience in the Artificial Intelligence concentration. Students identify an organizational problem or opportunity and develop an AI-based solution designed to improve processes, products, or services in a business environment. Through the integrative project, students select appropriate AI tools and techniques, design and test a customized solution, evaluate and refine its performance, and prepare professional reports and presentations. The course emphasizes the practical competencies needed to support and lead AI-enabled digital transformation initiatives.

## BROWARD INTERNATIONAL UNIVERSITY ADMINISTRATIVE STAFF

The administrative leadership of Broward International University is responsible for ensuring the effective implementation of the University's mission, strategic priorities, academic quality standards, and student support services. Through collaborative leadership and continuous improvement, the administrative team promotes innovation, academic excellence, and institutional effectiveness.

The University administration includes, but is not limited to, the following positions:

| | |
|---|---|
| **CEO Chief Executive Officer** | **Guillermo Usechi** |
| **Provost** | Dr. Olga Mar González de León |
| **CFO Chief Financial Officer** | Diego Alberto Pérez |
| **Dean of Research & New Product** | Dr. Eduardo Atencio Bravo |
| **Administrative & Financial Director** | Dayana Chacón |
| **Registrar & Student Care Director** | Mariela Irene Moreno |
| **Enrollment, Business and Marketing Director** | Kevin Mahecha |
| **Director of School of Business Administration** | Dr. José Miguel Del Rio |
| **Director of School of Education** | Dr. Maria Eugenia Rivera |
| **Director of School of Engineering & Technology** | Dr. John Jairo Castro |

# ADJUNCT FACULTY DIRECTORY

Broward International University faculty members bring academic credentials, professional experience, research expertise, and disciplinary knowledge relevant to the programs in which they teach. Faculty qualifications are reviewed by the University in accordance with institutional requirements.

## SCHOOL OF BUSINESS

| Faculty Member | Academic Credentials / Professional Profile |
|---|---|
| **Armando M. Aranda** | Ph.D. in Entrepreneurial and Management Development, Interamerican University; Ph.D. (ABD) in International Business, University of Puerto Rico; MBA in Management, University of Phoenix; BBA in Accounting, Catholic University. |
| **Arturo García Santillán** | Doctor in Business Administration, Autonomous University of Aguascalientes; Master's in Administration with specialization in Finance, Autonomous University of Aguascalientes; Bachelor's in Financial and Banking Administration, Autonomous University of Aguascalientes. |
| **Betzabel García Carrillo** | Doctorate graduate, Aden Business School. Professional expertise in Human Resources, Business Consulting, Executive Coaching, Change Management, and Leadership Development. |
| **Carlos José Pérez Morales** | Doctor in Management Sciences, Latin American and Caribbean University; Master's in Quality, University of Holguín; Specialist in Advertising and Marketing, Santa María University. |
| **Douglas Alberto Muñoz Fermín** | Doctor in Management Sciences, Latin American and Caribbean University; Specialist in Technical Education, Monsignor Rafael Arias Blanco Pedagogical University Institute. |
| **Emperador Pérez** | Ph.D. in Business Economics; Doctor of Business Administration (DBA); MBA. Academic and professional expertise in management, finance, and economics. |
| **Francisco José Contreras Márquez** | Doctorate of Third Cycle in Economic Techniques, Forecasting and Prospective, School for Advanced Studies in the Social Sciences, Paris; Master of Advanced Studies, School for Advanced Studies in the Social Sciences; Economist, University of Carabobo. |
| **Inés Berenice Roche Tovar** | Doctor of Economic and Administrative Sciences, Universidad Santa María; Master's in Human Resources Management, Universidad Santa María; Master's in Coaching and Neuro-Linguistic Programming; Specialist in Human Resources Management; Bachelor's in Business Administration, National Open University. |

| Faculty Member | Academic Credentials / Professional Profile |
|---|---|
| **Javier Stalin Chacón Cantos** | Ph.D. in International Administrative Sciences, National University of San Marcos; Doctor in Education Sciences; Master's in Business Administration with concentration in International Business, University of Guayaquil; additional graduate studies in Integrated Management of Quality, Safety and Environment; degree in Computer Science. |
| **Jorge Martín Díez** | Ph.D. holder, postgraduate professor, international conference speaker, marketing commentator, and author in the field of neuromarketing. |
| **José Ignacio Díaz Rettali** | Ph.D. in Finance and Economy, Atlantic International University; Ph.D. in Administration and Management, Columbia Pacific University; MBA in Management, University of Carabobo; Licentiate in Economics, University of Carabobo. |
| **Joseph Chavez** | Doctor in Business Administration, Nova Southeastern University; Master's in Urban Affairs, Boston University; Bachelor's in Accounting, University of Massachusetts Boston. |
| **Karla Liliana Haro Zea** | Ph.D. in Strategic Planning and Technology Management, Universidad Popular Autónoma del Estado de Puebla. |
| **Liduvina Valencia Márquez** | Doctoral studies in Administration Sciences, Christopher Columbus University; Master's in International Business, Christopher Columbus University; Bachelor's in Public Accounting, Christopher Columbus University. |
| **Liliana de Jesús Gordillo Benavente** | Doctorate in Management and Marketing, Universidad Popular Autónoma del Estado de Puebla; Master's in Administration with specialization in Organizations, Autonomous University of Chiapas; Degree in Public Accounting, Autonomous University of Chiapas. |
| **Luis Yaján Albarrán Marquina** | Doctor in Exercise and Sport Science, Universidad de Los Andes; Master's in Sport Management, Universidad de Los Andes; Bachelor's in Education, Universidad de Los Andes. |
| **Luisy Lizeth Vega Parra** | Doctorate holder, Autonomous University of Sinaloa. Academic expertise in competitiveness and strategic management. |
| **Milton José Morales Vielma** | Ph.D. in Management Sciences, Universidad Dr. Rafael Belloso Chacín; Master's in Education, University of Carabobo; Bachelor's in Education, University of Zulia. |
| **Tomás Elio Ochoa Domínguez** | Doctor in Executive Development Program, EAE Business School; Executive MBA, OBS Business School/University of Barcelona; Bachelor's in Marketing, University of Girona; Bachelor's in Business Administration, Universidad Argentina de la Empresa. |

# SCHOOL OF EDUCATION

| Faculty Member | Academic Credentials / Professional Profile |
|---|---|
| **Anaylen Beatriz López de Goncalves** | Doctorate, Universidad Rafael María Baralt; Master's in Telematics, Universidad Rafael Belloso Chacín; Computer Engineer, Universidad Rafael Urdaneta; currently pursuing a Master's in Artificial Intelligence, CEUPE. |
| **Arsenio Antonio Pérez Pérez** | Doctor of Instructional Technology and Distance Education, Nova Southeastern University; Master's in Industrial Engineering with specialization in Management, UNEXPO; Specialized Higher Education Studies in Business Administration, Université de Rennes; Master's in Computer Science, Université de Rennes; Bachelor's in Computer Science, Université de Rennes. |
| **Dairaliz Marcano de Leal** | Doctor in Educational Sciences, Universidad Rafael Belloso Chacín; Master's in Education, University of Zulia; Psychology degree, Universidad Rafael Urdaneta. |
| **Diego Apolo** | Postdoctoral studies in Educational Sciences, University of Carabobo; Ph.D. in Educational Sciences, National University of La Plata; Ph.D. Candidate in Communication, National University of La Plata; Master's in Strategic Communication, Pontifical Catholic University of Chile. |
| **Francis Carolina González Pérez** | Ph.D. in Education; Post doctorate in Public Policy and Education, Universidad Nacional Experimental de Yaracuy; Master's in Education with specialization in Early Childhood Education, Universidad Pedagógica Experimental Libertador; Teacher in Preschool Education. |
| **Gloria Herrera Sánchez** | Doctor in Education: Instructional Technology and Distance Education, Nova Southeastern University; Master's in Behavioral Sciences, Educational Research and Development, Nova University-CINDE; Specialist in Pedagogy and Didactics; Specialist in Pedagogy for Autonomous Learning; Bachelor's in Educational Administration. |
| **Gloria Margarita Gurrola Peña** | Doctor in Psychological Research, Iberoamerican University; Master's in Psychology with specialization in Clinical Psychology, University of the Americas Puebla; Bachelor's in Psychology. |

| Faculty Member | Academic Credentials / Professional Profile |
|---|---|
| **Grecia Herrera** | Doctor in Neuroethology, Universidad Veracruzana; Master's in Psychology Applied to Education, Universidad Veracruzana; degree in Special Education; postdoctoral studies in Electrophysiology and Brain Neuroprotection. |
| **Irama Felisia García Villarroel** | Ed.D. in Instructional Technology and Distance Education, Nova Southeastern University; Master's in Education, Central University of Venezuela; Bachelor's in Education, Central University of Venezuela. |
| **Irene Vasquez** | Doctor of Education, Nova Southeastern University; Master's in Senior Management, Universidad Católica del Cibao; Master's in Marketing, Universidad Católica del Cibao; Agronomic Engineering studies with specialization in Agricultural Economics. |
| **Isabel Teresa Suárez Pérez** | Doctorate in Educational Sciences, Santa Maria College; Master's in Management, Universidad Pedagógica Experimental Libertador; Master's in Technical Education, Universidad Pedagógica Experimental Libertador; Specialist in Technical Education. |
| **Maricela Urías Murrieta** | Ed.D. in Instructional Technology and Distance Education, Nova Southeastern University; Master's in Educational Research, Instituto Tecnológico de Sonora; degree in Educational Sciences, Instituto Tecnológico de Sonora. |
| **Marleyn Serrano Ramírez** | Ph.D. in Psychology with orientation in Applied Cognitive Neuroscience, Maimónides University; Master's in Philosophy, Universidad del Valle; Master's in Psychology, Universidad del Norte; Specialist in Clinical Psychology; Specialist in University Teaching; Psychology degree, Konrad Lorenz University. |
| **Martha Olivia Ramírez Armenta** | Ph.D. in Educational Systems and Environments, Instituto Tecnológico de Sonora; Ed.D., Humboldt International University; Master of Education, Instituto Tecnológico de Sonora; degree in Linguistics, Universidad de Sonora. |
| **Mercedes Inciarte** | Ph.D. in Educational Sciences, Universidad Rafael Belloso Chacín; Master of Science in Educational Informatics, Universidad Rafael Belloso Chacín; Bachelor's in Pedagogical Sciences with emphasis in Educational Technology, Universidad del Zulia. |

| Faculty Member | Academic Credentials / Professional Profile |
| --- | --- |
| **Reina Hiraldo Trejo** | Postdoctoral studies in Public Policy, National Experimental University of Yaracuy; Doctor in Education, National Distance University of Costa Rica; Specialist in Distance Education, National Distance University of Spain; Master's in Technology Applied to Education, University of Barcelona; Computer Engineer, UTESA. |
| **Svetlana Loginow Escalona** | Doctorate in Instructional Technology and Distance Education, Nova Southeastern University; Master's in Counseling and Human Development; Master's in Educational Sciences; Specialist in Educational Management; postdoctoral studies in Coaching. |
| **Tomas Fontaines** | Ph.D. in Human Sciences, University of Zulia; Ph.D. in Discourse Studies, Central University of Venezuela; Master's in Guidance with emphasis in Education, University of Zulia; Specialist in Research Methodology, Universidad Rafael Urdaneta; Bachelor's in Education; postdoctoral studies in research methods and methodologies. |
| **Zulma Figueroa** | Ed.D. in Instructional Technology and Distance Education, Nova Southeastern University; M.A. in Administration and Supervision in Education, University of Phoenix; B.A. in Elementary Education, Inter American University of Puerto Rico; Certification in Special Education, University of Puerto Rico. |

# SCHOOL OF ENGINEERING

| Faculty Member | Academic Credentials / Professional Profile |
|---|---|
| **Ana Celina Munoz Garcia** | Doctor in Applied Sciences, University of Los Andes; Master of Science in Control and Automation Engineering, University of Los Andes; Systems Engineering degree, University of Los Andes. |
| **Cristian Zambrano Vega** | Ph.D. in Software Engineering and Artificial Intelligence, University of Málaga; Master's in Software Engineering and Artificial Intelligence, University of Málaga; Bachelor's in Systems Engineering, University of Quevedo. |
| **José Gregorio Sánchez** | Ph.D. in Computer Science, University of Birmingham; Master of Science in Artificial Intelligence, Universidad Centroccidental; Bachelor of Science in Computer Science, Universidad Centro Occidental. |
| **José Ignacio Requeno** | Ph.D. in Computer Engineering, University of Zaragoza; Master's in Systems Engineering and Computer Science, University of Zaragoza; Bachelor's in Computer Engineering, University of Zaragoza. |
| **Jhony Andrés Guzmán Henao** | Ph.D. in Computer Science, Institución Universitaria ITM, Master in Gestión Energética Industrial, Institución Universitaria ITM, Ingeniero Electromecánico, Institución Universitaria ITM |
| **Claudia Cecilia Ruso** | Ph.D. in Computer Science, Universidad Nacional de La Plata, Master in Automation, Universidad Nacional de La Plata, Licenciada en Informática, Universidad Nacional de La Plata. |
| **Walter Fuertes** | Ph.D. in Computer Science and Telecommunications. Academic and research expertise in distributed systems, cybersecurity, and digital content. |

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2026 - 2027