STUDENT CATALOG

2023-2024

MIU CITY UNIVERSITY MIAMI

111 NE 1st Street, 6th Floor, Miami, Florida 33132

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This catalog represents an overview of the policies, rules, regulations, and procedures of MIU City University Miami at the time of publication. The school reserves the right to change any provision of this catalog at any time. Notice of changes will be duly noted in a revised catalog, addendum, supplement to the catalog, or in any other written format. Students will be notified if any changes are made to the institution's catalog.

2023-2024

Last Update: 10/2023

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SECTION 1

WELCOME TO MIU

WELCOME TO MIU CITY UNIVERSITY MIAMI

STATEMENT OF OBJECTIVES

- To offer quality professional degree programs.
- To build up a community and enrich students' lives by promoting educational and professional growth.
- To encourage student-centered learning at all levels, supported by technological resources and led by qualified faculty and staff.
- To provide an outstanding educational experience through academic and administrative support services.
- To promote interdisciplinary research and innovation.
- To foster collaboration and interaction among other institutions with the same objectives.

MISSION

MIU City University Miami's mission is to provide innovative and affordable degree programs and learning opportunities to both U.S. residents and international students primarily through online education, utilizing the latest technologies and responding to students' needs in their pursuit of academic, personal, and professional integrity.

HISTORY

MIU City University Miami was founded in 2015, and in 2019 the university was acquired by the European PROEDUCA group. Using the know-how and experience of this leader in online education, MIU has grown and embraced the standards of academic and administrative excellence which it holds today.

LEGAL CONTROL

MIU City University Miami is a for profit corporation in the State of Florida.

The following hold legal control of the University: UNIR, LLC which is owned by PROEDUCA.

UNIVERSITY ADMINISTRATORS

President and CEO: Dr. Daniel Burgos, PhD

The primary responsibilities are to oversee all University functions and all ultimate decision-making; give final approval on all faculty hiring and other major decisions; network with pertinent industry personnel; promote the University within the community; modify the purpose and missions of the University as it grows and develops and as the needs of students and the market change over time.

Executive Director: Rafael Garcia Parajua

The specific duties and responsibilities of the Executive Director include:

- Leading MIU in continuing to successfully implement the strategic plan approved by the Advisory Board.
- Fostering effective teamwork between the Advisory Board, University Administration, and MIU staff members.
- Acting as a spokesperson for MIU and representing MIU effectively in the public sphere.
- Working with the Advisory Board to develop policies and strategies
- Working with the Advisory Board to continue refining MIU's strategic plan, and identifying and informing the Advisory Board of internal and external issues that affect MIU's work

Director of Admissions: Mercedes Romaniega

The Director of Admissions is responsible for supervising all admissions activities, managing, coordinating, and participating in special programs and projects within the University team and directors, giving public presentations at secondary schools and regional locations in order to promote MIU to prospective applicants, advising secondary school counselors, applicants and parents on the application process, serving as a liaison with organizations and individuals involved in the admissions process, and interviewing prospective applicants.

Accreditation and Quality Compliance Director: Rafael García Parajua

The Accreditation and Quality Compliance Director works to ensure that the operations and procedures of the University are in compliance and follow the standards of accreditation and state licensure, among others.

Library Director: Gustavo Oriol

The Library Director orders, maintains and catalogs books, newspapers, films and electronic equipment, coordinates information for the billboards and assists students in finding information resources.

Dean: Dr. Juan Jose Sobrino Garcia

The Dean coordinates the faculty working closely with the President and Executive Director, improving the overall academic offering of the University.

Student Services Advisor: Juan Negrillo

The Student Services Advisor is always available for students requiring help and assistance throughout their academic studies. The Student Services office cooperates daily with faculty members to assist students in achieving the outcomes expected for each program by providing advises and methodologies to improve their learning skills.

Financial Director: Guillermo Navarro Antunez

The Financial Director are tasked with overseeing all financial activities, reporting on revenue, training accounting staff, budgeting, managing, controlling, disbursing funds to departments, implementing policies and improving financial processes.

Career Services Director: Alfredo Villalobos

The Career Services Director coordinates and integrates all aspects of career development, career exploration, work-based-learning, job placement, and career planning for students and graduates.

Registrar: Pamela Obando

The Registrar is responsible for organizing and administering student records, ensuring records are updated with new grades, attendance, finances, etc.

ACADEMIC YEAR 2023/2024

FALL SEMESTER 2023

September 5, 2023	Fall Semester Starts
September 11, 2023	Last Day to Add/Drop Courses
October 9, 2023	Columbus Day (no classes)
November 10, 2023	Veterans Day (no classes)
November 23-24, 2023	Thanksgiving (no classes)
November 27 – December 1, 2023	Registration for Spring 2024
December 15, 2023	Fall Semester Ends
December 18, 2023 – January 5, 2024	Winter Break

SPRING SEMESTER 2024

January 16, 2024	Spring Semester Starts
January 22, 2024	Last Day to Add/Drop Courses
February 19, 2024	Presidents' Day (no classes)
March 25-29, 2024	Spring Break
April 22-26, 2024	Registration for Summer 2024
May 3, 2024	Spring Semester Ends

SUMMER SEMESTER 2024

May 14, 2024	Summer Semester Starts
May 20, 2024	Last day to Add/Drop Courses
May 27, 2024	Memorial Day (no classes)
July 4, 2024	Independence Day (no classes)
July 29 – August 2, 2024	Registration for Fall 2024
August 23, 2024	Summer Semester Ends

FALL SEMESTER 2024

September 3, 2024	Fall Semester Starts
September 9, 2024	Last Day to Add/Drop Courses
October 14, 2024	Columbus Day (no classes)
November 11, 2024	Veterans Day (no classes)
November 28-29, 2024	Thanksgiving (no classes)
December 2 – December 6, 2024	Registration for Spring 2025
December 13, 2024	Fall Semester Ends
December 16, 2024 – January 3, 2025	Winter Break

The Academic Calendar dates are subject to change. Any student who wishes to reschedule a date may contact the instructor at the beginning of the semester. Please submit all other inquiries to the Dean, or in their absence, the Associate Dean.

SECTION 2
GENERAL INFORMATION

GENERAL INFORMATION

LICENSING

MIU is licensed by the Commission for Independent Education, Florida Department of Education, and License #5359. Additional information regarding this institution may be obtained by contacting the Commission at:

Commission for Independent Education
Florida Department of Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400 (888) 224-668

MIU is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA), through which MIU may offer distance educational services to students anywhere in the US, except the state of California which does not participate in this agreement.

ACCREDITATION

MIU City University Miami is accredited by the Distance Education Accrediting Commission (www.deac.org).

DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and is **recognized by the Council for Higher Education Accreditation (CHEA).**

Distance Education Accrediting Commission 1101 17th Street, N.W., Suite 808 Washington, D.C. 20036 (202) 234-5100 / www.deac.org

FACILITIES

MIU City University Miami is located at 111 NE 1st Street, 6th Floor, Miami, Florida.

Its facilities are equipped to accommodate the needs of MIU's students, faculty, and staff. Classrooms contain adequate seating and traditional educational equipment applicable to the specific educational area. In addition, several classrooms contain technological and audio-visual devices to provide students with an advanced educational experience. The facilities include 4 classrooms, a Library and a Cafeteria for students. Moreover, there are 6 offices and a reception area. Students have access to MIU's library computer lab, which includes computer technology and high-speed Internet connections.

The maximum number of students in typical classroom or laboratory/shop settings of instruction is 14 students.

SEMESTER SYSTEM

The semester system at MIU City University Miami runs from January to May/ May to August/ and August to December. Each semester consists of 15 weeks of instruction.

GOVERNANCE OF THE UNIVERISTY

The Officers of MIU City University Miami manage the operations of MIU. The Officers have the authority to conduct the following functions:

- Establish policies and procedures for MIU City University Miami
- Select the President of MIU City University Miami
- Amend and approval the annual budget of MIU City University Miami
- Determine the compensation of the directors, presidents, and other staff members
- Perform any tasks in the administration of MIU City University Miami

CAMPUS SAFETY AND SECURITY

MIU City University Miami has the utmost concern for the safety of each student, faculty member, and staff. All students, employees, and visit should promptly report crimes in progress, accidents, and any other emergencies to local law enforcement by dialing 911.

HOURS OF OPERATION

- School Hours: Monday to Friday   9:30 AM – 05:00 PM
- Office Hours: Monday to Friday   8:30 AM – 5:30 PM
- Library Hours: Monday to Friday   9:00 AM – 05:00 PM

SECTION 3

MAJOR POLICY STATEMENTS

MAJOR POLICY STATEMENTS

This section of MIU City University Miami's catalog outlines policies and procedures relevant to students enrolled at MIU City University Miami.

STUDENTS WITH DISABILITIES POLICY

MIU City University Miami does not discriminate on the basis of disability in the admission or access to, or operations of its programs and activities. MIU City University Miami also does not discriminate in the basis of disability in its hiring or employment practices. MIU City University Miami administrators will handle provisions of accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Reasonable and specific accommodations are developed with each student based on current documentation from an appropriate licensed professional. All accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment.

HEALTH AND SAFETY

MIU City University Miami acknowledges that it is its duty to ensure, so far as reasonably practicable, the health, safety and welfare of the students, staff, and anyone else who comes to MIU. It is the policy of MIU to provide and maintain, as far as reasonably practical, a working environment that is safe and without risk to health.

Consequently, MIU City University Miami will, when reasonably practical:

- Provide and maintain safe and healthy working conditions;
- Provide and maintain safe machinery;
- Provide information, training and supervision to enable staff and students to perform their work safely;
- Maintain high standards of health, safety and welfare in all MIU activities.

FREEDOM OF ACCESS/NON-DISCRIMINATION

MIU City University Miami is open to all students who are qualified according to the published admission standards. MIU encourages applications from qualified applicants of both sexes, from all cultural, racial, religious, and ethnic groups. MIU City University Miami is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, marital status, national origin, veteran status, political affiliations or opinions. All MIU employees have a responsibility to maintain their work free of discrimination.

All acts of discrimination must be documented in writing, specifying the basis for discrimination. The complainant must enumerate all types of discrimination in the statement, identify the offender, and turn in complaint to MIU City University Miami Officers. In absence of a written complaint, the employee or faculty member who received the complaint must document it in a memorandum to be referred to Student Development or Human Resources, as appropriate.

Unless complainant signs it, it will be an informal complaint. MIU City University Miami will investigate all complaints. Investigations may include interviews, preparation of statements, reports with summary of the investigation, description of investigation process, findings and recommendations. Reports will be kept confidential.

MIU City University Miami may attempt conciliation between the parties involved. If conciliation is not achieved, the designated official from MIU will issue a final report. Final reports shall be issued within 30 days of receiving the complaint. The alleged offender and complainant will be notified in writing of the outcomes, and procedures for appeal. Upon this final report, corrective action, including sanctions, will be considered and implemented.

Claims to be found frivolous will result in appropriate sanctions against complainant, as determined MIU City University Miami Officers. Possible sanctions may include, but are not limited to written reprimands on the student or employee's record, restriction or loss of privileges, and suspension. Complaints may be withdrawn, but MIU reserves the right to continue investigating as it was made aware of a possible act of discrimination. Any attempt(s) at retaliation shall be treated as a separate allegation of discrimination.

By the time a determination of appropriate disciplinary action or resolution has been reached, all parties have been contacted and circumstances have been fully evaluated. However, individuals have five days to appeal determination of sanctions. Such appeals shall be directed to a higher MIU authority, which will re-evaluate the determination as deemed appropriate.

POLICY AGAINST HAZING

In compliance with Florida law, MIU City University Miami defines hazing as any act whether physical, mental, emotional or psychological, which subjects another person, voluntarily or involuntarily, to anything that may abuse, mistreat, degrade, humiliate, harass, or intimidate that person, or which may in any fashion compromise their inherent dignity as a person. Hazing is inherently in conflict with the purpose and goals of MIU City University Miami. Therefore, such conduct will not be tolerated. Every effort will be made by MIU to ensure that hazing will not victimize students.

LIBRARY USE POLICY

The library's policy regarding student borrowing and return of items is posted in the library. Students are allowed and encouraged to borrow materials from the library's general collection. Students are allowed to borrow materials for up to one month. These materials may also be renewed for a period of one month. The recent inclusion of the library's collection in an online catalog will permit computerized circulation procedures in the future. Fines and late fees are assessed for late items at the rate of 25 cents per book per day.

Students are charged replacement value up to a cost of $25 for any item that is lost. These fees are collected before the student is allowed to register for the next semester's classes. Reference, periodical, and special collection items may not normally be circulated to students without special permission; however, the librarian on occasion may grant permission for reference materials where necessary and appropriate.

COMPUTER USE POLICY

MIU City University Miami's computing facilities are provided for the use of registered users. All computer users are responsible for using the facilities in an effective, efficient, ethical and lawful manner. MIU views the use of computer facilities as a privilege, not a right, and seeks to protect legitimate computer users by imposing sanctions on those who abuse the privilege

This policy provides guidelines for the appropriate and inappropriate use of the computing resources of MIU City University Miami. It applies to all users of MIU's computing resources, including students, faculty, employees, alumni and guests of MIU. Computing resources include all computers, related equipment, software, data and local area networks for which MIU is responsible.

MIU City University Miami's computing resources are intended for the legitimate business of MIU. All users must have proper authorization for the use of MIU's computing resources. Users are responsible for seeing that these computing resources are used in an effective, ethical and legal manner. Users must apply standards of acceptable academic and professional ethics and considerate conduct to their use of MIU's computing resources. Users must be aware of the legal and moral responsibility for ethical conduct in the use of computing resources. Users have a responsibility not to abuse the network and resources and to respect the privacy, copyrights and intellectual property rights of others. Computer hardware and software is the property of MIU City University Miami and the student is responsible for taking precautions against importing computer viruses or doing other harm to the computer. It is prohibited to copy MIU-purchased or leased software.

EMAIL AND INTERNET USE POLICY

All email communications sent or received at MIU City University Miami should be considered official MIU correspondence. Such correspondence is subject to standards of good taste, propriety, courtesy and consideration. MIU, under certain circumstances, such as an internal investigation, may retrieve emails, as they are subject to subpoena and discovery in legal proceedings. Respect for others' privacy dictates that students should not try to access another individual's messages without the individual's permission.

Most computers at MIU City University Miami have access to the Internet. It is expected that all individuals using MIU's computers will use good judgment in determining the sites visited and the amount of time spent using the Internet.

RULES REGARDING THE USE OF COMPUTERS

The following rules apply to all users of the University's computers. Violations of any of these rules may be possibly unlawful. An individual's computer use privileges may be suspended immediately upon the discovery of a possible violation of these rules:

1. Computer users agree to use facilities and accounts for MIU City University Miami related activities only.
2. Accounts are considered the property of MIU City University Miami.
3. A MIU City University Miami Officer must approve all access to central computer systems, including the issuing of passwords.

4. Authorization for the use of the accounts is given for specific academic purposes.
5. Attempts to use accounts without authorization or to use accounts for other than their intended purposes are all violations of the University's rules.
6. Electronic communications facilities, such as E-MAIL are for MIU City University Miami related activities only. Fraudulent, harassing or obscene messages and/or materials are not to be sent or stored.
7. Computer users agree to the proprietary rights of software. Computer software protected by copyright is not to be copied from, into, or by using MIU City University Miami computers.
8. Computers users are required to abide by federal copyright laws and MIU City University Miami's policy regarding the use of all digital materials, including peer-to-peer file sharing.

The appropriate agents will address inappropriate conduct and violations of this policy. In cases where a user violates any of the terms of this policy, MIU may, in addition to other remedies, temporarily or permanently deny access to any and all university computing resources and appropriate disciplinary actions may be taken.

STUDENT PRIVACY AND CONFIDENTIALITY POLICY

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education records. As such, MIU students have and may exercise the following rights:

Students have the right to inspect and review their education records within 45 days of the day the university receives the request.

Students have the right to request the amendment of their education records that they believe are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If the university denies a student's requested amendment, the student has the right to a hearing regarding the requested education record amendment.

Students have the right to provide written consent before the University discloses personally identifiable information in their education records, except to the extent that FERPA authorizes disclosure without consent.

MIU has designated certain information as "directory information" which it may disclose without the student's written consent. More information regarding FERPA and directory information, can be found at the following link: https://www2.ed.gov/policy/gen/guid/fpco/faq.html

Students also have the right to file a complaint with the U.S. Department of Education if they feel that the university has failed to comply with the requirements of FERPA. The name and address to the office that administers FERPA is:

Family Compliance Office

U.S. Department of Education

400 Maryland Avenue, S.W.

Washington, D.C. 20202-5901

SECTION 4
GRIEVANCE POLICIES AND PROCEDURES

GRIEVANCE POLICIES AND PROCEDURES

GRIEVANCE PROCEDURES

If any student deems it necessary to file a grievance against a MIU City University Miami employee, they must report this incident to the EXECUTIVE DIRECTOR. Every effort will be made to protect the privacy of any parties involved. The student is entitled and encouraged to have an informal discussion with the EXECUTIVE DIRECTOR as a first step. If an informal conversation does not result in a satisfactory resolution, or if you are not comfortable speaking about the matter with the EXECUTIVE DIRECTOR, then the student should discuss the situation with the President. In cases of discrimination or sexual harassment, MIU City University Miami encourages the student to go directly to the President. Any complaint that is not in writing, that is, a verbal complaint, is considered an informal complaint.

After an informal discussion, if the student wishes to file a formal grievance, this may be done in writing to the EXECUTIVE DIRECTOR. However, before filing a formal charge, the complaining party should first make a good faith effort to meet and confer with the party against whom they have a complaint in an effort to resolve the matter. The formal report should contain a statement of the problem or complaint, the facts and details of the situation, pertinent dates and the names and positions of the parties involved. The grievance must be signed and dated. Also, student may withdraw a complaint at any time during the complaint process. A withdrawal must be made in writing to the EXECUTIVE DIRECTOR.

Upon receipt of a written formal complaint by a student, the EXECUTIVE DIRECTOR will consider the complaint together with the President. After such an investigation, the President will make a determination as to whether the grievance has merit as alleged. If the alleged grievance is deemed justified, MIU City University Miami will take whatever steps it deems appropriate to correct any grievance suffered by the complaining student. The entire process duration is 2 weeks, from the moment the student files the complaint until the final decision made by the President.

In accordance with rule 6N-1.006, F.A.C. for unresolved matters, you may contact the Commission for Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400 Toll Free Telephone Number 850-245-3200

Non-Florida residents who have completed the internal grievance process and the state grievance process may contact the FL-SARA State Portal Entity Contact, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400 Toll Free Telephone Number 850.245.3200. FLSARAinfo@fldoe.org

STUDENT COMPLAINT PROCEDURE

If a student determines that such grievance has appropriate support, the persons or departments that are responsible for such violation will be dealt with in an appropriate manner by the supervisors or directors of such persons or programs, in accordance with applicable provisions, if any, of contracts, employment regulations, faculty and employee handbooks, or the like. The entire process duration is 2 weeks, from the moment the student files the complaint until the final decision made by the supervisors or directors.

REVIEW BY A REPRESENTATIVE COMMITTEE

The student may appeal this determination to an appeals committee consisting of members of the administration, faculty and student body. This committee has the right to review the determinations and to reverse or amend such decisions.

STUDENT CONDUCT CODE

The following are examples of misconduct for which students and/or student organizations are subject to disciplinary action by MIU City University Miami. This list should not be considered inclusive.

1. Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to MIU.

2. Forgery, alteration, or misuse of MIU City University Miami documents, records, or identification.

3. Theft of and/or damage to property of MIU City University Miami, of a member of the MIU community, or of a visitor to MIU City University Miami.

4. Unauthorized entry to, or use of, MIU City University Miami facilities, which are locked, closed to student activities or otherwise restricted as to use.

5. Tampering with fire equipment, exit lights, fire alarms, or any other Safety equipment or structures.

6. Disorderly, lewd, indecent, or obscene conduct or expression on MIU City University Miami owned property or at MIU City University Miami sponsored or supervised activities.

7. Abusive behavior - Any action or situation which produces mental or physical discomfort for any member of MIU City University Miami community, or which places the individual or group in danger of physical or mental injury. This behavior includes but is not limited to:

- Sexual Harassment - inappropriate or unwelcome sexual attention to coerced sexual relations or sexual assault (also see policy on Sexual Harassment).
- Verbal Harassment-statements incorporating abusive, obscene or threatening language.
- Physical Harassment - use of, or threatened use of, physical force or violence.
- Stalking - willfully, maliciously, and repeatedly following or harassing another person.
- Any harassment on the basis of race, ethnicity, gender, disability, religion, or sexual orientation.

8. Forging, altering, possessing, duplicating, or using documents, keys, records, or identifications without consent or authorization.

9. Failing to comply with a judicial sanction, to include violation of specific probationary statutes.

10. Purporting to or representing another person, an organization, or MIU City University Miami improperly without consent or authority.

11. Lying or perjuring self to MIU City University Miami official.

12. Attendance during the commitment of a violation of MIU City University Miami student conduct code constitutes permission or condoning of the act.

13. Possessing, consuming, dispensing, or being under the influence of alcoholic beverages or illegal drugs in violation of the State of Florida Law or MIU City University Miami's policy.

14. Violating MIU City University Miami smoking tobacco use policy in specified facilities.

15. Soliciting/selling for personal or organizational profit without proper consent of MIU City University Miami officials.

16. Disruption of the normal activities of the institution, including physical violence or abuse of any person or conduct which threatens or endangers the health or safety of persons, the deliberate interference with academic freedom and freedom of speech.

17. Possession of weapons, which include firearms (or replicas), guns, sling shot devices, grenades, knives, explosives, flammable materials or any other instrument that may be used to cause injury to body or damage to property.

18. Violation of other published MIU City University Miami policies, rules or regulations.

SECTION 5

ACADEMIC DISHONESTY

ACADEMIC DISHONESTY

CHEATING AND PLAGIARISM

Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents. Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws.

An incident of Cheating or Plagiarism upon which a faculty member may take action will be an event which the faculty member witnesses or has written evidence to support. A faculty member must observe this evidence directly and may not take action solely on the report of another party.

PROCEDURES FOR HANDLING CHEATING AND PLAGIARISM

Any faculty member discovering a case of suspected cheating or plagiarism should make a responsible effort to confront the student with the evidence within five (5) working days. If the student can explain the incident to the satisfaction of the faculty member, no further action is warranted.

If the student denies cheating and the faculty member continues to believe cheating has occurred, the faculty member will send an Academic Dishonesty Form to the coordinator of the appropriate area of study. This form is available in the office of the EXECUTIVE DIRECTOR. The EXECUTIVE DIRECTOR will hold a hearing in which the faculty member will present the evidence against the student. The EXECUTIVE DIRECTOR will decide who, in addition to the above, may be present at the hearing. The EXECUTIVE DIRECTOR will determine whether or not the evidence indicates that cheating/plagiarism has taken place.

If the student has admitted or has been found guilty of cheating or plagiarism, the following records will be kept:

- The faculty member will send an Academic Dishonesty Form to the EXECUTIVE DIRECTOR.
- The EXECUTIVE DIRECTOR will inform the student in writing that these forms have been sent.
- Records of the incident will be kept in the Office of the EXECUTIVE DIRECTOR.

This record shall be destroyed upon graduation or other forms of separation from MIU City University Miami if no further incidents of cheating or plagiarism occur.

If the records, in the Office of the EXECUTIVE DIRECTOR, indicate that the student has committed two offenses, both incidents become part of the student's permanent academic record.

The faculty member shall decide how the student will be graded for the course in which cheating or plagiarism occurred. The student may be required to resubmit the assignment or take a new examination. The student may receive a failing grade on the assignment or examination in question. The student may receive a failing grade for the course.

For a second or subsequent offense, the student shall be subject to suspension or dismissal from MIU City University Miami.

The student may appeal any of the above decisions in writing to the EXECUTIVE DIRECTOR within thirty (30) working days.

RESPONSIBILITIES OF STUDENTS CONCERNING ACADEMIC DISHONESTY

Students are responsible for knowing the policies regarding cheating and plagiarism and the penalties for such behavior. Failure of an individual faculty member to remind the student as to what constitutes cheating and plagiarism does not relieve the student of this responsibility.

Students must take care not to provide opportunities for others to cheat.

Students must inform the faculty member if cheating or plagiarism is taking place.

DISCIPLINARY STANDINGS

A student's disciplinary status is regulated by the following definitions, which are reflected in each student's record kept at the Registration Department.

GOOD STANDING

The status of good standing indicates that a student has been duly enrolled in MIU City University Miami and is eligible to participate in all MIU activities. A student is presumed to be in good standing unless the student engages in an established misconduct.

WARNING

This status indicates that a student has been through the judicial process due to misconduct and has been cautioned that further behavior of the same or similar type will be cause for further disciplinary action by MIU City University Miami.

DISCIPLINARY PROBATION

This status indicates that a student's behavior has raised serious questions concerning the student's status as a member of the University community. Students will be given a stated period during which their conduct will establish whether they are to be returned to good standing by having met the defined behavior requirements, or whether they are to be suspended or dismissed from MIU City University Miami. The EXECUTIVE DIRECTOR may impose the sanction of disciplinary probation on a student.

A statement of offense and decision will be placed in the student's file in the Registration Department. If while on disciplinary probation a student is found responsible for a further infraction of MIU City University Miami policies/regulations, the student will be subject to the possibility of suspension/expulsion from MIU.

SUSPENSION

The status of suspension indicates the suspension/separation of the student from MIU City University Miami for a stated time due to serious or repeated violations of the rules or for undesirable conduct on the part of the student. A student will be permitted to re-register for courses after a semester probation period. The EXECUTIVE DIRECTOR may impose suspension.

Statement of offense and decision will be placed in the student's file in the Registration Department.

EXPULSION

This status, the most serious disciplinary action taken by MIU City University Miami, indicates the immediate, involuntary and permanent separation of a student from MIU because of established gross misconduct on the part of a student.

After notice of expulsion, a student must leave the campus immediately. The expelled student does not have the privilege to apply for readmission to MIU City University Miami. Statement of offense and decision will be placed in the student's file in the Registration Department. A student's transcript will include documentation of expulsion. A student dismissed for disciplinary reasons at any time shall be entitled to any claim or refund.

APPEALS TO DISCIPLANARY STANDINGS

A student may appeal any of the above decisions in writing to the EXECUTIVE DIRECTOR within thirty (30) working days.

DISCIPLINARY RECORDS

MIU City University Miami will retain disciplinary records for one year after graduation. MIU reserves the right to keep records for a longer period of time if so specified in the sanction letter.

SECTION 6
STUDENT SERVICES

STUDENT SERVICES

STUDENT DEVELOPMENT

Under the supervision of the EXECUTIVE DIRECTOR, the University student services are in place to assist students with their various needs. The goal of effective and worthwhile student services is to assist students and to directly involve the students in the affairs of the institution, fostering a sense of community among students, faculty and administration.

ACADEMIC ADVISING

As previously mentioned, MIU City University Miami is an institution that emphasizes not only academic and professional growth, but also personal development and the nurturing of each student. Coordinators serve as liaisons between students and the faculty/administration. It is the role of the EXECUTIVE DIRECTOR to advise and mentor students with regards to academic and professional decisions. In addition, each faculty member is receptive to developing a professional, yet personal relationship with each student. As such, the students should feel comfortable, if the need arises, to seek advice of a faculty member with regards to academic and professional matters.

PLACEMENT SERVICES

Students who are approaching graduation should contact the EXECUTIVE DIRECTOR. Students will be provided with accurate and timely information regarding the relationship of their programs of study to specific occupations and professions in Florida. Students will receive information about employers in the South Florida area. Students will also receive information about requirements of state licensure examinations for certain professions. While students are responsible for obtaining employment forms and scheduling interviews, MIU City University Miami staff will assist students with identifying potential employers, notifications of job fairs, creation of resumes and interview techniques. MIU offers personalized services and resources to students along different steps of the job career search and job application process. These include résumé writing, cover letters, and interview techniques. The University has not made and will not make any guarantees of employment or salary upon graduation.

HOURS

The Student Services Advisor is available for students on campus during normal office hours (8:30am – 5:30pm Mon-Fri) and will respond with 48 hours via email or other digital means to any issues, questions, concerns, or needs that may arise for students studying online.

STUDENTS WITH DISABILITIES

MIU City University Miami does not discriminate on the basis of disability in the admission or access to, or operations of its programs and activities. MIU does not discriminate in the basis of

disability in its hiring or employment practices. MIU City University Miami administrators will handle provisions of accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable and specific accommodations are developed with each student based on current documentation from an appropriate licensed professional. All accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment.

MIU currently provides handicap access in its classrooms and facilities. Requests for other accommodations must be made to the EXECUTIVE DIRECTOR. On occasion, the EXECUTIVE DIRECTOR may work together with the President to resolve requests concerning academic adjustments. With the goal of promoting integration and equality among the student population, the University provides individual assistance to students with documented disabilities. Disclosure of disability is voluntary. Students with disabilities must request adjustments or other accommodations within the first two weeks of each semester, and provide appropriate documentation to the EXECUTIVE DIRECTOR. Documentation received may be questioned if proper credentials are not provided, the person is not treating the student, or if the diagnosis is without supporting data. MIU City University Miami maintains all records as confidential.

Upon review of the documentation, the EXECUTIVE DIRECTOR will develop a letter of acknowledgement of the disability and the appropriate accommodations that will be provided to the student. The EXECUTIVE DIRECTOR will contact the student's professors to notify them of the authorized adjustments. In case the adjustments do not work, the student must notify EXECUTIVE DIRECTOR in order to ensure timely arrangements.

Students that require extra time for testing may take examinations under the supervision of the EXECUTIVE DIRECTOR, in agreement with the course professor. Students should allow two to three weeks for processing of additional aids or educational materials. MIU City University Miami provides these auxiliary aids and services on an individual basis. These aids and services may include, but are not limited to: registration assistance, approval of reduced course load, letters to instructors outlining accommodation needs, note takers, testing accommodations, classroom and other facility accommodations, and assistance with accessibility issues.

MIU City University Miami will take into account the dates of requests for adjustments in the evaluation of grade appeals. Students should keep in mind that arrangements are provided to aid in the completion of course requirements, not to provide excuses for missing assignments or other coursework. All students may appeal grades. For this process, please refer to Procedure for Grade Appeals.

APPEAL DISABILITY DOCUMENTATION DECISION

The student may appeal any decision related to a requested accommodation or auxiliary aid to the EXECUTIVE DIRECTOR. Such an appeal must be made in writing to the EXECUTIVE DIRECTOR not later than ten (10) days following the decision as to a requested accommodation or aid. Any position paper, brief, medical documentation or other written material, which the student desires to be reviewed by the EXECUTIVE DIRECTOR, shall be submitted together with the notice of appeal. The EXECUTIVE DIRECTOR shall investigate and respond to the notice of appeal in writing, stating the decision, together with the reasons for either affirming or reversing the previous decision as to an accommodation or auxiliary aid.

ADMISSIONS REQUIREMENTS

Applicants will be considered for admission if they satisfy the following:

- Undergrad: Submit a High School Diploma, GED, or proof of Post-Secondary Education
- Graduate: Masters: Proof of Bachelor's Degree or Master's Degree
- Submit a completed Admissions Application
- Submit a non-refundable application fee of $50.00 for domestic students and $150 for international students
- Copy of valid government issued ID

For applicants whose first language is not English, evidence of English language proficiency must be provided. MIU accepts the following tests and scores:

For undergraduate programs:

A minimum total score of 57 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet-based Test (iBT); 6.0 on the International English Language Test (IELTS); 44 on the Pearson Test of English Academic Score Report; 95 on the Duolingo English Test; 53 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE); or a B-2 English proficiency level, assessed through exams belonging to the Common European Framework of Reference (CEFR).

To satisfy this requirement, undergraduate applicants may also present a high school diploma completed at an accredited/recognized high school where the medium of instruction is English.

For graduate programs:

A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet-based Test (iBT); 6.5 on the International English Language Test (IELTS); 50 on the Pearson Test of English Academic Score Report; 100 on the Duolingo English Test; 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE); or a B-2 English proficiency level, assessed through exams belonging to the Common European Framework of Reference (CEFR).

For programs offered in Spanish:

For applicants whose first language is not Spanish, evidence of Spanish language proficiency must be provided. The university accepts official tests which conform to the Common European Framework of Reference for Languages (CEFR) such as the DELE or SIELE exams and certify a B2 proficiency level or higher. Proficiency exams which certify levels equivalent to a CEFR level of B2 may also be considered.

SECTION 7

ACADEMIC REGISTRATION AND REGULATIONS

ACADEMIC REGISTRATION AND REGULATIONS

COURSE SELECTION

A schedule of courses is published and distributed at the Office of the Registrar approximately one week prior to advance registration for each semester. Please note that the information contained in the schedule is subject to change at any time. Students should confirm the information prior to registration.

Returning students may register during early registration period or regular registration periods. Please consult the Academic Calendar for the dates. On the dates set forth in the Academic Calendar, students must register for courses offered by MIU City University Miami. Before students are eligible for registration, they must have undergone academic advisement.

Students may register by completing the registration forms and delivering such forms in person to the Office of the Registrar.

DROP/ADD PERIOD

Students may make schedule changes by filing a drop/add request form with the Student Services Department during the drop/add period. The end of the first week of classes is the last day for adding and changing courses. Please see the academic calendar for specific dates.

TUITION, FEES, AND OTHER EXPENSES

ESTIMATED BUDGET FOR THE 2023-2024 ACADEMIC YEAR

Program: **Master of Science in International Business Administration**

- Credit Hours: 42
- Total per Credit Hour: $ 119.05
- Total per Degree: $ 5,000

Program: **Master of Science in Educational Leadership, Management and Emerging Technologies**

- Credit Hours: 36
- Total per Credit Hour: $ 138.88
- Total per Degree: $ 5,000

Program: **Bachelor of Science in Business Administration**

- Credit Hours: 120
- Total per Credit Hour: $ 120
- Total per Degree: $ 14,400

Program: **Bachelor of Science in Computer Science**

- Credit Hours: 120
- Total per Credit Hour: $ 120
- Total per Degree: $ 14,400

FOR ALL ABOVE PROGRAMS:

- ➢ Application Fee (non-refundable) for Domestic Students: $ 50.00 / for International Students: $ 150.00
- ➢ Graduation Fee: $ 400.00
- ➢ Transcript requests
  - Electronic delivery PDF format USD 10
  - Domestic postal delivery USD 30
  - International postal delivery USD 80

Only for hybrid programs:

- ➢ Facility and Technology Fee-students: $450 per Semester
- ➢ Books and Supplies: $150 per Semester
- ➢ I20 maintenance fee for international students: $450 per Semester (only for F1 students)
- ➢ Extracurricular activities: $300 per Semester

** **All texts and materials required to complete online courses at MIU are included within the learning platform and virtual library. As such, there are no additional expenses associated with textbooks or learning materials.** **

For all students applying to the F1 student visa, there is a first time non-refundable I-20 Application Fee of $ 250.

Tuition and other registration fees are due on or before the last day to register for any given semester. Students should consult the Academic Calendar regarding the registration deadline. Students will not be officially enrolled in MIU City University Miami until all fees are fully paid. Any students owing money to MIU, regardless of the debt, will not be permitted to register.

The selection process of MIU City University Miami will allow for admission of graduate students on the basis of the applicants' academic credentials in addition to a review of all the information contained in the application, both academic and personal. For that reason, applicants may also submit letters of recommendation in order to give MIU a complete picture of the applicant, as a student and as a person.

Admissions requirements to specific graduate programs may vary – students should refer to the program descriptions found in the Catalog for additional information.

Meeting the minimum requirements does not guarantee admission to the University. An applicant's total undergraduate record including grades, educational objective and pattern of courses completed, as well as personal and professional goals will be considered.

PAYMENT METHODS

Tuition and fees may be paid by credit card, check or money order at the Administration Department. On or before the last day of the Registration Period, the students should have either

(i)   Paid in full;

(ii)   or paid a deposit of $100.00 or more and elected to participate in the Payment Plan that allows students to pay in installments.

Those students who choose to pay in installments during the semester must do so according to the Payment Plan, with a minimum deposit of $100.00 and the rest paid in installments with no interest charges, payable on Installment Due Dates, as set forth by each individual student. All installments must be paid one month prior to the end of the semester. All late payments will have a penalty of $25 late fee charged to the account.

REGISTRATION CANCELLATION FOR NON-PAYMENT

Failure to pay tuition in full, or the installment amount due by the payment due dates set forth by the individual student will result in the University's cancellation of the student's registration for that semester.

CANCELLATION FOR NON PAYMENT POLICY

Students whose registration is cancelled for non-payment, may: (i) request a refund of all partial payments made to the University according to the withdrawal schedule below; or (ii) the student may petition for reinstatement (if approved, the student must immediately pay all tuition and fees plus a $25 late fee and reinstatement fee of $100.00.) For more information regarding reinstatement please contact the Registration Department.

For those students who elect the Payment Plan, failure to make timely payments on the Installment Due Dates in one semester will result in the reduction of the number of installments the student will be eligible for by one installment for any subsequent semester that the student elects the Payment Plan.

CANCELLATION AND SETTLEMENT POLICY

The Enrollment Agreement may be cancelled provided that the school is notified of the cancellation in writing. If such cancellation is made, the University will promptly refund the student according to the refund schedule listed in the below section.

REFUND AND CANCELLATION POLICY

Cancellations

After submitting the signed enrollment agreement, students who cancel this contract in writing using the Change of Status form within seven (7) calendar days will receive a 100% refund of all tuition and fees paid.

Withdrawals

Once enrolled, if a student wishes to drop or withdraw from a course or multiple courses, they are required to complete and submit the Change of Status form to the Registrar.

Should a student terminate their enrollment for any reason, all refunds will be made according to the following refund schedule:

Week 1: Add/drop period (first 7 calendar days of the semester): 100% tuition refunded for attempted semester credits; No fees refunded.

Week 2: 75% tuition refunded for attempted semester credits; no fees refunded.

Week 3: 50% tuition refunded for attempted semester credits; no fees refunded.

Week 4: 25% tuition refunded for attempted semester credits; no fees refunded.

After Week 5: 0% tuition refunded for attempted semester credits; no fees refunded.

For example, if a student withdraws during the third week of a semester, they would receive a refund of 50% of the tuition paid for that semester, as well as a full refund for all credits paid in advance (if applicable).

Sample Calculation:

Total paid by student for current semester: $806.40

Withdraws during the third week of current semester (50% refund) = $403.20

Total refund amount = $403.20

- Students must notify the university of withdrawal or cancellation in writing.
- If a student withdraws from the university, the termination date for refund computation purposes is the last date of actual attendance by the student.
- In the unlikely event that the university is forced to cancel a course due to circumstances beyond its control (natural disasters, etc.) students will receive a full refund for any tuition paid for this course.
- The same refund policy applies for students who are forced to withdraw due to failure to comply with satisfactory academic progress, or for disciplinary reasons.
- The same refund policy applies for students in participating in both online and hybrid programs.
- Refunds will be made within **30 days** of termination or receipt of cancellation/withdrawal notice.

MIU SCHOLARSHIPS

MIU City University Miami offers a number of scholarships every semester for students who qualify and comply with all the scholarship requirements. Each scholarship awarded covers the entire length of the student's program.

The MIU Scholarship Committee is responsible for evaluating scholarship candidates and for the awarding, modification, and withdrawal of scholarships.

Scholarship eligibility may be based on a combination of factors. The Admissions Director, after collecting all the required documentation, will pass the students' information to the Scholarship Committee that will evaluate the applications.

A limited number of scholarships are available to be awarded for each intake period.

Students may apply for only one of the scholarships listed below through the submission of the scholarship application form:

EUROPEAN, AFRICAN, ASIAN, LATIN AMERICAN, AND MIDDLE EAST UNDERGRADUATE AND GRADUATE SCHOLARSHIP

MIU awards scholarships for between 10% and 50% of the cost of tuition for applicants who have successfully graduated from a recognized institution (secondary or higher education) in Europe, Africa, Asia, Latin America, or the Middle East and wish to continue their studies ONLINE at MIU City University Miami. In order to apply for this scholarship, students must provide an original or certified sealed copy of their transcript, sent by the institution. The transcript should be accompanied by an official credential evaluation, completed and submitted to the University by a recognized evaluation service. Students must also send the scholarship application form in which they must indicate the scholarship they are applying for and their chosen program of study.

Maximum scholarships to be grant per intake: 75

US WORKING PROFESSIONAL RESIDENTS AND CITIZENS STUDENT SCHOLARSHIPS

MIU recognizes that tuition cost is a major factor for adult students when they make the decision to return to college to finish or obtain a new degree. For this reason, MIU awards scholarships for between 10% and 50% of the cost of tuition for working US citizens and residents who wish to enroll in an ONLINE program. In order to apply for this scholarship, candidates must send proof of citizenship or residency in the US (US passport, Driver License or ID) and their resume, showing a minimum of 2 years of professional experience.

Maximum scholarships to be grant per intake: 50

COOPERATION AGREEMENT BETWEEN THE GENERAL SECRETARIAT OF THE ORGANIZATION OF AMERICAN STATES (OAS), THROUGH THE DEPARTMENT OF HUMAN DEVELOPMENT, EDUCATION AND EMPLOYMENT AND MIU CITY UNIVERSITY MIAMI

The Organization of American States ("OAS") has established the OAS Scholarship and Training Programs (hereinafter the "Scholarship Program") to provide educational opportunities in the Americas, through the awarding of scholarships each year for research, undergraduate, and graduate studies, both attendance-based and distance learning, and that the Scholarship Program's coverage and impact are strengthened and augmented through alliances established

through the conclusion of agreements with internationally recognized universities that share costs, offer joint scholarships, and reduce tuition costs; MIU City University Miami ("MIU") has an interest in providing access to quality education to citizens of OAS Member States, and wishes to collaborate with the GS/OAS in its Scholarship and Training Programs.

The scholarship covers all online programs, and MIU awards each recipient with a tuition waiver in the amount of twenty percent (20%) of the published tuition amounts for the applicable Program in effect at the time the Scholarship Recipient applies to the University. To be considered for the OAS-MIU PAEC Scholarship, the candidate must apply, be admitted to the University and apply for the OAS-MIU PAEC Scholarship through the university. The deadline to apply for the first intake/term of the OAS- MIU PAEC Scholarship is August 15th, 2023, and November 20th, 2023 for the second intake/term. Other dates may be established in subsequent years. An applicant must be able to present a university acceptance letter and meet other application requirements by the applicable deadline.

Scholarship eligibility requirements:

- Interested parties with nationality and / or permanent legal residence of any of the GS / OAS Member States will be eligible. The members of OAS are the countries that are related in the following link: http://www.oas.org/es/estados_miembros/default.asp.
- To be a beneficiary of the scholarship, the candidate must have completed the admission process and been admitted to the MIU study program.
- Not having received other academic scholarships from the OAS, at the same level of studies proposed in this call.
- Before starting any Program, all Scholars must demonstrate their financial capacity to cover the costs of the Program not covered by the Scholarship within an established term.
- The GS / OAS officials, people who are under results contracts with the SG / OAS, the staff of the Permanent Missions to the OAS, and the relatives of all the aforementioned persons will not be eligible to receive the Scholarships.

Evaluation and selection criteria:

- Academic profile, merit, and academic credentials.
- The potential impact of the applicant on the completion of the study program.
- The geographical distribution of the candidates, considering the most important needs of the Member States, according to the Human Development Index reported by the United Nations Development Program (UNDP).

All scholarship applications are subject to a formal review, evaluation, and decision by the scholarship committee.

- If a student that was awarded a scholarship, drops out of MIU or fails any courses, the scholarship will be lost, and the student will be responsible for paying the difference of the regular tuition rate for all previous semesters completed before withdrawing.

Maximum scholarships to be grant per intake: 50

MESCYT AND MIU SCHOLARSHIP FOR STUDENTS FROM THE DOMINICAN REPUBLIC

The International Scholarship Program of the Ministry of Higher Education, Science and Technology (MESCyT) has partnered with MIU to offer a full scholarship for the official accredited Master's Degree in Educational Leadership, Management and New Technologies ONLINE program at MIU City University Miami. On top of that, the scholarships offered through this

partnership are intended to support outstanding students from the Dominican Republic who wish to develop professionally with a higher university degree. To do so, MIU offers this scholarship for the Master's in Educational Leadership program which includes the cost of tuition and graduation fee. Degrees are valid in the Dominican Republic.

- Scholarship to be awarded by MIU: 32%
- Scholarship to be awarded by MESCYT: 68%
- Total: 100% of tuition and fees

Scholarship eligibility requirements:

- Be Dominican, with permanent residence in the Dominican Republic or Dominican or child of a Dominican residing abroad.
- Graduated from higher education with a minimum academic index of 80 on a scale of zero to 100 or three (3) on a scale of zero to four (4).

Candidates can apply through the official website of the Ministry of Higher Education, Science and Technology (MESCyT).

Maximum scholarships to be grant per intake: 75

GLOBAL LEADERS' SCHOLARSHIP

MIU offers a limited number of scholarships for up to one hundred percent (100%) of the cost of tuition towards programs delivered ONLINE in Spanish or English, to provide educational opportunities to national and international candidates who have established themselves as leaders or important figures in a certain field which may include academics, science, film, sports, politics, etc.

Maximum scholarships to be grant per intake: 2

GROUNDS FOR TERMINATION

A student's enrollment can be terminated at the discretion of the institution for insufficient academic progress, non-payment of academic costs, or failure to comply with rules and policies established by the institution as outlined in the catalog and the Enrollment Agreement.

UNITS OF CREDIT

Credit hours are awarded on a semester basis according to the successful completion of coursework for which the student has registered. MIU utilizes the Carnegie Unit formula to calculate semester credit hours, whereby 1 semester credit hour represents 15 hours of academic engagement and 30 hours of preparation. As such, each 3-credit course represents 45 hours of academic engagement and 90 hours of preparation, a contact hour being a minimum of 50 minutes in a 60-minute period.

ATTENDANCE POLICY

Hybrid students are expected to attend all scheduled MIU City University Miami classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than 2 "free" absences in one semester. Students missing 3-5 classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than 6 classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.

The attendance for the online classes is monitored through the online platform "MIU International Campus" by Professors and school administrators dedicated to assist online students.

For Hybrid students with an F-1 visa, attendance is mandatory for all classes for classes held on campus as part of their chosen program.

STUDENT TARDINESS POLICY

A student is considered tardy if the student comes to class 5 minutes late. A student can be tardy up to 15 minutes after class has started. After 15 minutes the student will be considered absent. A student is considered to have left the class early if the student leaves before the end of class time. With three tardiness or having left the class early three times, the student accumulates one full absence. If the student leaves early and misses half of the class period, it is considered a full absence. When a student has more than 6 tardiness or has left class early 6 times, the instructor will contact the EXECUTIVE DIRECTOR to request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to manage time.

SYSTEM OF EVALUATION

For every course offered at MIU City University Miami, the professor is to provide to the students at the beginning of the course a course syllabus that contains the following written information: (i) the method of evaluation and (ii) course requirements and value towards the final grade.

TRANSFERABILITY OF CREDITS

Students seeking to transfer credits earned at another postsecondary institution to MIU City University Miami or from MIU to other institutions should note that the transferability of credits is at the discretion of the accepting institution. It is the student's responsibility to confirm whether or not another institution of the student's choice will accept credits. The policy of the University regarding the evaluation of course content from other universities to determine its equivalency with a course offered at MIU City University Miami is that approximately three-fourths of the course content must match the content of the course offered at MIU if it is to be accepted for transfer. For evaluation purposes, students must provide a copy of transcripts. Foreign transcripts from internationally-based institutions should be submitted for Foreign credentials evaluation to the American Association of Collegiate Registrars and Admissions Officers (AACRAO)'s International Education Services, or a member of Association of International

Credential Evaluators (AICE), or a member of the National Association of Credential Evaluation Services (NACES), prior to the evaluation and award. MIU offers international students its support and guidance during this process. For evaluation purposes, the institution will assess the course description of the course to be evaluated and the school catalog. Evaluations are handled on a case-by-case basis.

Decisions regarding transferability of credits are not necessarily made prior to enrollment. Only students who have been fully admitted to MIU City University Miami may submit their transcripts and course descriptions for evaluation. Students are encouraged to submit official transcripts as soon as possible. MIU recognizes credits from accredited higher education degree granting institutions, and will not transfer credits for courses below college level. Evaluation of transferability of credits is performed by the Executive Director. On occasion, the Executive Director may seek the advice of an expert or faculty member in a specific discipline to perform course evaluations.

However, grades for classes that were transferred from another University are shown as "TR" on the transcript and will not be used in computing the student's grade point average. For undergraduate students, no more than 75% of the course will be transferred; for graduate students, no more than 50% of the course will be transferred; and other documentation may be requested, such as sample of coursework.

LEAVE OF ABSENCE

To be eligible to apply for a leave of absence, a student must have completed one full semester at MIU City University Miami. The student must submit a written request for the leave (with required documentation) to the Dean, or in their absence, the Associate Dean. Students must have approval from the Dean, or in their absence, the Associate Dean prior to the start of a leave of absence. An exception to this policy may be made for a student with a medical emergency (such as a car accident) or military duty. This exception to the policy is considered only when a student expects to return to school within the maximum time frame for a leave of absence. A student may make a single request for a non-contiguous leave of absence when the request is for the same reason (such as a serious health problem requiring multiple treatments).

A leave of absence may be granted for a period not to exceed 120 days. Generally, students are limited to one leave of absence in any twelve-month period. However, a second leave of absence may be granted as long as the total number of days does not exceed 120 days in any twelve-month period. Acceptable reasons for a leave of absence or a second leave of absence within a twelve- month period are jury duty, military duty or circumstances such as those covered under the Family Medical and Leave Act of 1993 (FMLA). These circumstances are birth of a child, placement of a child with a student for adoption or foster care, student must care for spouse, child or parent with a serious illness or a serious health condition of the student.

A leave of absence is granted only when there is a reasonable expectation a student will return to school at the expiration of the leave of absence. Students taking an approved leave of absence do not incur any additional charges for the period of the approved leave. However, any student who fails to return to school at the end of an approved leave of absence is withdrawn from MIU City University Miami and will be charged a re-entry fee when they re-enroll.

If a student does not return to school at the expiration of an approved leave of absence, the student's last day of attendance is the date the student began the leave of absence, and charges

and refund calculations are applied. All refund and cancellation policies are applied based on a student's last day of attendance.

SATISFACTORY ACADEMIC PROGRESS (SAP)

OVERVIEW

All students are required to meet the standards of academic performance that are outlined in the sections below and they are evaluated regularly to determine that the standards are met. These standards have multiple components: a minimum cumulative grade point average requirement (CGPA); a minimum successful completion rate based on all credit hours attempted; and, a maximum time frame requirement to successfully complete all required credit hours for the program. As described below, each student must achieve the minimum CGPA within the maximum time frame established.

Students must make satisfactory progress both in terms of cumulative grade point average and the total amount of time taken to complete the required course sequence as outlined by semester in MIU City University Miami Catalog. To maintain satisfactory progress, the student must:

- Complete their total program in no more than 1.5 times the number of credits hours described in this catalog for the program
- Establish and maintain at least a 2.0 or 3.0 GPA by the end of the student's second term of enrollment and all subsequent terms. (Grades for classes that were transferred from another university are shown as "TR" on the transcript and will not be used in computing the student's grade point average.)

Factors that may influence satisfactory progress and that may result in extended time are:

- Deviation from the catalog requirements in the number of hours taken per semester
- Deviation in the course sequence recommended
- Withdrawal from classes
- Repeated courses
- Grades of "Incomplete"
- Changing the major or the program
- Probation or suspension
- Grade appeal process
- Earning more than one degree at a time

In calculating Satisfactory Academic Progress, Grades "A" through "C" are considered passing grades. Grades "W" and "I" indicate that no grades were earned for the course. A "W" grade indicates that the student withdrew from the course. An "I" grade indicates that the student was passing the course but failed to complete all the required course work. Instructors may grant an "I" grade instead of an "F" at their discretion, pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the "I" grade becomes an "F". For students receiving transfer credit from other institutions, a grade of "TR" will appear on their transcript. Courses for which a "TR" is given will not be used in computing the student's grade point average. A student's grade point average ("GPA") is computed by dividing the sum of all grade points earned at the University by the total number of credits in all courses for which grades "A" through "F" were received.

Courses in which a "W" or "I" or "TR" grade was received will not be used in computing a student's GPA.

QUALITATIVE CRITERIA FOR SATISFACTORY ACADEMIC PROGRESS

Under the qualitative criteria, to make Satisfactory Academic Progress, the student must comply with the following two criteria:

- Demonstrate a minimum overall cumulative grade point average of 2.0 at the end of the student's second term of enrollment, and at the end of each subsequent term thereafter.
- Demonstrate successful completion of the required percentage of the total cumulative credit hours attempted in the program of study.

	Minimum Overall Cumulative GPA Undergrad/Graduate:	Required percentage of completion of coursework attempted:
Interval I: End of the second term:	2.0/3.0	60%
Interval II: End of the student's third and any subsequent term:	2.0/3.0	66.67%
Interval III: The total maximum SEP for completion as timeframe described under "Quantitative Criteria" below.	2.0/3.0	66.67%

To maintain Satisfactory Academic Progress, a student must establish and maintain at least a 2.0 for undergraduate programs and 3.0 for graduate programs overall cumulative grade point average by the end of the student's second term of enrollment and all subsequent terms of enrollment. Also, to maintain Satisfactory Academic Progress, the student must complete the required percentage of coursework attempted. The student who maintains satisfactory Academic progress is defined as "Good Standing Status"

CALCULATION OF THE CREDIT COMPLETION PERCENTAGE

The credit completion ratio or percentage is calculated by dividing the total number credit hours successfully completed by the student by the total number of attempted credit hours as part of the chosen program of study. For the purposes of calculation, credit hours attempted by the student include:

A. all courses taken while the student is enrolled the chosen program of study or…

B. a different program of study, if:

1. The subject matter of a course or courses in that different program of study is substantially the same as a course the current program of study, or
2. A course or courses count toward the satisfaction of any of the coursework requirements in the current program.

CALCULATION OF OVERALL CUMULATIVE GRADE POINT AVERAGE

The calculation of a student's overall GPA will include the following:

- The grade or grades earned by the student for each course as part of the student's chosen program of study.
- The grade or grades earned by the student from a different program of study at the university.

If the course or the content matter of any course taken in another program of study is substantially the same as a course in the student's current program of study, that course satisfies the coursework requirement for the current program of study.

QUANTITATIVE CRITERIA FOR SATISFACTORY ACADEMIC PROGRESS

All students must maintain a satisfactory overall GPA and successfully complete the required minimum percentage of coursework each academic year. Additionally, a student must complete the degree within a maximum time frame of attempted credit hours.

Master of Science in International Business Administration

- 63 Maximum Attempted credit hours

Master of Science in Educational Leadership Management and Emerging Technologies

- 54 Maximum Attempted credit hours

Bachelor of Science in Business Administration

- 180 Maximum Attempted credit hours

Bachelor of Science in Computer Science

- 180 Maximum Attempted credit hours

The maximum time frame for the completion of any program of study is 150% of the credit hours designated for the program in the university catalog. A student is not making Satisfactory Academic Progress if the University determines that the student is unable to graduate from the chosen program without exceeding the maximum time frame for completion. In this case, the student will be terminated from the program.

The calculation of the Maximum Time Frame for Completion includes all courses taken while the student is enrolled in the chosen program of study or a different program of study, if the subject matter of a course or courses in that different program of study are substantially equivalent to a course in the current program of study, or if a course or courses count toward the satisfaction of any of the coursework requirements for the current program. Authorized leave of absence periods will not be counted toward maximum time frame calculation.

SATISFACTORY ACADEMIC PROGRESS (SAP) EVALUATION

WARNING

Students are evaluated at the end of each academic semester. At the end of a semester any undergraduate student whose cumulative grade point average is below 2.0 and any graduate students whose cumulative grade point average is below 3.0 or whose successful completion rate is less than required percentage of completion of coursework attempted will be place on warning. The student service director informs student of this situation. Students are placed on Warning as the result of the following scenarios:

- Cumulative GPA is less than 2.0 during by the end of the undergraduate student's first term of enrollment and all subsequent terms or;
- Cumulative GPA is less than 3.0 by the end of the graduate student's first term of enrollment and all subsequent terms
- Completion of less than the required percentage of completion of coursework attempted

To resolve warning status and get back into "Good Standing Status", students can do one of the following (depending on what caused the student to go on warning):

- Complete the next term successfully, which is defined as completing the required percentage of completion of coursework attempted with a GPA above the required minimum
- If the warning was caused by an "Incomplete" grade, have the "I" grade changed to a passing grade before the end of the warning term.
- If the student fails to get back into "Good Standing Status" is subject to dismissal.

APPEAL A NON-SATISFACTORY ACADEMIC PROGRESS (SAP) EVALUATION

Students who are not meeting SAP requirements due to particular circumstances may submit a SAP Appeal within 15 days from the university notification. The University will notify the student by email regarding the final decision about the appeal within 15 days from the date of reception of the appeal. The appeal has to be based on extenuating circumstances and must explain what has changed that would now allow the student to meet SAP. The appeal must be provided with supporting documentation. Examples of documentation could include a death certificate, obituary notice, divorce decree, or a letter from a physician, attorney, social services agency, parole officer, employer, etc. The Executive Director will consider mitigating circumstances in addressing the appeal. The determination of the student's appeal will be made by the discretion of the Executive Director in conformity to the principles and standards described in this catalog and will be final and binding. If the Executive Director decides in favor of the student's appeal, the student will be placed on probation status for one semester during the student's next semester of attendance in a program of study at MIU City University Miami.

PROBATION

Students who fail to meet SAP requirements after the warning period may be placed on probation with an approved appeal. Students must be able to meet SAP within their program maximum time frame in order to be placed on probation. During the probationary term, students must attain the required cumulative GPA and cumulative completed credits percentage and must successfully follow the academic plan submitted with their AP Probation Form (completed with the Academic Coordinator for the Program). Students that do not meet the cumulative GPA and completed credits but successfully meet the academic plan will be classified as meeting SAP. Failure to attain the required GPA and/or cumulative completed credits percentage after the probation term will result in suspension.

If the student is placed on probation at the end of the semester in which the student is on warning, the student's overall GPA and credit completion percentage will be recalculated. An undergraduate student will be removed from probation only if they complete the appropriate percentage of coursework and earn a C or better in all courses attempted during the semester they are on probation and earn a cumulative GPA of 2.0 or higher. A graduate student will be removed from probation only if they complete the appropriate percentage of coursework and earn a B or a better grade in all courses attempted during the semester in which they are on probation and earn a cumulative GPA of 3.0 or higher.

An undergraduate student who, during the semester of probation, still does not earn a C in every course or a 2.0 cumulative GPA is required to meet with the Executive Director to determine whether a reduced course load may be appropriate for the student. If the reduced course load will be approved the student has to complete and achieve only half of the number of credit hours normally taken by a full-time student. During the semester in which the student is on Restricted Course Load, failure to earn at least a "C" or better in all courses and earn a cumulative grade point average of 2.0, will result in termination from the program of study and suspension from the University for unsatisfactory performance.

A graduate student who, during the semester of probation, still does not earn a B in every course or a 3.0 cumulative GPA is required to meet with the Executive Director to determine whether a reduced course load may be appropriate for the student. If the reduced course load will be approved the student has to complete and achieve only half of the number of credit hours normally taken by a full-time student. If the coordinator determines that a reduced course load may be favorable for the student, then the student may register the next semester for only half of the number of credit hours normally taken by a full-time student. If, during the semester in which the student is on Restricted Course Load, the student still does not earn at least a "B" or better in all courses and earn a cumulative grade point average of 3.0, they will be terminated from the program of study and suspended from the University for unsatisfactory performance.

READMISSION

Students who have been terminated from a program must wait at least one (1) semester before applying for readmission and must submit a Petition for Re-admission to the Executive Director. In order to be considered, the student must submit a written petition that describes the changes in behavior or circumstance that will result in improved academic performance. The readmission petition must be submitted to the Executive Director at least ten (10) days before the beginning of the quarter in which the student requests readmission. The Executive Director will determine if the student has demonstrated the likelihood of future success in the program of study. The

Admissions Office will notify the student in writing concerning readmission. If the student was not meeting SAP, they will return to the same SAP standing as before leaving.

INCOMPLETE GRADE IN A COURSE

If a grade of "I" is received, students must successfully complete the required work for the course within a time limit established by the instructor and communicated to the student, no longer than 10 business days after the grade of "I" was received. It is the student's responsibility to follow up with the instructor to complete the course work. If the course work is not completed with the established time limit, the "I" grade becomes an "F". A grade of "I" has no effect on students' cumulative grade point average or on their ability to successfully complete the term. However, a grade of "I" does count toward the amount of attempted credit hours allowed within the maximum timeframe for program completion.

Incomplete grades exist to allow students who have otherwise completed the majority of classwork to submit their work up to 10 business days after the grade is received in order to successfully complete their courses, however, **MIU does not offer course extensions**. Students who need to suspend their studies for reasons beyond their control may request a leave of absence if they meet the criteria and follow the procedures found in this catalog.

WITHDRAWAL FROM A COURSE

Students may withdraw from a course during the add / drop period (the first week of class) without incurring negative grades or financial obligations. If a student withdraws from a course during the add / drop period (the first week of class), they will not receive a grade for that course.

The last day of physical attendance, if applicable for hybrid students, and the last day of participation in academic activities for online students determine whether or not term grades will be registered.

W: If the last day of attendance is in the first half of the term (weeks 2 to 7), a grade of "W" will be awarded. In this case, this grade will not be calculated as part of SAP.

If the last day of attendance is in the second half of the term (weeks 8 to 15), students may receive:

WP: A student who formally withdraws from the institution during the second half of a course, and who has a grade point average of 2.5 or higher at the time of withdrawal will be assigned a grade of WP for the course. A grade of WP is not included as part of the CGPA, and the course credits are not included as part of the student's total attempted credits. In these cases, the institution's established refund policy applies.

WF: A student who formally withdraws from the institution or ceases to attend during the second half of a course, and who has a grade point average lower than 2.5 at the time of withdrawal will be assigned a grade of WF for the course. A grade of WF is included as part of the CGPA, and the course credits are included as part of the student's total attempted credits. In these cases, the institution's established refund policy applies.

To officially withdraw from a course, students must communicate this intention to Student Services and fill out a Change of Status form.

TRANSFER COURSES

A grade of TR is awarded for approved transfer credits completed by the student at another accredited institution. Neither the course grades nor their respective credits are included in the student's CGPA or their total attempted credits. The total number of transferred credits is deducted from the total number of credits necessary to complete the program. The maximum time frame (MTF) for a transfer student is 1.5 times the total hours considered necessary to complete the program.

REPEAT COURSES

If a student is awarded a grade lower than a C in a bachelor's or associate's course, or less than a B in a master's course, they should repeat the course. If they have been awarded a passing grade for a course, they will not be allowed to repeat that course, except in the following circumstances:

In cases where a student needs to improve their Cumulative Grade Point Average (CGPA) to gain good standing at their Student Academic Progress (SAP) level, and in turn, access the Capstone Project or graduate, an exception can be granted. To qualify for this exception, the student must meet the following conditions:

- The student must have the potential to achieve a passing CGPA (3.0 for graduate students, 2.0 for undergraduate students) by improving the grades of a maximum of three courses that have already been awarded a passing grade below the maximum grade.
- The student must also be in a position to maintain a good SAP standing regarding other SAP conditions after retaking the course or courses.

The student should request this exception as soon as it becomes necessary if it is mathematically impossible to achieve a good SAP standing with current grades. The exception will be granted on a case-by-case basis, and the decision will be made at the discretion of the Academic Committee.

CHANGE OF PROGRAM OR MAJOR

Students who contemplate a change from one program or major to another should discuss this possibility with the EXECUTIVE DIRECTOR to determine the effect such a change would make on the student's satisfactory academic progress. MIU City University Miami defines satisfactory academic progress as completion of the total program in no more than 1.5 times the number of semesters described in this catalog for the program. All credits attempted count toward the total program length of 1.5 times the number of semesters required for completion of the major program. If a student changes their major or program, only the credits that are common to both programs may be accepted toward the new degree program.

ADDITIONAL DEGREE PROGRAM

Students who wish to earn another degree must re-apply for admission to the University. Upon acceptance to the University, courses which count toward the new degree program completion

requirements will be transferred. Only credit attempted and grades earned in the student's new program of study will count towards determining satisfactory academic progress.

GUIDANCE TO STIMULATE INTERACTION

According to MIU quality standards, on behalf of the entire university community, MIU City University Miami, maintains a determined commitment to encourage student learning through an education based on the importance of teacher-student interaction, as well as collaborative activities between students.

From the moment a student is enrolled, MIU City University Miami faculty and advisors will keep students informed regarding the importance of this interaction for achieving learning outcomes and a satisfactory university experience.

MIU utilizes different systems, tools and staff to monitor participation in this distance education format, for both students and teachers.

The virtual environment and the teaching model - learning encourages different types of interaction between teachers and students, both synchronous and asynchronous. Among them emails, webinars, chat, teacher corrections, and discussion forums.

The following are basic guidelines for promoting the interaction of discussion forums based on quality and accreditation standards and requirements:

About the feedback timings in discussion forums:

1. Interaction between teachers and students shall occur continuously and consistently.
2. Teachers shall try to access and reply **within 24 hours (1 business day), if not before**. This policy is included in faculty contracts.
3. Teachers shall try to reply **within 24 hours to the forums.**
4. **About the topics:**
5. Each subject will include **3 'weekly discussion topics'**, which shall preferably be related to syllabus topics.
6. Therefore, all professors' subjects shall send 12 proposals (cases, exercises, examples, tasks, etc.) for validation by the Dean, or in their absence, the Associate Dean.
7. Issues raised within a forum shall be given by a university teacher. This means that the questions or approaches of teachers should show depth, rigor and academic quality.
8. The topics raised shall not consist of exercises that involve limited responses; but should allow students the opportunity to argue their answers.
9. Topics raised by teachers shall promote deep thinking. This is, to propose approaches following Bloom's taxonomy which require:
   - Preferably the 'analyze' level for the undergraduate programs
   - Preferably the 'evaluate' level for master's programs.

GUIDELINES FOR STUDENTS IN THE DISCUSSION FORUMS

Answers from students and teachers shall be sufficiently long and must demonstrate the collaborative learning process.

1. Students must keep the rules of the forum in mind as well as the indications and criteria that the teacher proposes in the discussion forum.
2. The "polite tone" to be used in responses should follow the regulations included in the "regulation of participation in forums".
3. Online forum responses should encourage individual learning, as well as that of students' peers. As such, student contributions which make an attempt to encourage participation, give greater clarity, provide additional examples, interact with other students, and avoid a one-way conversation with the teacher are greatly appreciated.
4. Student forum responses must be sufficiently long. As a point of reference, each response is suggested to be around 75 words in length. Naturally, this may vary depending on the nature of the topic as well as other factors.
5. Because forum topics are posted weekly, they must be answered in the same week.
6. Responses should at least show students' analytical ability, following Bloom's taxonomy for their degree level.
7. It is suggested that students post several responses for each topic. This will help to achieve a better understanding of the material and/or greater depth and breadth of the argument being defended.
8. It is very important that students' answers reflect a university level of communication and use correct grammar.

ON EVALUATION AND PARTICIPATION IN THE DISCUSSION FORUMS:

Participation in the discussion forums for each subject is essential, and is reflected accordingly as part of evaluations.

It is therefore important to state that:

1. Participation in the forums is mandatory in order to pass a course. Non-participation will result in the course not being completed.
2. The evaluation of participation in the forums will be based on the student responses. Forum participation has a weight of 15g% in the total for each course.
3. The institution has a rubric with different guidelines and indicators to make as objective an assessment of forum participation as possible.
4. Teachers will see their assessments in the gradebook. It is recommended that these be substantial for students and improving their learning.

Learning is the responsibility and consequence of everyone, not just the teacher!!

GRADING SYSTEM

Below is a description of the system for evaluating academic performance at MIU City University Miami. Unless otherwise stated, all grades obtained are calculated as part of the student's Cumulative Grade Point Average (CGPA) and the credits for each term are included in the calculated total of attempted credits.

Letter grade	Numerical value	GPA
A	97 – 100%	4.0
A-	90 - 96%	3.7
B+	87 – 89%	3.3
B	80 – 86%	3.0
B-	78 – 79%	2.7
C+	75 – 77%	2.3
C	70 – 74%	2.0
C-	67 – 69%	1.7
D+	63 – 66%	1.3
D	57 – 62%	1.0
F	< 57%	0.0
I	-	Incomplete*
TR	-	Transfer Credit**
W	-	Withdrawal**
WP	-	Withdraw Passing**
WF	0	Withdraw Failing

* Grade is not calculated as part of the student's CGPA, but the credit hours are included in the total of attempted credits.

** Grade is not calculated as part of the student's CGPA, and the credit hours are not included in the total of attempted credits.

PASSING GRADES

For associate and bachelor's programs, passing grades are C (2.0) or higher.

For Master's programs, passing grades are B (3.0) or higher.

GRADUATION POLICY

Undergraduate students who have maintained at least a 2.0 GPA and have completed all the required coursework for their major and have satisfied all of their financial obligations are eligible for graduation.

Graduate students who have maintained at least a 3.0 GPA and have completed all the required coursework for their major and have satisfied their financial obligations are eligible for graduation. The University Registrar will provide students with a diploma upon satisfactory completion of all remaining coursework. Students who have applied for graduation but do not meet the minimum requirements will receive a letter within twenty (20) working days after the Application for Graduation was received. This letter will provide the student with specific information about their progress to date, and any remaining requirements that must be met.

Before graduating all students must pay the graduation fee as follows:

- For ALL PROGRAMS: $400

STUDENT RECORDS

Students should be aware that student records submitted to the University become the property of the University and shall not be released to third parties. MIU City University Miami reserves the right to use the records as it deems appropriate. A hold shall be placed on the records of any student that owes an obligation to MIU City University Miami. A student may not register or receive a transcript from MIU until the obligation is paid in full to MIU and the hold is properly removed. Removal of a hold may take approximately two (2) business days.

TRANSCRIPT REQUESTS

Provided a hold does not exist, a student may request a transcript from the Registration Department by completing and delivering a transcript request form. MIU City University Miami will release the transcript to the student. Transcript requests may be made in person or by mail. Official and non-official transcript request may take approximately five (5) to ten (10) business days to process.

STUDENTS' RIGHT TO KNOW

MIU City University Miami has policies that ensure that students have access to records as provided under federal and state law. MIU City University Miami is in compliance with the Student Right to Know Act (PL 101-542). The following policies describe student rights in this regard. Please contact the Registration Department for further questions regarding a student's rights to access their records.

AMENDMENT OF RECORDS

A student who believes that information contained in student records is inaccurate, misleading, or in violation of their privacy or other student rights, may request that the University official who maintains the records amend them. The University will decide whether to amend the education records of the student in accordance with the request within a reasonable period of time following receipt of the request. The official who maintains the records has a responsibility to consult with appropriate officials of MIU City University Miami for further determination or confirmation. If the University decides to refuse to amend the education records of the student in accordance with the request, it will so inform the student of the refusal, and advise the student of the right to a hearing.

HEARING PROCEDURES

If the request for a change in the student's records is denied, the student may appeal the decision to the EXECUTIVE DIRECTOR within thirty (30) days and ask for a hearing. The EXECUTIVE DIRECTOR shall designate a hearing committee, which will include one administrator other than the one who has denied the request and two faculty members of MIU City University Miami. The decision of the Hearing Committee shall be final, except that final appeal to the President of the University remains open. The challenge to be considered in such hearings may extend only to the material in the respective MIU file, e.g., it may extend to the correct recording of a grade, but not to the appropriateness of the grade.

Students dissatisfied with the results of a hearing may place a statement in the education record in question commenting upon the information therein, and/or setting forth any reason for disagreement with the University's decision not to correct or amend the record. Such a statement shall become a part of the information contained in the education record and will be disclosed with it.

MAINTENANCE OF STUDENT RECORDS

Official academic records are maintained in the Registration Department. Included are admission applications and associated documentation, the registration forms for each semester; the records of grades and credits received in courses at this institution or accepted here from other institutions; and other documents directly relating to the student's academic progress and status.

COURSE NUMBERING SYSTEM

The MIU System uses alphanumeric identifiers and capital letters representing the type of course and numbering representing the level of the course – lower or upper division courses. The use of MIU System is a common practice amongst universities accredited by the national and regional accredited schools in identifying lower and upper level courses. MIU City University Miami does not offer concentrations for either the undergraduate or graduate degree programs. The general education courses are also identified in each program.

Lower-division courses are indicated as: 1000-2999 alphanumeric

Upper-division courses are indicated as: 3000 – 4999 alphanumeric

An example of a lower-level course would be GE1011 and an example of an upper-level course would be FI3031.

All graduate program courses are indicated as: 500 – 600 alphanumeric. Each of the 500-600 level courses are reserved for upper-level courses indicating its progression of learning outcome requirement. Although there are no prerequisites, the courses are offered in a progressive sequence that allows a cohort to be formed.

All graduate courses' categories are comprised by the letters indicating the program and the numbers indicating the sequential order of classes for each course type:

- MBA – Master in International Business Administration
- MEL – Master in Educational Leadership, Management and Emerging Technologies

Computer Science (Bachelor's)	Business Administration (Bachelor's)
GENERAL EDUCATION COURSES (36 total credits)	**GENERAL EDUCATION COURSES (36 total credits)**
ENC 1101	ENC 1101
ENC 1102	ENC 1102
MAC 1005	MAC 1005
MAC 1014	MAC 1014
PSY 2001	PSY 2001
SYG 2001	SYG 2001
ECO 2013	ECO 2013
ECO 2023	ECO 2023
WHO 1026	WHO 1026
STA 2311	STA 2311
WRI 100	WRI 100
SPC 1017	SPC 1017
LOWER DIVISION REQUIRED COURSES (24 total credits)	**LOWER DIVISION REQUIRED COURSES (24 total credits)**
COP 2550	MAN 115
COP 2210	FIN 2501
COP 3874	BUL 2430
COP 2410	MKG 3470
CEN 2020	MKT 2100
COP 2300	ECO 2043
CEN 2710	IBG 4350
PHY 2048	ECO 2063
UPPER DIVISION REQUIRED COURSES (60 total credits)	**UPPER DIVISION REQUIRED COURSES (60 total credits)**
EEE 3032	FIN 3031
EEE 3050	MAN 2319
EEL 3123	FIN 3035

EEL 3768	CIT 1210
ISM 4300	PHI 3643
CEN 4072	ECO 3051
CEN 3070	ECO 3061
CEN 3880	ACC 3200
CNT 4704	ECO 4063
CEN 3180	ECO 4073
COP 3500	ECO 4103
COP 3501	MAN 3301
COP 3530	BUL 3710
COP 3601	ENT 3310
COP 3701	BUS 4033
COP 3801	BUS 4053
COP 4301	BUS 4133
COP 4400	INR 4502
CIS 4011	CAP 4901

Educational Leadership, Management and Emerging Technologies Master (36 total credits)	International Business Administration Master (42 total credits)
MEL 510	MBA 580
MEL 540	MBA 520
MEL 550	MBA 530
MEL 560	MBA 540
MEL 570	MBA 550
MEL 580	MBA 600
MEL 610	MBA 570
MEL 620	MBA 610
MEL 630	MBA 620

MEL 640	MBA 630
MEL 650	MBA 640
	MBA 650
	MBA 660

DISTANCE LEARNING METHODS OF DELIVERY

MIU City University Miami's Virtual Campus is a customized version of CANVAS Learning Management System (LMS).

Canvas LMS is used by millions of students and teachers around the world. Instructure Inc. is the company responsible for its development and distribution. It is located in the United States and is represented in different areas: North America, Latin America, Europe, Hong Kong and Oceania.

MIU's LMS meets the characteristics considered necessary for the virtual learning environments, which include:

- Being adaptable to the processes of the user or institution.
- Being supported by standards.
- Being integrated with other tools.
- Having an intuitive and user-friendly interface.
- Using current technologies.
- Being an open code.

What will you find on MIU's virtual campus

1. **Virtual classrooms**: for each active course, you will be able to:
- **Attend live online classes:** The closest thing to classroom instruction. These classes allow you to see the teacher and providing teacher-to-student interaction and student-to-student interaction.
- **Participate in classes specifically** for answering questions. Also online and live, these sessions are designed for you to ask questions about the course material using the chat.
- **Access and watch pre-recorded classes**: All classes are stored on the platform so that you can watch them whenever and as often as you like.
- **Watch master classes**: Each course provides extra lectures on different topics of interest to supplement your training. Master classes are taught by respected experts in the field.

From MIU's virtual classrooms, you will also have access to:

- A wide variety of **pedagogical resources** to prepare your coursework. The material is organized in sequence from the key ideas to supplementary materials recommended to develop in-depth knowledge and help you achieve your individual goals.
- **Management of course activities**: For posting and consultation of grades obtained on activities included on the continuous assessment of the students' performance.

2. Calendar

The calendar provides a view all of events, assignments and tasks, fostering the organization and optimization of the learning process. Here you will see the dates and times of:

- Live online classes
- Assignments
- Exams

3. Communications

These tools will allow you to be in daily contact with faculty and other classmates:

- Personal e-mail
- Discussion forums: to share information and clarify questions
- Announcements

4. Resources

These include the Online Library and Registrar office, where you can complete all necessary bureaucratic procedures and forms online.

Exams: Will be online by means of facial recognition technology. Such technology processes biometrical data, a special category of personal data.

Consent may be revoked, as well as the rights in Articles 15 to 22 of Regulation (EU) 2016/679 may be exercised, by means of an application forwarded to 111 NE 1st Street, 6th Floor, Miami, Florida 33132, or to the following email address:ppd@miuniversity.edu, attaching a copy of the evidence of your identity.

5. Services

1) Student orientation:

Student orientation will be made in a synchronous modality by the School administrator of the platform in order to instruct the student on the use of the online program. The students will also receive information regarding the different services that MIU City University Miami will provide. The student will get to reach all of the administrative staff who will be available to answer all the students' enquiries.

CANVAS platform has been implemented in our institution and it provides our learners with an Orientation Course that guides them on the different ways they can interact online. Uses will be shown a wide variety of activities they could complete once the course starts.

2) **The distribution of materials:**

Students are informed about the different technical aspects of the online-learning course (requirements hardware and technical skills) by means of a Computer Literacy Quiz test

handed out at the beginning of the course.

3) **Examination and evaluation of student work:**

Students will be administered tests via the platform. The projects will be submitted via the platform.

4) **Timely response to students' questions and comments:**

Professors will respond to students' questions and comments within 24 hours.

5) **Attendance and record keeping:**

Log in times will be monitored via the platform.

6) **How transcripts are maintained by school/obtained by students:**

Transcripts will be available at the university; students will be able to request copies to be mailed or emailed as requested.

6. Technical support:

Technical support on the use of the platform at students' and teachers' request is available throughout the course and provides information about course activities and how to use the platform tools. We strive to acknowledge our students inquiries as soon as possible, with 4 hours being the maximum wait for technical support.

In addition, our platform enables users to address any technical concerns they may have related to the Online Classroom. Our platform also provides "online support" to make changes or adjustments.

In the event that users were unable to access our platform or cannot complete an activity; they can request technical support by:

Contacting Support via E-mail from Monday to Sunday 24/7.

A Technical Support Hotline is available on the institution's login webpage.

STUDENT ID VERIFICATION POLICY

In order to verify student identity, MIU City University Miami begins by collecting ID or passport data at the time of admission, a copy of which is stored for our records as part of the application form.

Students are given a unique student ID number, along with a username and password which are used to access the virtual platform and must be kept confidential.

When taking exams, MIU utilizes the Respondus Monitor, an automated proctoring solution built into the LockDown Browser by Respondus. Along with flagging unusual activity to prevent academic dishonesty, this software allows students to be video monitored during the exam, and their likeness can be cross-referenced with the information from our records.

This information is used solely for the purposes of student identity verification and is subject to the terms MIU's Privacy Policy.

HARDWARE/SOFTWARE REQUIREMENTS FOR STUDENTS

Students access the campus with a personal password. Moving around the campus is very simple, it does not require any installation of software or advanced computer skills.

For best performance, students should access Canvas with a computer that supports the most recent browser versions. It is recommended to use a computer five years old or newer with at least 1GB of RAM.

Operating System	Internet Speed
Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.	Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments. It is recommended to have a minimum Internet speed of 512kbps.

Screen Readers

- Macintosh: VoiceOver (latest version for Safari)
- PC: JAWS (latest version for Firefox)
- PC: NVDA (latest version for Firefox)
- There is no screen reader support for Canvas in Chrome

Mobile Devices

The Canvas interface was optimized for desktop displays, so using small form factors such as phones may not be a pleasant experience in using Canvas. For the best user experience, please

download the Canvas mobile applications. The Canvas mobile applications require Android 6.0 or later and iOS 13.0 or later.

Mobile Browsers

Visit the Apple store or the Play store to download mobile browsers. The following major browsers are compatible with mobile devices:

iOS

- Safari (default browser with limited Canvas support)
- Chrome

Android

- Chrome (default browser with limited Canvas support)
- Internet
- Firefox

SECTION 8

PROGRAMS

PROGRAMS

Great care has been taken by MIU City University Miami and its faculty to develop educational programs and curricula that are consistent with appropriate criteria and standards in the subject area involved. The educational programs and curricula are of an appropriate level of difficulty for the degree offered.

The programs and curricula of MIU City University Miami have been developed to meet the needs of the students. MIU has been designed to attract high caliber students who are academically able and who are motivated to become contributing members of society. MIU City University Miami will remain sensitive to the needs of the business and professional community, and strive to produce graduates with the skills and abilities required in today's workforce.

Each program of study will provide a sequence of appropriate courses that lead to the attainment of the degree. A detailed description of the curriculum for each of these programs is contained herein.

Hybrid programs are taught completely in English. Online programs are taught in English as well as in Spanish.

COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.

PROGRAM CREDENTIALS

Program	Degree Awarded	Credits	Duration in months	Format	
				Online	Hybrid
Business Administration	Bachelor of Science	120 Credits	48	120 credits online	81 credits online and 39 credits on campus
Computer Science	Bachelor of Science	120 Credits	48	120 credits online	87 credits online and 33 credits on campus
International Business Administration	Master of Science	42 Credits	18	42 credits online	30 credits online and 12 credits on campus
Educational Leadership, Management and Emerging Technologies	Master of Science	36 Credits	18	36 credits online	24 credits online and 12 credits on campus

MIU UNDERGRADUATE SCHOOL

UNDERGRADUATE DEGREE ACADEMIC INFORMATION

Bachelor of Science Programs

To be eligible for graduation from a Bachelor's Degree program at MIU City University Miami, students are required to accomplish the following, in addition to the courses outlined in the specific major of study:

1. Complete the required semester credit hours, and be in compliance with the Satisfactory Academic Progress Policy. If transfer credits are accepted toward the completion of the degree, they cannot exceed the 75% of the semester credit hours (90 semester credits) and the rest of the credit hours of coursework must be completed at MIU City University Miami.
2. Complete the prescribed 36 semester credit hours of general education.
3. Meet any other specified graduation requirements.
4. Abide by all University rules and regulations, including: satisfactory academic progress, attendance and conduct policies, and satisfy all required financial obligations due to the University prior to graduation.
5. Successfully complete the Capstone Project. In order to register for the capstone project course, students must have successfully completed all other courses in their chosen program of study.

ADMISSION INFORMATION

Admissions – Undergraduate Programs

Applicants to undergraduate programs will be considered for admission if they satisfy the following:

- Submit a High School Diploma, GED, or proof of Post Secondary Education
- Submit a completed Admissions Application
- Submit a $50.00 (domestic students) / $150.00 (international students) nonrefundable application fee
- Submit an updated Resume
- Copy of valid government issued ID

Admissions – International Applicants – Undergraduate Programs

University is authorized under Federal law to enroll nonimmigrant alien students. International applicants to the University must meet the same requirements and admissions standards as other students entering the undergraduate programs as provided above.

In order to enroll, in addition to the completed and signed application, international applicants who have earned recognition for postsecondary level program for which they are relying on to qualify for admission from an educational institution that lies outside the United States of America must submit copies of High School Diplomas or certificates, transcripts, or other documentation which attests to the student's successful completion of the High School level or Secondary educational program equivalent to that awarded in the United States.

Applicants for the University's undergraduate programs must also provide an official credential evaluation by a recognized evaluation service. The credential evaluation must be prepared by a service which is a member of the Association of International Credentials Evaluators (AICE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), or a member of the National Association of Credential Evaluation Services (NACES) and submitted directly to the University from the service provider.

UNDERGRADUATE SCHOOL PROGRAM OUTLINES

Program Title: Computer Science

Credential Issued: Bachelor of Science

Credits: 120

ENTRANCE/ADMISSION REQUIREMENTS:

Applicants will be considered for admission if they satisfy the following:

- Submit a High School Diploma, GED, or proof of Post Secondary Education

- Submit a completed Admissions Application

- Submit a $50.00 (domestic students) / $150.00 (international students) nonrefundable application fee

- Submit an updated Resume

- Copy of valid government issued ID

PROGRAM OBJECTIVE:

The Bachelor of Science in Computer Science program prepares the graduate for developing and using technologies, as well as being able to design, produce and manage data elaboration systems in a wide range of applications. At the end of the degree program, graduates will have acquired a wide range of fundamental knowledge, especially in the math, information science (computing, electronics, telecommunications) and engineering management fields. By considering the rapid rise in society's need for information, the student will have developed the capacity to understand and value the working principles of processing systems, both in hardware (system architecture) and software aspects, being able to identify, formulate and resolve the diverse problems by using updated methods, techniques and instruments. The following professional activities are included in the training course for the computer engineer: the design and production of company information systems, the computerizing of public and private agency services through web technology,

the development of multimedia and hypermedia systems and, the modeling and control of productive processes and complex systems, the development of computer systems based on the project techniques of HW/SW, the planning of systems based on architectural and network computing.

PROGRAM DESCRIPTION:

The Bachelor of Science in Computer Science program aims to prepare students to mature into professionals that have an active role in their chosen field.

The program, amounting to 120 Semester credits of academic achievement, is offered ONLINE and HYBRID.

The Bachelor of Science in Computer Science program prepares the graduate for developing and using technologies, as well as being able to design, produce and manage data elaboration systems in a wide range of applications. By the end of their program, graduates will have acquired a wide range of fundamental knowledge, especially in the math, information science (computing, electronics, telecommunications) and engineering management fields. By considering the rapid rise in society's need for information, the student will have developed the capacity to understand and value the working principles of processing systems, both in hardware (system architecture) and software aspects, being able to identify, formulate and resolve the diverse problems by using updated methods, techniques and instruments.

PROGRAM LEARNING OUTCOMES

PLO 1: Communication skills.

Students will be able to employ effective written and oral communication techniques and construct a speech adapted to a target audience. This area includes critical analysis, supporting ideas, writing technical reports and effective presentations, applying ethical standards in public speeches, identifying the components of attitude: cognitive and affective behavior, emotional intelligence, and adapting the communication to variety and functional diversity.

PLO 2: Project management.

Students will be able to apply leadership and conflict resolution skills and will acquire an aptitude and willingness to work in a team. They will be able to recognize the relationships between company roles, operate in an autonomous manner, plan time sheets, perform diligence tasks such as the allocating of scarce resources to satisfy needs without exceeding budget costs, model the behavior of customers and producers, evaluate globalization impact, describe the relationships between customers' needs, price dynamics, and employees' expectations. Finally, they will be able to describe the influence of governments and policies, regulatory compliance, and evaluate the impact of social and political progress: its advantages, consequences, and side effects.

PLO 3: Software engineering.

Students will be able to examine the phases of the software life cycle from requirement specification to maintenance, evaluate the implications of reusing commercial or open-source libraries, compare the differences between the software verification and validation process, perform unit, system, and usability tests, deploy, and integrate a system, and design effective quality assurance processes, including advanced software engineering techniques aligned with modern programming paradigms in order to increase reusability and to take advantage of design patterns.

PLO 4: Complex problem solving.

Students will be able to analyze the theoretical bases of physics and mathematics to model and solve complex problems, engage in analytic and abstract thinking and apply it practically using computer software, identify how and when formal logic and automatic reasoning can be applied in a practical and successful way to solve computing problems, and use simulation methods to forecast the outcome of a complex dynamic system.

PLO 5: Computer architecture.

Students will be able to describe the benefits and contexts suitable for the use of the client-server model, construct distributed web applications, recognize the benefits of systems automation, and review the evolution toward different computer architectures. They will also be able to develop software for embedding systems, including mobile platforms and IoT appliances, and effectively apply parallel execution techniques in devices with reduced computing power.

PLO 6: Computer networks and security.

Students will be able to analyze the principal concepts of data transmission, through wireless and guided channels as well as the usefulness and the security implications of opening or closing each network's service and the psychology underlying fraud. They will be able to identify and describe the mathematical principles underlying private-key and public-key cryptographic techniques, and evaluate the mathematical bases that underlie the digital signature and its applications.

PLO 7: Software design and development.

Students will be able to design algorithms to solve specific problems and identify underlying data structures. For this purpose, functional programming, object-oriented programming, and pattern design are studied throughout the courses. They will also be able to analyze the theoretical computational complexity of algorithms, measure the empirical efficiency of their implementations, identify bottlenecks, and prevent congestion. Finally, they will be able to

identify and evaluate techniques related to memory management, parallel programming, concurrency, and deadlock prevention.

PLO 8: Data mining.

Students will be able to evaluate and apply techniques for both data management and data driven forecasting. The first group includes databases, data backup, data warehousing, data monitoring and the search engines. The second group includes AI-based big data techniques, such as business intelligence, data driven prediction, discovering and visualization, logs analytics, and machine learning.

Course Number	Course Title	Credit Hours
GENERAL EDUCATION COURSES (36 total credits)		
ENC 1101	English Composition I	3
ENC 1102	English Composition II	3
MAC 1005	College Mathematics I	3
MAC 1014	College Mathematics II	3
PSY 2001	General Psychology	3
SYG 2001	Sociology	3
ECO 2013	Macroeconomics	3
ECO 2023	Microeconomics	3
WHO 1026	World History	3
STA 2311	Statistics	3
WRI 100	Advanced Writing Techniques	3
SPC 1017	Speech	3
LOWER DIVISION REQUIRED COURSES (24 total credits)		
COP 2550	Algorithms and Complexity	3
COP 2210	Computer Programming	3
COP 3874	Web Application Development	3
COP 2410	Information Retrieval	3
CEN 2020	Software Engineering and quality	3
COP 2300	Operating Systems	3
CEN 2710	Human-Computer Interaction	3
PHY 2048	Physics	3

UPPER DIVISION REQUIRED COURSES (60 total credits)		
EEE 3032	Neural Networks and Fuzzy Logic	3
EEE 3050	Computer Structure	3
EEL 3123	Networks and the Internet	3
EEL 3768	Computer Architecture and System Software	3
ISM 4300	Information System and Safety	3
CEN 4072	Fundamentals of Software Engineering	3
CEN 3070	Artificial Intelligence and Knowledge Engineering	3
CEN 3880	Project Management	3
CNT 4704	Wireless Network and System	3
CEN 3180	Advanced Algorithm Design	3
COP 3500	Advanced Computer Programming	3
COP 3501	Information and Encoding	3
COP 3530	Data Structures and Algorithm Analysis in C++	3
COP 3601	Installations and Systems Performance and Quality	3
COP 3701	Online Information System for Business	3
COP 3801	Intelligent Web System	3
COP 4301	Embedded Software Engineering	3
COP 4400	Simulation methods and languages	3
CIS 4011	Computer Science Capstone Project	6
	TOTAL:	120

COURSE DESCRIPTIONS

	GENERAL EDUCATION COURSES **(36 total credits)**	
ENC 1101	**English Composition I** English 1101 is a college-level writing course that introduces students to the various forms of academic discourse. This course focuses primarily on the basic elements of college composition and writing as a process in both narrative and analytical forms. Students will investigate the importance and promise of effective written communication in various personal and professional contexts and identify effective strategies through critical analysis of written works as well as their own writing. Finally, this course prepares students for more advanced research analysis by connecting students to important avenues of research. **Course Outcomes:** 1) Identify different academic writing styles. Students identify and apply different styles of academic writing, choosing the one that best fits their audience. 2) Communicates effectively based on research. Using a specific academic style, students demonstrate their ability to effectively communicate their ideas based on extensive analysis and research. 3) Influence others through effective communication. Students demonstrate their ability to influence with clear and effective communication strategies based on critical analysis and logic.	3
ENC 1102	**English Composition II** English 1102 focuses students on the importance of research to advancing knowledge for various purposes. This course will build on the foundations of composition and introduce students to the research process and the analysis and evaluation of various sources. Students will investigate the writing process for research as well as appropriate research methods and skills. Additionally, this course offers multiple opportunities to engage in the important tasks of revision and editing and will ask students to incorporate feedback to improve their writing. Prerequisite(s): ENC 1101 **Course Outcomes:** 1) The student will be able to identify and elaborate personal writing through different expressions of literary forms.	3

	2) Students will be able to structure a logic and analytical academic paper based on scientific research using the latest APA norms.	
MAC 1005	**College Mathematics I** This course provides a general introduction to college mathematics. Students learn the following mathematical concepts in a logical sequence that increases in difficulty as students gain command of a concept: polynomials, equations, inequalities, the straight line, Cartesian coordinates, functions and graphs, systems of linear equations, logarithms and exponentials, matrix algebra, limit of a function, and derivate of a function and integral. **Course Outcome:** Students will be able to apply mathematical concepts in a logical sequence that increases in difficulty as students gain command of basic algebra concepts, appreciating the importance of analytic and abstract thinking.	3
MAC 1014	**College Mathematics II** This course provides students with the methodologies required to understand the role played by the inductive method in this field of Mathematics. Trigonometric functions, identities and conditional equations, solution of triangles, trigonometric forms of complex numbers are all taught. Prerequisite(s): MAC 1005 **Course Outcomes:** 1) Students will be able to use and apply the inductive method through different exercises, analyze the role played by it in this field of Mathematics. 2) Identify sequences and series. 3) Solve series, both numerical and of functions 4) Understand and solve the fundamental differential equations. 5) Evaluate differential equations of the first and second order. 6) Solve systems of differential equations 7) Apply the studied notions to the solution of problems and exercises.	3
PSY 2001	**General Psychology** This course places an emphasis on behavior and the factors that influence it, as well as on describing the cognitive, affective and	3

personality factors that make up behavior. The knowledge acquired by the students in this course will provide them with a holistic view of man and serve as the basis for understanding other courses related to behavioral science.

Course Outcomes:

1) Students will be able to identify the psychological processes that shape personality and human behavior, recognizing the main theories of this field and analyze in a critical way the attitudes and conducts of the people in different environments.
2) Students will be able to relate biological and social processes that impact the development and expression of Human behavior, recognizing the importance of both nature and nurturing.

SYG 2001	**Sociology** Students should understand their role in society and be capable of interpreting the social phenomena surrounding them. This course provides students with a basic understanding of how the society functions, and specifically how groups work. **Course Outcomes:** 1) Student will be able to identify social facts and theories, explaining how they had an impact on the development of sociology. 2) Students will be able to apply empirical observation, recognizing the importance of social facts for strategic analysis of sociological circumstances. 3) Students will be able to define and explain main characteristics of social institutions around world and its impact on the development of policies for social change.	3
ECO 2013	**Macroeconomics** This course explores the way the overall levels of output, income, employment and prices are determined in a capitalist economy. The focus is on the forces that act to shape these factors and determine their fluctuations. The role of government fiscal and monetary policy in influencing the level of economic activity is also a major area of study. The impact of international transactions on the domestic economy also is discussed. **Course Outcomes:** 1) Students will be able to define and identify how the overall levels of output, income, employment, and prices are determined in a capitalist economy.	3

	2) Students will be able to recognize and value how government polity, credit market, banks and national and foreign currency works and shapes the fluctuations in the economy of a country.	
ECO 2023	**Microeconomics** This course examines the role of economic systems in allocating scarce resources to satisfy the needs and wants of individual members of a society. After a brief exposure to alternative economic systems, the focus becomes the nature and performance of American capitalism. Primary emphasis is placed upon the development of models that explain the behavior of consumers, producers and resource suppliers in various market structures. **Course Outcomes:** 1) Students will be able to understand and identify development of models that explain the behavior of consumers, producers, and resource suppliers in various market structures. 2) Students, through the analysis of different companies competing in a market, will be able to discern strategic behavior in business decision-making. 3) Students will be able to understand and comprehend the application scope of the application of the Dynamic Game Theory to different economic and business scenarios.	3
WHO 1026	**World History** This course provides students with a general understanding of the changes that have taken place in the world since the appearance of humankind. This course covers the breakup of the Old World, the events of the Middle Ages in Europe, the rise of industrialization, the growth of imperialism, the two world wars, the changes in the post war world, and globalization. This course also introduces students to the economic, political, and social processes in the world of today. **Course Outcomes:** 1) Students will be able to identify and relate notable events, development of political and economic and their influence on historical stages. 2) Students will be able to analyze how historical events and its development can be apply to current world events.	3
STA 2311	**Statistics** This is a fundamental course in the application of statistics. In this course, students will learn to apply statistical techniques to a variety of applications in business and the social sciences. Students will learn	3

	how to solve statistical problems by hand and with the use of computer software. Topics include probability distribution functions, sampling distributions, estimation, and hypothesis testing and linear regression. **Course Outcomes:** 1) Students will be able to apply the main techniques and procedures of descriptive statistics and the inferential statistics techniques to specific situations in business and social sciences. 2) Students will learn how to solve statistical problems by hand and using computer software.	
WRI 100	**Advanced Writing Techniques** This course provides writing instruction for students in Bachelor of Science programs. Students practice and reflect on writing in professional, public, and academic genres, such as technical reports, progress reports, proposals, instructions, presentations, and technical reviews, relevant to technical professions and individual student goals. Students evaluate a wide variety of sources and develop expertise in audience analysis, critical research, peer review as well as practical skills in writing more sophisticated text and essays. **Course Outcomes:** 1) Students will be able to apply the main techniques and procedures of descriptive statistics and the inferential statistics techniques to specific situations in business and social sciences. 2) Students will learn how to solve statistical problems by hand and using computer software.	3
SPC 1017	**Speech** This course introduces students the necessary skills to become a better public speaker through theory and, most importantly, practice. Students will learn concepts, skills, and models of communication. Concepts include how to adapt a speech for different occasions and audiences, how to effectively support your ideas, how to select and organize materials in preparation for a speech, and how to utilize multimedia tools in presentations. This course is relevant in academic, business, and social settings in which the student will become a better public speaker and listener. Students will also be exposed to thinking about and maintaining ethical standards in public speaking. **Course Outcomes:** 1) Students will be able to identify communication concepts that serve as a basis for effective speaking and apply this	3

	conceptual knowledge in practice to give effective and persuasive speeches. 2) Students will be able analyze and evaluate presentations made by others using the main components of technical and organizational areas in a speech. 3) Students will be able to develop and demonstrate verbal, nonverbal, and research competencies through researching, preparing, and delivering presentations relevant to your audiences, demonstrating confidence to speak publicly in a variety of situations.	
	LOWER DIVISION REQUIRED COURSES **(24 total credits)**	
COP 2550	**Algorithms and Complexity** The main objective of this course is to familiarize the student with the general techniques of algorithm design. In this course, the main algorithms and data structures that exist in the specific literature will be introduced. It will be a basis for later subjects where more modern and advanced techniques are studied in depth. Not only it is necessary for the student to know how to recognize effective algorithms, but also to know how to choose the most efficient algorithms for each situation. This implies knowing how to analyze and measure the complexity of an algorithm, knowing how to identify possible bottlenecks and prevent congestions that delay the execution of your program. To do this, the course will also provide how to determine the number of resources (temporary and memory) necessary to execute an algorithm, as well as to classify algorithms according to their computational complexity. **Course Outcomes:** 1) Students will be able to employ general techniques of algorithm design, including the main algorithms and data structures that exist. 2) Students will be able to differentiate and distinguish the complexity family of an algorithm, identifying possible bottlenecks and prevent congestions that delay the execution of a program. 3) Students will be able to calculate the amount of resources (time and memory) necessary to execute an algorithm, as well as to classify algorithms according to their computational complexity	3
COP 2210	**Computer Programing** The course will train the student to work effectively as entry-level developers. The beginning students learn the fundamentals of computer programming using one specific object-oriented	3

Programming language. Afterwards, students will learn the system development process. They will work on individual projects reflecting industry work scenarios.

Course Outcomes:

1) Students will be able to describe the system development process. They will work on individual projects reflecting industry work scenarios.
2) Students will be able to employ an object-oriented Programming language as entry-level developers. They will construct basic programs for solving practical problems.

COP3874	**Web Application Development** The main objective of this course is to study the development of distributed Web applications. The fundamental concepts to understand the architecture of a distributed application will be presented. For this, it will be necessary to know the particular aspects of the client-server architecture. Aspects such as the most used programming languages in this type of architecture will be also covered, differentiating between server languages and client languages. Since the computational cost is increasing, aspects related to the Grid architecture and Web services will be studied. The course is organized into the following areas: introduction to Web applications where the http protocol is analyzed, component-oriented programming, and Web services. **Course Outcomes:** 1) Students will be able to explain the development of distributed Web applications, recalling the fundamental concepts related to the architecture of a distributed application. 2) Students will be able to examine the peculiar aspects of the client-server architecture, including the most used programming languages in this type of architecture. 3) Students will be able to categorize aspects related to the Grid architecture and Web services.	3
COP 2410	**Information Retrieval** The course has the aim of introducing all those system technologies which are used to automatically back up information from heterogeneous and distributed sources. It will offer various competences in the comprehension of processes, and in information processing techniques, which are those tools that characterize modern applications, and modern web search engines.	3

Particular focus will be put on computer technologies, and automatic-learning technologies, which allow a fast development of systems based on reusing both available knowledge and data, in an electronic format, in open sources. All of this will be discussed and analyzed in relation to modern applications on Web sources and sites.

Course Outcomes:

1) Students will be able to recognize all those system technologies which are used to automatically back up information from heterogeneous and distributed sources.
2) Students will be able to use the comprehension of processes, and in information processing techniques, which are those tools that characterize modern applications, and modern web search engines.
3) Students will be able to practice fast development of systems based on reusing both available knowledge and data, in an electronic format, in open sources.

CEN 2020	**Software Engineering and Quality** Defining the software industrial production process, formalizing the life cycle of the software product, from the requisites phase to the phase of realization and integration, following the most modern methodologies, which are oriented towards objects, also introducing methodologies of verifying the software quality, testing methods, and planning time sheets. **Course Outcomes:** 1) Students will be able to employ the software industrial production process, formalizing the life cycle of the software product, from the requisites phase to the phase of realization and integration. 2) Students will be able to experiment the most modern methodologies, which are object oriented, also introducing methodologies for verifying the software quality, testing methods, and planning time sheets.	3
COP 2300	**Operating Systems** The main objective of this course is to offer a general study of operating systems. The evolution that these have had over time will be analyzed, as well as their general structure. Designing an operating system is associated with control over what, who and how computer systems can be used, which have become a fundamental part of today's economy, industry, and society. The student must know the basic concepts necessary to understand how operating systems are designed and implemented. In order to get this goal, the course is	3

structured in the following basic blocks: structuring and designing of operating systems, concurrency, and memory management. Therefore, the course will define the main areas of operating systems, as well as their main functions. The tools that allow knowing an operating system will be studied to facilitate the work of users and administrators. In addition, it will introduce concurrent programming, highlighting its advantages and problems to synchronize processes, and defining techniques to communicate processes and other techniques to synchronize them avoiding deadlocks. Finally, as the main foundation of the software, the efficient use of memory will be analyzed, and the concept of virtual memory will be introduced.

Course Outcomes:

1) Students will be able to explain the evolution and general structure of Operating Systems.
2) Students will be able to interpret how operating systems are designed and implemented.
3) Students will be able to recognize the efficient use of memory and the concept of virtual memory.

CEN 2710	**Human-Computer Interaction**	3

The main objective of this course is to study the relationships that are established between people and electronic devices, such as computers, tablets or mobiles. There is no doubt that these have become an essential part of our lives. Personal relationships, work, information and social networks are permeated with the use of these devices, so they are used in many different moments a day. Therefore, the main questions to be analyzed are: how is the interaction between people and these devices established, how can we act as computer engineers to facilitate and optimize such relationships. To answer these questions, the interaction between the person and those devices, especially the computer, will be studied from a multi and interdisciplinary perspective. It will be done by adopting sociological, psychological, cognitive and ethical points of view, on one hand, and working from the engineering and design, on the other. Emphasis will be placed on people with functional diversity, who are especially sensitive to accessibility, usability and design issues. In addition, the course Will analyze the challenges that the interaction between the person and electronic devices is facing now and in the future.

Course Outcomes:

1) Students will be able to analyze the relationships that are established between people and electronic devices, such as computers, tablets, or mobiles.
2) Students will be able to examine, adopting sociological, psychological, cognitive, and ethical points of view, the relationships between people and electronic devices. Emphasis will be placed on people with functional diversity,

	who are especially sensitive to accessibility, usability, and design issues.	
PHY 2048	**Physics** The aim of this course is to provide the necessary elements to understanding the laws of classical physics. The lessons are taught through videos about mechanics, thermodynamics, electromagnetism, and optics. The teaching provides a foundational knowledge necessary for engineering courses. **Course Outcomes:** 1) Students will be able to interpret the laws of classical physics. They will discuss about mechanics, thermodynamics, electromagnetism, and optics. 2) Students will be able to identify the classical physics foundational knowledge necessary for engineering courses.	3
	UPPER DIVISION REQUIRED COURSES **(60 total credits)**	
EEE 3032	**Neural Networks and Fuzzy Logic** The principal objective of this subject is to introduce students to neural networks and fuzzy theory from an engineering perspective. In the identification and control of dynamic systems, neural networks and fuzzy systems can be implemented as model-free estimators and/or controllers. As trainable dynamic systems, these intelligent control systems can learn from experience with numerical and linguistic sample data. **Course Outcomes:** 1) Students will be able to revise neural networks and fuzzy theory from an engineering perspective. 2) Students will be able to formulate identification and control schemes for dynamic systems, as model-free estimators and/or controllers. As trainable dynamic systems, these intelligent control systems can learn from experience with numerical and linguistic sample data.	3
EEE 3050	**Computer Structure** This course is the continuation of the course on Computer Architecture and System Software. Its main objective is to address the evolution towards different computer architectures from the basic configuration of a computer, previously studied. The essential factor in this evolution will be the improvement of the performance in the configuration resulting from the application, mainly, on parallelism	3

	techniques. This course includes the following contents: functional organization, computer performance, interconnection, and communication systems, alternative and multiprocessing architectures. Based on this content, the specific competences of the subject that the student will acquire are deepen the hierarchies of memories, understand parallelism at the instruction level, understand how to use segmented instructions (pipelining), understand parallelism at the level of data, understand the shared memory systems, identify and understand the operation of different interconnection systems.

Course Outcomes:

1) Students will be able to inspect the evolution towards different computer architectures from the basic configuration of a computer.
2) Students will be able to evaluate parallelism at the instruction level, propose Chow to use segmented instructions (pipelining), revise parallelism at the level of data and the shared memory systems, compare the operation of different interconnection systems. | |
| EEL 3123 | **Networks and the Internet**

This class wishes to introduce web calculators, and more generally, telecommunication web services. It will offer all the principal concepts on data transmission, through wireless and guided services. It will also describe the characteristics of those main systems which are used in geographical areas (telephone line, mobile networks), in metropolitan areas (WiMAX), and locally (Ethernet, Wi-Fi,), explaining their protocols and their structures. Lastly, it will describe the functioning, the protocols, and the applications of the Internet.

Course Outcomes:

1) Students will be able to analyze web calculators, and more generally, telecommunication web services, evaluating the principal concepts on data transmission, through wireless and guided services.
2) Students will be able to compare the characteristics of those main systems which are used in geographical areas (telephone line, mobile networks), in metropolitan areas (WiMAX), and locally (Ethernet, Wi-Fi,), explaining their protocols and their structures. | 3 |
| EEL 3768 | Computer Architecture and System Software

Two different parts, "Electronic calculators" and "Operating Systems" compose the course. The main objectives of the first part are: understanding the structure of modern electronic calculators, | 3 |

	analyzing its main components, adopting the classical chart of "level hierarchy". An in-depth dissertation on logical-digital levels, on microarchitecture, on instruction sets on operating systems, and set up language will be held. Some study cases will also be proposed, especially those, which use common-use architecture, as Intel Pentium 4, Sun Ultra-SPARC III, and Intel 8051 (used in embedded systems). There will also be given tips on modern electronic calculators' virtualization ability, together with examples of their usage, stabilizing server factory. For what concerns the second part, the main objective is offering specific competences on the structure of a modern operating system, enriching them with details regarding Unix operating system (with references to Linux operating system), and giving methodology knowledge which are used to solve typical issues on resources management in a modern operating system. The topics discussed will also include Thread and Processes, deadlock, memory management, swapping, virtual memory, Input/Output, Users graphic interfaces, web terminal. On a practical level, it will offer system programming notions (called "of the system", usage of tools such as compilers, linker, etc.), and rival programming, together with basic notions on system usage, Unix-compliant (the operating system used will be Unix). **Course Outcomes:** 1) Students will be able to evaluate the structure of modern electronic calculators, analyzing its main components, adopting the classical chart of "level hierarchy". 2) Students will be able to examine modern electronic calculators´ virtualization ability, together with examples of their usage, stabilizing server factory. 3) Students will be able to assess the structure of a modern operating system, enriching them with details regarding Unix operating system.	
ISM 4300	**Information System and Safety** The course wishes to supply the student with the knowledge to understand the different aspects in which the subject of computer system safety branches out. A lot of technical aspects will be discussed, especially relating to cryptographic, to system safety, and to networks safety, System safety will be studied also from a legal and management point of view. **Course Outcomes:** 1) Students will be able to revise technical aspects related to cryptographic, system safety, and to networks safety. 2) Students will be able to distinguish system safety from legal and management point of view.	3
CEN 4072	**Fundamentals of Software Engineering**	3

Software engineering is the branch of computer science that creates practical, cost-effective solutions to computing and information processing problems, preferentially by applying scientific knowledge, developing software systems in the service of mankind. This course covers the fundamentals of software engineering, including understanding system requirements, finding appropriate engineering compromises, effective methods of design, coding, and testing, team software development, and the application of engineering tools. The course will combine a strong technical focus with a capstone project providing the opportunity to practice engineering knowledge, skills, and practices in a realistic development setting with a real client.

Course Outcomes:

1) Students will be able to compare cost-effective solutions to computing and information processing problems, preferentially by applying scientific knowledge, developing software systems in the service of humanity.
2) Students will be able to value system requirements, finding appropriate engineering compromises, effective methods of design, coding, and testing, team software development, and the application of engineering tools. The course will have a capstone project.

CEN 3070	**Artificial Intelligence and Knowledge Engineering** The main objective of this course is to introduce the student to the most representative areas of Artificial Intelligence and to the modeling of complex problems about which any expert knowledge is had. On the one hand, Artificial Intelligence (AI) is the automatic resolution of problems. Within this scope, the main goals are to offer an alternative to classical optimization algorithms to find the solution to complex problems, and to check the potential of general-purpose computers in comparison with the intellectual capacity of humans. On the other hand, Knowledge Engineering is the set of methodologies designed to help capture and model knowledge within a certain domain for its exploitation by an automatic system. In this sense, in this subject you will learn to deal with complex problems in an analytical way and to use a set of tools and libraries that allows you to solve them. At the end of the course, the student must be able to model a problem efficiently and identify which techniques are the most appropriate for its resolution. **Course Outcomes:** 1) Students will be able to evaluate the most representative areas of Artificial Intelligence and to the modeling of complex problems using expert knowledge.	3

	2) Students will be able to assess the potential of general-purpose computers in comparison with the intellectual capacity of humans. 3) Students will be able to model a problem using artificial intelligence and distinguish which techniques are the most appropriate for its resolution.	
CEN 3880	**Project Management** The main objective of this course is to know the most appropriate methodology for the successful execution of projects and to reinforce those areas of knowledge that their managers must face every day. A basic issue to be resolved, is the following: the projects are delivered within the required time frame, with the budgeted cost and with the agreed quality, otherwise, on the contrary, the delays and cost overrun the projects damaging the relationship with the clients and profitability of the business. The answer to these questions is to ensure that the company is capable of successfully undertaking the temporary, collective, and singular effort that the nature of the projects requires. The company can no longer be seen as the sum of functional groups that, although they work as a team, lend themselves to isolating themselves in their own departmental objectives. Project management must appear as a union, a harmonious set, of competencies and abilities to act as a driving force and integrator of the organization's capacities to put them at the service of the project objectives and thus be able to obtain the success of the projects. Nowadays, the success of a project, based on the fulfillment of its requirements, in the foreseen term, without exceeding the budgeted costs and with the defined quality, is an objective that no longer depends exclusively on a good estimation, planning and control. Hence, it is no longer sufficient to understand project management simply as a technical function dedicated to planning and controlling the development of projects individually. The key to overcoming these challenges is the establishment of a correct strategy, reflected in a correct selection of projects and, at the head of them, the most suitable people. To the extent that the execution of this project portfolio is successful, it will be to the extent that the success of the company and its long-term survival will be ensured. These fundamental questions will be analyzed throughout this course. **Course Outcomes:** 1) Students will be able to manage the most appropriate methodology for the successful execution of projects and to reinforce those areas of knowledge that their managers must face every day. 2) Students will be able to appraise Project management as a union, a harmonious set, of competencies and abilities to act as a driving force and integrator of the organization's	3

	capacities to put them at the service of the project objectives and thus be able to obtain the success of the projects. 3) Students will be able to propose a correct strategy, reflected in a correct selection of projects and, at the head of them, the most suitable people.	
CNT 4704	**Wireless Network and System** The class will Introduce wireless systems and networks, including mobile networks. It wishes to offer all those necessary elements to design a radio system. It wants to discuss the main quality parameters, also evaluating their performances. It will discuss the characterization of both protocols and structures of GSM and UMTS systems, and of those new wireless systems. **Course Outcomes:** 1) Students will be able to design a radio system using wireless systems and networks, including mobile networks. 2) Students will be able to value the characterization of protocols and structures for GSM and UMTS systems, and of those new wireless systems.	3
CEN 3180	**Advanced Algorithm Design** The main objective of this course is to deepen into the techniques of algorithm design, or problem-solving techniques, and it will focus accurately on how to verify if a program meets your specifications. These techniques can be applied to a multitude of problems of all kinds. The profound change that it has brought about in our style of life, not only in computing and information processing, the algorithms on which Google is based, is enough to get an idea of the fundamental importance of a subject like this. It will be not focused on a specific programming language, although the possibility of implementing an algorithm in an application that can be executed on a computer is essential to understand the operation and efficiency of the algorithms that will be studied. It must be considered that the technology of our computers is apparently exponentially advancing, but at the same time the amount of data is required, no, that is needed to process at the same time grows at an ever-greater rate. Therefore, the efficiency will also be dealt with, a fundamental concept when it comes to judging the goodness of algorithms. Obviously, an algorithm is asked to solve a given problem, but it is also asked to do so with the appropriate resources that is had or that can be reasonably had. **Course Outcomes:** 1) Students will be able to select the advanced techniques of algorithm design, or problem-solving techniques. 2) Students will be able to interpret if a program truly meets the specifications.	3

COP 3500	**Advanced Computer Programming** This course is aimed to study advanced computer programming technologies, apply advanced programming to data technologies, and study the concept of Object Distribution and invoking its services remotely in Distributed environment. Also, study algorithmic examples in distributed, concurrent, and parallel environments. At the end of this course the student will be able to: solve problems using advanced programming, problems for multi-core or distributed, and work with concurrent/Parallel environments. **Course Outcomes:** 1) Students will be able to apply advanced programming to data technologies and use the concept of Object Distribution and invoking its services remotely in Distributed environment. 2) Students will be able to solve problems using advanced programming, problems for multi-core or distributed, and work with concurrent/Parallel environments.	3
COP 3501	**Information and Encoding** The class has the main objective of offering to the students the ability of dealing with digital signals, which must be either memorized or transmitted on a support, to reduce redundancy, and increasing possibilities of a correct information rescue, after the memorization/transmission. **Course Outcomes:** 1) Students will be able to combine digital signals, which must be either memorized or transmitted on a support. 2) Students will be able to design systems to reduce redundancy, and increasing possibilities of a correct information rescue, after the memorization/transmission.	3

COP 3530	**Data Structure and Algorithm Analysis in C++**	3
	In this course students will learn how to design, write, and analyze the performance of C/C++ programs that handle structured data and perform more complex tasks, typical of larger software projects. Students should acquire skills in using generic principles for data representation & manipulation with a view for efficiency, maintainability, and code-reuse. At the end of the course, students will be able to demonstrate analytical comprehension of concepts such as abstract data types generic programming techniques, algorithms, and efficiency analysis. **Course Outcomes:** 1) Students will be able to design, write, and analyze basic intuitive ideas about performance of C/C++ programs that handle structured data and perform more complex tasks, typical of larger software projects. 2) Students will be able to combine generic principles for data representation & manipulation with a view for efficiency, maintainability, and code-reuse. 3) Students will be able to manage analytical comprehension of concepts such as abstract data types, generic programming techniques, algorithms, and efficiency analysis.	
COP 3601	**Installations and Systems Performance and Quality** Defining and describing systems, networks, and computer systems. Characterizing their qualities, their performances, and metric. It will also present methods for building models. Students will use these models for planning and upgrade the quality of the service requested. **Course Outcomes:** 1) Students will be able to differentiate and examine systems, networks, and computer systems, characterizing their qualities, their performances, and metric. 2) Students will be able to propose models for planning and upgrade the quality of the service requested.	3

COP 3701	**Online Information System for Business**	3
	Business intelligence systems are applications and technologies for gathering, storing, analyzing, and accessing information for better business decision-making. Examples of BI systems include measuring and monitoring key performance indicators, benchmarking and forecasting sales, performing data mining and analysis of customer information to discover new business opportunities, and building enterprise dashboards to integrate and visualize information from various business areas. The demand for building and managing BI systems in today's very competitive and challenging economy is high. This course guides students through the complete life cycle of building and managing BI and analytics systems. Students are introduced step by step to the various phases and complexities in building and supporting successful BI and analytics systems. Topics covered include best practices in BI requirement gathering; BI project management; data warehousing; ETL (extract, transform, and load); data mining, predictive analytics, online analytical processing, BI application development, BI implementation, and production support. **Course Outcomes:** 1) Students will be able to examine the complete life cycle of building and managing BI and analytics systems, including gathering, storing, analyzing, and accessing information for better business decision-making. 2) Students will be able to manage the various phases and complexities in building and supporting successful BI and analytics systems, including best practices in BI requirement gathering; BI project management; data warehousing; ETL (extract, transform, and load); data mining, predictive analytics, online analytical processing, BI application development, BI implementation, and production support.	
COP 3801	**Intelligent Web System**	3
	Introducing in an historical context the concept of "intelligence", when associated to systems/agents, analyzing the methodologies developed for the analysis of complex issues, evaluating the complexity of single approaches, identifying the structures and the strategies for the resolution of more complex problems. Lastly, it will analyze the specificity of the problematic, in the moment in which web intelligent agents are created. **Course Outcomes:** 1) Students will be able to value the concept of "intelligence", when associated to systems/agents, analyzing the methodologies developed for the analysis of complex issues, evaluating the complexity of single approaches, identifying	

	the structures and the strategies for the resolution of more complex problems. 2) Students will be able to analyze the problems specificity, in the moment in which web intelligent agents are created.	
COP 4301	**Embedded Software Engineering** The presence of embedded software, which was initially limited to aircrafts, is gaining popularity also for land transportation, particularly with automobiles, where there is a wide growth, also for the increasing number of services, the necessity of facilitating variations, the tighter requisites of reliability, and safety. This class tackles the extensive subject of software development processes, inside mobiles, with a particular concern for automobiles, the material of engineering methods, of necessary software to convey the notion of the embedded software as an economic and quality one, which is effective, correct, and reusable. It must be reliable, considering that today 30% of severe malfunctioning comes from software deficiency. **Course Outcomes:** 1) Students will be able to assemble software development processes, inside mobiles, with a particular concern for automobiles, the material of engineering methods, of necessary software. 2) Students will be able to revise the notion of the embedded software as an economic and quality one, which is effective, correct, and reusable. It must be reliable, considering that today 30% of severe malfunctioning comes from software deficiency.	3
COP 4400	**Simulation Methods and Languages** Defining the finalities, and the characteristics of a simulative approach to system studying, presenting different methods for the construction of their own simulation models. Using planning models, and adjusting systems, and networks. **Course Outcomes:** 1) Students will be able to evaluate the finalities, and the characteristics of a simulative approach to system studying, presenting different methods for the construction of their own simulation models. 2) Students will be able to design planning models, and tunning systems, and networks for simulations.	3

CIS 4011	**Computer Science Capstone Project**	6
	A capstone course in which the student applies computer engineering concepts and skills to a computer-engineering project. Team projects are strongly encouraged. Projects will cover all aspects of the computer life cycle: specification of requirements and functionality; project planning and scoping; system and user interface definition; analysis of architectural solutions; detailed system design; implementation and integration; testing and quality assurance; reliability, usability, and performance testing, documentation, evolution, and change management.	
	Prerequisite(s): Students are required to complete all other program credits before registering for the capstone project course.	
	Course Outcomes:	
	1) Students will be able to apply computer engineering concepts and skills to a computer-engineering project. 2) Students will be able to formulate specification of requirements and functionality; project planning and scoping; system and user interface definition; analysis of architectural solutions; detailed system design; implementation and integration; testing and quality assurance; reliability, usability, and performance testing, documentation, evolution, and change management.	

Program Title: Business Administration

Credential Issued: Bachelor of Science

Credits: 120

ENTRANCE/ADMISSION REQUIREMENTS:

Applicants will be considered for admission if they satisfy the following:

• Submit a High School Diploma, GED, or proof of Post Secondary Education

• Submit a completed Admissions Application

• Submit a $50.00 (domestic students) / $150.00 (international students) nonrefundable application fee

• Submit an updated Resume

• Copy of valid government issued ID

PROGRAM OBJECTIVE:

At the conclusion of the program, graduates will have acquired the theoretical and analytical instruments necessary to fully comprehend the functioning of markets, businesses and financial institutions, as well as the role of economic policies and its influence on the business sector and the economy itself.

Those in possession of a Bachelor of Science Degree in Business Administration may continue with their academic studies and pursue a Master's degree, if desired.

PROGRAM DESCRIPTION:

The Bachelor of Science in Business Administration program prepares students to mature into professionals that have an active role in the economic decision-making process. It provides students with a comprehensive understanding of the nature of economics and with the right instruments to operate in financial institutions and organizations public and private.

The Bachelor's Degree is offered ONLINE and HYBRID.

PROGRAM LEARNING OUTCOMES

PLO 1:

Students will be able to recognize, differentiate and support allocation of resources adhering to established budget costs, within a political, social and regulatory context.

PLO 2:

Students will be able to design, assemble and construct simulations models to develop simulation methods to forecast outcomes of a complex dynamic system.

PLO 3:

Students will be able to demonstrate an ability to implement business and entrepreneurial initiatives.

PLO 4:

Students will be able to differentiate and choose the various and diverse requirements for effective communication.

PLO 5:

Students will be able to make use of tools for strategic analysis.

PLO 6:

Students will be able to utilize applicable theories and paradigms in the various financial fields to differentiate their organization from competitors.

PLO 7:

Students will be able to demonstrate the ability to develop diverse and global perspectives to address management issues, as well as legal and ethical matters.

Course Number	Course Title	Credit Hours
GENERAL EDUCATION COURSES (36 total credits)		
ENC 1101	English Composition I	3
ENC 1102	English Composition II	3
MAC 1005	College Mathematics I	3
MAC 1014	College Mathematics II	3

PSY 2001	General Psychology	3
SYG 2001	Sociology	3
ECO 2013	Macroeconomics	3
ECO 2023	Microeconomics	3
WHO 1026	World History	3
STA 2311	Statistics	3
WRI 100	Advanced Writing Techniques	3
SPC 1017	Speech	3
LOWER DIVISION REQUIRED COURSES (24 total credits)		
MAN 1150	Management and Business Administration	3
FIN 2501	Financial Mathematics	3
BUL 2430	Business Law	3
MKG 3470	Digital Marketing Strategies	3
MKT 2100	Marketing Foundations	3
ECO 2043	Economics of Innovation	3
IBG 4350	Digital and International Business	3
ECO 2063	International Economics	3
UPPER DIVISION REQUIRED COURSES (60 total credits)		
FIN 3031	Corporate Finance	3
MAN 2319	Operation Management	3
FIN 3035	Financial Statement Analysis	3
CIT 1210	Information Technologies	3
PHI 3643	Business Ethics	3
ECO 3051	Banking Economy	3
ECO 3061	Economic Statistics	3
ACC 3200	Financial Accounting	3
ECO 4063	Economic Analysis of Law	3
ECO 4073	Economy and International Company Management	3
ECO 4103	Comparative Fiscal System	3
MAN 3301	Human Resources Management	3
BUL 3710	Bankruptcy Law	3

ENT 3310	Digital Entrepreneurship	3
BUS 4033	Business Communication	3
BUS 4053	Public Control on Enterprise Crisis	3
BUS 4133	Corporate Investment Banking	3
INR 4502	International Organization	3
CAP 4901	Business Administration Capstone Project	6
	TOTAL:	120

COURSE DESCRIPTIONS

	GENERAL EDUCATION COURSES (36 total credits)	
ENC 1101	**English Composition I** English 1101 is a college-level writing course that introduces students to the various forms of academic discourse. This course focuses primarily on the basic elements of college composition and writing as a process in both narrative and analytical forms. Students will investigate the importance and promise of effective written communication in various personal and professional contexts and identify effective strategies through critical analysis of written works as well as their own writing. Finally, this course prepares students for more advanced research analysis by connecting students to important avenues of research. **Course Outcomes:** 4) Identifies different academic writing styles. Students identify and apply different styles of academic writing, choosing the one that best fits their audience. 5) Communicates effectively based on research. Using a specific academic style, students demonstrate their ability to effectively communicate their ideas based on extensive analysis and research. 6) Influence others through effective communication. Students demonstrate their ability to influence with clear and effective communication strategies based on critical analysis and logic.	3

ENC 1102	**English Composition II**
	
	English 1102 focuses students on the importance of research to advancing knowledge for various purposes. This course will build on the foundations of composition and introduce students to the research process and the analysis and evaluation of various sources. Students will investigate the writing process for research as well as appropriate research methods and skills. Additionally, this course offers multiple opportunities to engage in the important tasks of revision and editing and will ask students to incorporate feedback to improve their writing. Prerequisite(s): ENC 1101
	
	Course Outcomes:
	
	   3) The student will be able to identify and elaborate personal writing through different expressions of literary forms.
	   4) Students will be able to structure a logic and analytical academic paper based on scientific research using the latest APA norms.
		3

MAC 1005	**College Mathematics I** This course provides a general introduction to college mathematics. Students learn the following mathematical concepts in a logical sequence that increases in difficulty as students gain command of a concept: polynomials, equations, inequalities, the straight line, Cartesian coordinates, functions and graphs, systems of linear equations, logarithms and exponentials, matrix algebra, limit of a function, and derivate of a function and integral. **Course Outcome:** Students will be able to apply mathematical concepts in a logical sequence that increases in difficulty as students gain command of basic algebra concepts, appreciating the importance of analytic and abstract thinking.	3

MAC 1014	**College Mathematics II**
	
	This course provides students with the methodologies required to understand the role played by the inductive method in this field of Mathematics. Trigonometric functions, identities and conditional equations, solution of triangles, trigonometric forms of complex numbers are all taught.
	
	Prerequisite(s): MAC 1005
	
	Course Outcomes:
	
	   8) Students will be able to use and apply the inductive method through different exercises, analyze the role played by it in this field of Mathematics.
	   9) Identify sequences and series.
	   10) Solve series, both numerical and of functions
		3

	11) Understand and solve the fundamental differential equations. 12) Evaluate differential equations of the first and second order. 13) Solve systems of differential equations 14) Apply the studied notions to the solution of problems and exercises.	
PSY 2001	**General Psychology** This course places an emphasis on behavior and the factors that influence it, as well as on describing the cognitive, affective and personality factors that make up behavior. The knowledge acquired by the students in this course will provide them with a holistic view of man and serve as the basis for understanding other courses related to behavioral science. **Course Outcomes:** 3) Students will be able to identify the psychological processes that shape personality and human behavior, recognizing the main theories of this field and analyze in a critical way the attitudes and conducts of the people in different environments. 4) Students will be able to relate biological and social processes that impact the development and expression of Human behavior, recognizing the importance of both nature and nurturing.	3
SYG 2001	**Sociology** Students should understand their role in society and be capable of interpreting the social phenomena surrounding them. This course provides students with a basic understanding of how the society functions, and specifically how groups work. **Course Outcomes:** 4) Student will be able to identify social facts and theories, explaining how they had an impact on the development of sociology. 5) Students will be able to apply empirical observation, recognizing the importance of social facts for strategic analysis of sociological circumstances. 6) Students will be able to define and explain main characteristics of social institutions around world and its impact on the development of policies for social change.	3
ECO 2013	**Macroeconomics** This course explores the way the overall levels of output, income, employment and prices are determined in a capitalist economy. The focus is on the forces that act to shape these factors and determine their fluctuations. The role of government fiscal and monetary policy in influencing the level of economic activity is also a major area of study. The	3

	impact of international transactions on the domestic economy also is discussed.
	
	Course Outcomes:
	
	   3) Students will be able to define and identify how the overall levels of output, income, employment, and prices are determined in a capitalist economy.
	   4) Students will be able to recognize and value how government polity, credit market, banks and national and foreign currency works and shapes the fluctuations in the economy of a country.	

ECO 2023	**Microeconomics**
	
	This course examines the role of economic systems in allocating scarce resources to satisfy the needs and wants of individual members of a society. After a brief exposure to alternative economic systems, the focus becomes the nature and performance of American capitalism. Primary emphasis is placed upon the development of models that explain the behavior of consumers, producers and resource suppliers in various market structures.
	
	Course Outcomes:
	
	   4) Students will be able to understand and identify development of models that explain the behavior of consumers, producers, and resource suppliers in various market structures.
	   5) Students, through the analysis of different companies competing in a market, will be able to discern strategic behavior in business decision-making.
	   6) Students will be able to understand and comprehend the application scope of the application of the Dynamic Game Theory to different economic and business scenarios.
		3

WHO 1026	**World History**
	
	This course provides students with a general understanding of the changes that have taken place in the world since the appearance of humankind. This course covers the breakup of the Old World, the events of the Middle Ages in Europe, the rise of industrialization, the growth of imperialism, the two world wars, the changes in the post war world, and globalization. This course also introduces students to the economic, political, and social processes in the world of today.
	
	Course Outcomes:
	
	   3) Students will be able to identify and relate notable events, development of political and economic and their influence on historical stages.
	   4) Students will be able to analyze how historical events and its development can be apply to current world events.
		3

STA 2311	**Statistics**	3

	This is a fundamental course in the application of statistics. In this course, students will learn to apply statistical techniques to a variety of applications in business and the social sciences. Students will learn how to solve statistical problems by hand and with the use of computer software. Topics include probability distribution functions, sampling distributions, estimation, and hypothesis testing and linear regression.
	
	Course Outcomes:
	
	  3) Students will be able to apply the main techniques and procedures of descriptive statistics and the inferential statistics techniques to specific situations in business and social sciences.
	  4) Students will learn how to solve statistical problems by hand and using computer software.	

WRI 100	**Advanced Writing Techniques**	3

	This course provides writing instruction for students in Bachelor of Science programs. Students practice and reflect on writing in professional, public, and academic genres, such as technical reports, progress reports, proposals, instructions, presentations, and technical reviews, relevant to technical professions and individual student goals. Students evaluate a wide variety of sources and develop expertise in audience analysis, critical research, peer review as well as practical skills in writing more sophisticated text and essays.
	
	Course Outcomes:
	
	  3) Students will be able to apply the main techniques and procedures of descriptive statistics and the inferential statistics techniques to specific situations in business and social sciences.
	  4) Students will learn how to solve statistical problems by hand and using computer software.	

SPC 1017	**Speech**	3
	This course introduces students the necessary skills to become a better public speaker through theory and, most importantly, practice. Students will learn concepts, skills, and models of communication. Concepts include how to adapt a speech for different occasions and audiences, how to effectively support your ideas, how to select and organize materials in preparation for a speech, and how to utilize multimedia tools in presentations. This course is relevant in academic, business, and social settings in which the student will become a better public speaker and listener. Students will also be exposed to thinking about and maintaining ethical standards in public speaking. **Course Outcomes:**	

	4) Students will be able to identify communication concepts that serve as a basis for effective speaking and apply this conceptual knowledge in practice to give effective and persuasive speeches. 5) Students will be able analyze and evaluate presentations made by others using the main components of technical and organizational areas in a speech. 6) Students will be able to develop and demonstrate verbal, nonverbal, and research competencies through researching, preparing, and delivering presentations relevant to your audiences, demonstrating confidence to speak publicly in a variety of situations.	
	LOWER DIVISION REQUIRED COURSES **(24 total credits)**	
MAN 1150	**Management and Business Administration** The course aims to lead the students through the field of business management, first introducing them to the basic concepts that will be handled throughout the syllabus, and subsequently approaching them to the different management philosophies and strategies, providing them with effective resources for proper decision-making in the company. The concept of company - functions, objectives, and types - and of entrepreneurship is exposed, to focus the corporation from the General Theory of Systems. The general and specific environment of the business organization is presented aimed at: a) developing the ability to search, manage and analyze information of an economic and financial nature and b) promote the ability of students to analyze and synthesize in a business environment. Students are introduced to the management function and decisions in order to help them: a) solve problems and make decisions in a business context and b) develop skills for strategic decision-making in the economic-financial field and in a global context. Finally, there is a tour of the classic functions of business management (planning, control, organization and management of human resources) without forgetting to offer a general and introductory vision of the basic elements of Marketing and Finance. **Couse Outcomes:** 1) Students will be able to identify the main components of a Business, considering external and internal factors into the definition and creation of a specific type of company. 2) Students will be able to choose a specific type of company and design a business plan with an organizational structure.	3
FIN 2501	**Financial Mathematics** The course will illustrate the basic concepts of financial mathematics, as well as the foundational mathematic models used in financial management of banks other financial intermediaries. The course will also portray the	3

various modes for the simple and widely diffused implementation of such concepts and models in the IT sector, such as Microsoft Excel.

Couse Outcomes:

1) Explain terms such as Compound Interest, Present Value, Future Value, Annuities, and Perpetuities.
2) Demonstrate knowledge of the term structures of interest rates and its applications in different business scenarios.
3) Analyze in depth basic fixed interest transactions such as loan valuation and fixed interest securities.

BUL 2430	**Business Law** The main objectives of this course are of offering students with knowledge on all commercial aspects of a legal discipline, and furthermore, of analyzing a commercial activity, either managed by single individuals, or managed by a corporation. **Couse Outcomes:** 1) Students will be able to identify and understand the main legal commercial regulations imply in the creation of a business entrepreneurship. 2) Students will be able to review business cases applying main concepts of corporate law, labor law and corporate liability. 3) Students will be able to describe how the U.S court system works.	3
MKG 3470	**Digital Marketing Strategies** This course deals with an introduction to digital marketing. Identification and segmentation of audiences. Digital advertising. Search engine advertising (SEO and SEM). Digital Marketing tools (e-mail marketing, permission marketing, viral marketing, mobile marketing). Audience measurement tools. **Couse Outcomes:** 1) Students will identify audiences and will be able to segmentate them properly. 2) Manage marketing tools e-mail marketing, permission marketing, viral marketing, mobile marketing). 3) Manage audience measurement tools.	3
MKT 2100	**Marketing Foundations** In this course, the fundamental aspects of marketing will be discussed, such as its concept, its functions and its scope, its relationship with the environment and with demand. Likewise, the consumer's purchasing behavior, the basic ideas of segmentation and positioning in the market will be analyzed. **Couse Outcomes:** 1) Students will be able to manage information systems in an organization. 2) Handle and manage skills associated with commercial distribution.	3

	3) Students will make appropriate marketing decisions in specific environments or sectors.	
ECO 2043	**Economics of Innovation**	3
	The course deals with some of the main issues related to the corporate innovation processes, with reference to strategic, organizational and operative aspects. Attention will be paid to the organization of innovation processes and their corporate realization strategies. It will be described the strategic role-play by the innovation and development processes of new products to create and to maintain a durative competitive advantage. In particular, the course aim is to offer a management framework and a set of tools to better understand the "change" in the main corporate processes and functions. It will be explained how to develop a management model of innovative processes applicable to a company as well as to a network, within which several partners cooperate to the innovation.	
	Couse Outcomes:	
	1) Students will have a better understanding of the "change" in the main corporate processes and functions. 2) Students will develop skills for making strategic business decisions. 3) Identify and understand the factors that affect the optimal design of business strategies in a digital environment.	
IBG 4350	**Digital and International Business**	3
	Since the beginning of the 21st century, the international context has been changing rapidly and in multiple dimensions. Today, the concept of globalization is no longer a future, but a reality that presents challenges and opportunities in equal parts; Among the most urgent, the creation of a more balanced and sustainable economic model over time. Coupled with the above, the digitalization process of organizations not only favors this globalization process, but it is necessary within any company, even if its scope is local.	
	In the context described, this course was born with the following objective: that the student masters the basic concepts of the internationalization of companies from a digital perspective, to detect the adjustments that the company needs and anticipate those changes in a way that ensures its sustainable viability.	
	The digitization of organizations involves a series of business challenges that should be known in detail, as well as the different existing business models considered innovative. In this sense, the concept of the creation value comes into plaphi 3643y and, especially, that of appropriation: How to maintain the value generated in the company in a digitalized society? For all this, it is essential to know the interest groups, the different strategies and methods of development and internationalization, as well as the behavior of each of the industrial sectors from a digital perspective. In addition, the course provides the tools that allow the implementation of the strategies that contribute efficiently to the necessary organizational transformation.	

	Couse Outcomes:	
	1) Students will dominate the basic concepts of the internationalization of companies from a digital perspective. 2) Detect the adjustments that the company needs and anticipate these changes in a way that ensures its sustainable viability. 3) Students will be skillful managing tools that allow the implementation of the strategies that contribute efficiently to the necessary organizational transformation.	
ECO 2063	**International Economics** This course is an introduction to International Economics. It is divided in two sections: international trade and international finance. The former will cover topics like comparative advantage, gains from trade, protectionism, and various issues of trade policy including, among the others, multilateral trade liberalization within the WTO and regional integration. The latter will focus on national income accounting and balance of payments, the determination of exchange rates and central bank intervention in foreign exchange markets, as well as the European Monetary Union and its ongoing crisis, and the 2007-09 global financial crisis. **Couse Outcomes:** 1) Understand the effects of international trade and explain the international trade patterns. 2) Students will be able to examine trade policies, the impact of free trade as well as trade barriers such as tariffs, quotas, and voluntary export restraints on a nation's and global welfare. 3) Examine trade arrangements and institutions such as the NAFTA and WTO.	3
	UPPER DIVISION REQUIRED COURSES **(60 total credits)**	
FIN 3031	**Corporate Finance** The purpose of the first part (Principles of Corporate Finance) is to provide students an overview of the criteria and problems of financial management within a business organization. The lessons will illustrate the basic financial techniques used in investment decision-making process (capital budgeting), and in financing decision-making process (capital structure and dividend policy). The second part (International Corporate Finance) of the course aims to develop the students' understanding of corporate financial management in an international context. It relates to the decision-making problems about planning, allocation, and control of sources of finance. **Couse Outcomes:** 1) Students will be able to identify, apply and value quantitative strategies to set business and financial objectives and make critical business decisions in different scenarios.	3

	2) Students will be able to analyze the risk and reward relationship and put into practice in the decision-making process.	
MAN 2319	**Operation Management** The course of Operations Management has the objective of introducing concepts and instruments that allow understanding and analyzing the strategic and tactical decisions of a company's production system. To this end, the subject begins with the objectives and strategies of the Operations Management, the design process and the quality of goods and services. In addition, the role of the human factor and technology are analyzed, the different production processes are presented, and the decisions of location, capacity and distribution of the facilities are shown. The course concludes with the aspects of inventory management, the supply chain, and some basic notions of planning and control of projects and maintenance. The concepts that will be developed throughout the course will try to explain, on one hand, the importance of a suitable design of the production system, and on the other the need for an ideal interrelation of the production area with the other areas of the organization, in order to favor the achievement of short and long-term objectives that contribute to a competitive positioning of the company. **Couse Outcomes:** 1) Students will understand and analyze the strategic and tactical decisions of a company's production system. 2) Understand the different production processes. 3) Students will be able to deal with the aspects of inventory management, the supply chain, as well as some basic notions of planning and control of projects and maintenance	3
FIN 3035	**Financial Statement Analysis** This course emphasizes the fundamental techniques of financial statement analysis. Building upon core accounting and investment concepts, the course covers the analysis (including ratio analysis) and interpretation of financial accounting information including the balance sheet, income statement, and statement of cash flows. The course also examines the use of accounting information in investment and credit decisions. Prerequisite: Principles of Financial Accounting. **Couse Outcomes:** 1) Learn basic methods to understand ratio and cash flow analysis. 2) Students will know how to interpret financial accounting information including the balance sheet, income statement, and statement of cash flows. 3) Argue about consolidated financial statements.	3
CIT 1210	**Information Technologies**	3

This course will analyze from a management perspective both the main technologies and their impacts on the economy, the company and society. We will study the technological foundations of these tools and the transformation that their integration causes, making new concepts such as smart cities or how the collaborative economy appear from the prism of management, artificial intelligence and blockchain from the prism of technology.

We will delve into information systems and their strategic impacts. Also, the course analyzes the legal aspects, as well as the future trends that any company must take into account to compete in the changing business environment.

Couse Outcomes:

1) Students will know how to analyze from a management perspective both the main technologies and their impacts on the economy, the company and society.
2) Delve into information systems and their strategic impacts.
3) Understand the legal aspects to different kind of companies.

PHI 3643	**Business Ethics**	3

Business Ethics

This course will emphasize the individual as decision-maker and focus upon ethical issues and dilemmas facing managers in most business organizations. The specific objectives of the course are to raise students' general awareness of ethical dilemmas at work, to place ethical issues within a management context subject to analysis and decision-making action, and to enhance and improve the ability of students to reason toward a satisfactory resolution of an ethical dilemma.

Couse Outcomes:

1) Students will have concrete knowledge about ethical theory and frameworks for analysis.
2) Integrate ethical concepts into business decision-making and management practices.
3) Students will be able to reason toward a satisfactory resolution of an ethical dilemma.

ECO 3051	**Banking Economy**	3

Banking Economy

The course of "Banking Economy" proposes to provide the students the knowledge instruments and the keys to interpret the bank and finance phenomenon, with particular care for the operation mechanisms of banking activity. The acquired knowledge can be applied to understand the basic and actual topics related to the most significant matters of banking management: brokering, risk management, the normative framework and the financial policy. In particular, the course faces two milestones of banking, by distinguishing between the typical activity of the commercial bank and the investment bank, the main methods used to measure and manage the risks, the regulation, the surveillance activity and, at the end, the impact of financial policy on banking.

	Couse Outcomes:	
	1) Students will have a comprehensive knowledge of the most relevant managerial aspects of Banks. 2) Interpret the significant banking and financial phenomena. 3) Students will be able to apply the acquired knowledge in order to critically understand the most relevant banking topics as well as the current financial issues: (banking intermediation, bank risk management, regulatory framework and monetary policy).	
ECO 3061	**Economic Statistics** The course aims to provide a theoretical and practical knowledge from a statistical point of view of the instruments and the methods used in the analysis of economic and financial analysis. Furthermore, students will learn the ways to use the proposed models for the interpretation of internal and external business phenomena necessary for Management in the decision-making process. **Couse Outcomes:** 1) Students will be able to identify statistic tools and methods used in the analysis of economic and financial phenomena. 2) Interpret the development/trends of the phenomena in order to estimate possible future scenarios. 3) Control some key aspects to evaluate alternatives and anticipate future criticalities.	3
ACC 3200	**Financial Accounting** This course will deal with the different accounting issues related to current asset transactions, merchandise, customers, suppliers, expenses and income, non-financial fixed assets-tangible and intangible fixed assets-, financial instruments (assets and liabilities), and the main taxes that affect business activity (accounting tax base vs tax base). **Couse Outcomes:** 1) Students will learn the foundation of accounting and will be able to deal with the different accounting issues related to current asset transactions, merchandise, customers, suppliers, expenses and income, non-financial fixed assets-tangible and intangible fixed assets-, financial instruments (assets and liabilities), and the main taxes that affect business activity (accounting tax base vs tax base). 2) Students will be able to analyze internally generated data and use it to create internal and external reports to make critical business decisions. 3) Students will be to use accounting information to generate reports which will facilitate analytical review of operations.	3
ECO 4063	**Economic Analysis of Law** This course provides an introduction to economic analysis of law and policy. For instance, the law against insider trading prohibits trading based on material, non-public information. In this course we examine what exactly is	3

	meant by "materiality"; we examine methods to determine whether information is public and to what degree it is reflected in the financial markets; and we analyze how this affects the legal liability of a trader in possession of the information.

Couse Outcomes:

   1) Students will recognize a series of efficient legal rules and identify deeper the tort liabilities rules.
   2) Students will appropriately identify efficient rules that any society can use.
   3) To understand the concept of "efficiency" and of "homo economicus" | |
| ECO 4073 | **Economy and International Company Management**

The course desires to encourage the learning of concepts and of management techniques for business management in the contexts of international competition, and to analyze all management implications from an operative point of view.

Couse Outcomes:

   1) Students will be able to identify the relevant scenarios for the companies.
   2) Students will identify and explain the internationalization models and strategies of the companies.
   3) Students should be able to manage the Multinational companies' functions and evaluate the internationalization process of the SME. | 3 |
| ECO 4103 | **Comparative Fiscal System**

The course provides students with the acquisition of the necessary specialized knowledge to manage the comparative methods within Tax Law. Such a competence will be useful for businessmen, law operators, P.A. employees and international officers in order to: understand and apply in a concrete way a foreign fiscal system in an international context; shape the national fiscal system to the EU model; perform the so called "normative transplantation" (that means introducing in the national fiscal system foreign juridical institutions); acquire the basis of a global interpretation theory of the Tax Law.

Couse Outcomes:

   1) Students will acquire the knowledge to manage the comparative methods within Tax Law, as well as apply in a in a concrete way a foreign fiscal system in an international context.
   2) Perform the normative transplantation (introduce the national fiscal system foreign juridical institutions).
   3) Acquire the basis of a global interpretation theory of the Tax Law. | 3 |
| MAN 3301 | **Human Resources Management**

The analysis of the relationship between people and their jobs is a very important issue, because of its scientific, business and ethical. Human | 3 |

beings represent, in particular according to the organization needs, one of the main sources of competitive advantage and a successful strategic factor for business. Starting from the most recent technical and cultural orientations about human resources management, the course deeply analyzes the role of the person within the complex organizations, aiming to the acquisition of specific competences for the human resources management as strategic resource in the development and organization learning paths. The program is structured in two modules: the former deals with the management tools for the competences assessment; the latter deals with the analysis of the organization.

Couse Outcomes:

1) Handle and manage the people resources effectively within an organization and their assignation in a project.
2) Students will be able to identify both the role of individuals and groups within the organization.
3) Students should be able to recognize and communicate business decisions that affect human resources.

BUL 3710	**Bankruptcy Law** Bankruptcy Law handles all business' collapse, studying all processes and procedures, which occur after said bankruptcy. It links to all other laws (civil, private, commercial). It will take into consideration recent bankruptcy laws, and reforms, making a comparison between old and new discipline. **Couse Outcomes:** 1) Students will understand the requirements and the scope of bankruptcy procedures, as well as know and apply the revocatory action in bankruptcy. 2) Know under which circumstances the settlement of bankruptcy proceedings and the pre-bankruptcy agreement with creditors can be applied. 3) Students will understand the institutions of mandatory administrative liquidation and of extraordinary administration.	3
ENT 3310	**Digital Entrepreneurship** The course provides the necessary tools to create a digital company. The contents of this subject range from the theoretical foundations of digital entrepreneurship to its application with the focus on how to create a digital company. The way of working is changing by leaps and bounds and many people who want to dedicate themselves to their own project are opting for digital entrepreneurship. Digital entrepreneurship has become an enabler for the digital transformation of companies and the economy of countries. Digital companies with collaborative and non-traditional leaders are governed by the Least Viable Product (MPV) principle. It is about launching a product in beta phase on the market and its development and evolution is based on the opinion and demand of users / clients and the market. Digital	3

tools are essential to carry out this transformation successfully. It is not only having an online presence, or developing a marketing strategy to publicize a product or improve the customer experience, but also the use of platforms that allow automating processes, but at the same time offer the possibility to connect employees and the company.

Couse Outcomes:

1) Students will manage the tools to create a digital company.
2) Understand the digital transformation of companies and the economy of countries.
3) Students will know how to develop a marketing strategy to publicize a product or improve the customer experience.

BUS 4033	**Business Communication** This course will provide an introduction to business writing and speaking with a particular emphasis on grammar, sentence structure, thought formation, and presentation skills. Class activities will emphasize communication in real-world business situations and enable students to begin developing their ability to write and speak effectively in the workplace. **Couse Outcomes:** 1) Students will understand the difference between climate and culture, and between climate, motivation and satisfaction. 2) Students will know the main theories of motivation: Maslow, Herzberg, McClelland, Mc Gregor, Bandura… 3) Know the key variables in Business Communications: goals, structure, tasks, technological systems, prescriptive systems, and wage systems.	3
BUS 4053	**Public Control on Enterprise Crisis** The course is aimed at a systematic recognition of the administrative insolvency procedures, counterpointed and especially qualified by public intervention in times of crises: for those enterprises whose institutional task is subject to public administration vigilance due to its inherence to public interests (compulsory administration liquidation); for those large enterprises whose instability concerns meta-individual interests in order to postulate particular forms of protection in the procedural process of settling the crisis (special administration of large insolvent companies). The course aims to give students an adequate level of knowledge in logic structure, legal content and the teleological profile of the institutes. **Couse Outcomes:** 1) To examine the laws for compulsory administrative liquidation. 2) Students will be able to know the logical structure, legal content and the teleological profile of the institutes. 3) Students will be able to identify and know the current framework and the designated organ for the compulsory liquidation of large enterprises in insolvency states.	3

BUS 4133	**Corporate Investment Banking**	3
	This course delves into the structure, management, and practices of investment banking (IB)—from larger more universal players to boutique operations. It covers the business activities of mergers and acquisitions, financing and investment, and the creation of value through advisory services and the choices of client business models. It looks into the business practices of private equity, hedge funds and trading operations; and the role of each in facilitating investment, the deployment of capital and the changing face of risk-taking activities	
	Couse Outcomes:	
	1) Students will learn basic methods to understand the role of the financial and economic systems. 2) Recognize the operation of the financial system and the characteristics of financial intermediaries. 3) Handle and manage skills associated with the practice of corporate investment banking.	
INR 4502	**International Organization**	3
	The course aims to describe the main legal issues that are connected to the Italian Charter and to the effective organization, structure and functioning of International Cooperation. This topic will be taken into consideration especially through the analysis of the International juridical system. A particular focus will be given to the United Nations Organization.	
	Couse Outcomes:	
	1) Students will know the organization, structure, and functioning of International Cooperation. 2) Students will distinguish the relationship between any organization in the international context. 3) Understand the International juridical system, particularly knowing the role of the United Nations Organizations.	
CAP 4901	**Business Administration Capstone Project**	
	This course serves as the Capstone for the Business Administration major. The purpose of the course is to integrate all prior learning in business administration, related coursework, and workplace experiences to individually assess an organization. Three major components comprise the course: the strategic analysis of an organization; the development of a forward-looking strategy with competitive, ethical, and global considerations; and the development of an implementation plan.	6
	Prerequisite(s): Students are required to complete all other program credits before registering for the capstone project course.	
	Couse Outcomes:	
	1) Students will integrate all prior learning in business administration, related coursework, and workplace experiences to individually assess an organization.	

| | 2) Students will manage the strategic an organization.
 3) Students will be able to develop an implementation plan. | |

MIU GRADUATE SCHOOL

GRADUATE DEGREE ACADEMIC INFORMATION

The Master's Degree Program

To become eligible for a Master's Degree from MIU City University Miami, students are required to accomplish the following, in addition to the courses outlined in the specific major of study:

1. Complete the required credit hours and be in compliance with the Satisfactory Academic Progress Policy. No more than 50% of the semester credits may be accepted from another institution towards the completion of a master's degree, and the rest of the semester credit hours must be completed at the University.
2. Meet any other specified graduation requirements.
3. Abide by all University rules and regulations including satisfactory academic progress, attendance and conduct policies, and satisfy all financial obligations due to the University prior to graduation.
4. Successfully complete the Capstone Project. In order to register for the capstone project course, students must have successfully completed all other courses in their chosen program of study.

ADMISSION INFORMATION

Admissions – Graduate Programs

Applicants to graduate programs will be considered for admission if they satisfy the following:

- Proof of bachelor's degree and/or superior degree, if applicable
- Submit a completed Admissions Application
- Submit a $50.00 (domestic students) / $150.00 (international students) nonrefundable application fee
- Submit an updated Resume
- Copy of valid government issued ID

Admissions – International Applicants – Graduate Programs

University is authorized under Federal law to enroll nonimmigrant alien students. International applicants to the University must meet the same requirements and admissions standards as other students entering the graduate programs as provided above.

In order to enroll, in addition to the completed and signed application, international applicants who have earned recognition for postsecondary level program for which they are relying on to qualify for admission from an educational institution that lies outside the United States of America must submit copies of certificates of graduation, transcripts, or other documentation which attests to the student's successful completion of the bachelor's level or postsecondary educational program equivalent to that awarded in the United States.

Applicants for the University's graduate programs must also provide an official credential evaluation by a recognized evaluation service. The credential evaluation must be prepared by a service which is a member of the Association of International Credentials Evaluators (AICE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), or a member

of the National Association of Credential Evaluation Services (NACES) and submitted directly to the University from the service provider.

GRADUATE SCHOOL PROGRAM OUTLINES

Program Title: Educational Leadership, Management and Emerging Technologies
Credential Issued: Master of Science
Credits: 36
ENTRANCE/ADMISSION REQUIREMENTS:
Applicants will be considered for admission if they satisfy the following: • Proof of bachelor's degree and/or master's degree, if applicable • Submit a completed Admissions Application • Submit a $50.00 (domestic students) / $150.00 (international students) nonrefundable application fee • Submit an updated Resume • Copy of valid government issued ID
PROGRAM OBJECTIVE:
This Master program is intended for persons who wish to gain a comprehensive and contemporary understanding in one of the specialisms offered or in a number of disciplines that inform educational theory and practice. It seeks to equip those who aspire to positions of leadership in fields such as teaching, teacher education, health sciences education, educational management, educational guidance and counseling, special education, arts education, school violence and aggression, and educational research, with an ability to participate effectively in the advancement of knowledge, the formation of policy, the promotion of innovation, and the improvement of practice. The Master of Science in Educational Leadership, Management and Emerging Technologies offers participants the opportunity to undertake a general study of the theory and practice of educational leadership and management analyzing them in light of current research and professional experience.
PROGRAM DESCRIPTION:

The Master of Science in Educational Leadership, Management and Emerging Technologies program is designed for students who seek roles as leaders in the field of education, exposing them to innovative research and practice in the leadership, management and administration of educational institutions. Taught by experienced practitioners and active researchers in the field, the Master integrates theory and practice to enable graduates to gain academic and practical skills in oral communication, problem solving, critical thinking and team building.

The Master of Science's Degree is offered ONLINE and HYBRID.

PROGRAM LEARNING OUTCOMES:

PLO 1:

Students effectively organize a school and incorporate the planning and monitoring tools and procedures, as well as satisfaction evaluation indicators for faculty, parents, and students. Students differentiate between methodological alternatives to enable collaborative management, enhancing cooperation and participation in educational institutions. The students are able to identify ways a leader can promote an institution to the community.

PLO 2:

Students evaluate the role of the leader as an agent of change, compare the most appropriate techniques for organizational transformation, and construct a personal style of leadership. The students identify the challenges in managing change and helping people navigate through it. The students mitigate internal conflict in teams and apply conflict resolution methods.

PLO 3:

The students identify and evaluate the main modern educational models and systems as applied to educational quality and improvement and generate proposals for educational innovation and self-evaluation, drawing conclusions regarding the tools and resources necessary for the strategic planning of school quality management. The students implement an innovative project and assess the impact analysis of the innovative project.

PLO 4:

The students compare different types of school visions, their applications and results, and describe their role as a tool for quality improvement and innovation as well as internal communication objectives, processes, and mechanisms and evaluate communicative abilities which favor learning and co-existence in schools. The students analyze and develop decision making tools and apply them.

PLO 5:

The students analyze essential concepts which define teamwork and team dynamics in educational environments, identify their basic techniques, analyze proposals, and incorporate examples of best conflict resolution practices, and discern the basic mechanisms which promote co-existence and intelligently prevent problematic situations. The students identify challenges and navigate through them via team building skills.

PLO 6:

The students evaluate the benefits derived from the implementation of interactive, IT-supported education systems which offer new academic possibilities and challenges, identify the theories which support the use of multimedia technologies, and examine methods for designing multimedia-based classroom instruction. The students use ICT in the classroom in the context of modern pedagogical principles.

PLO 7:

The students will examine the characteristics of the changing environment of human resource management, citing examples of the role of this type of management in organizational strategy and evaluating the training process, highlighting the basic principles of proper evaluation such as trustworthiness and competency. The students use the processes for resolving conflict, including negotiation, conciliation, arbitration, mediation, facilitation, Litigation, collaborative, and restorative justice.

PLO 8:

The students incorporate educational leadership skills into the processes of people management in an educational institution, and analyze and evaluate administrative and teaching profiles, applying basic planning and development tools to human resource management, differentiating the tools involved in faculty training and evaluation, defining faculty recruitment strategies, applying talent development techniques from a management standpoint, and establishing tools for the evaluation of faculty management attitudes and skills within a school. The students learn how to work with people in a human resource role to include the ability to appraise employee performance.

Course Number	Course Title	Credit Hours
MEL 510	Leadership and change management in education	3
MEL 540	Organizational structures and curriculum	3
MEL 550	Styles and approaches in leading and managing change: international case studies	3
MEL 560	Managing conflict, power and HR policies	3
MEL 570	Innovation, Quality and Educational Models	3

MEL 580	Organization and Strategic Management of Educational Institutions	3
MEL 610	Emerging ICT trends and socio-cultural changes in education	3
MEL 620	Human resource management	3
MEL 630	Leadership and business information systems	3
MEL 640	Design and development of new educational products/services	3
MEL 650	Education Leadership Management Capstone Project	6
	TOTAL:	36

COURSE DESCRIPTIONS AND LEARNING OUTCOMES

Course number	Description and Learning Outcomes	Credits
MEL 510	**Leadership and Change Management in Education** This course will focus on individual, team, and organizational leadership and will provide learners with the foundation for examining and developing their own individual leadership style. The work of a leader is to constantly look forward and provide the necessary changes for the organization, being the visionary is critical to success in any organization, and a key attribute for any organizational leader. As a result, this course will focus on Leadership and Change Management. In doing so, the leader's role as a change agent will be a focus of the course. Understanding various methods of bringing about change will be provided and researched by learners, and then discussed in our time together. The course will also delve into and explore numerous aspects of leadership including but not limited to horizontal and vertical leadership, formal and informal leadership, team leadership, performance, ethics, and authenticity. In addition, various models of change will be introduced and explored. **Course Outcomes:** 1) The student will be **r**einforced in the knowledge and understanding of the different ways a leader can promote an educational institution to the community. 2) The student will be assessed in the ability to identify challenges in managing change and helping people navigate through it. 3) The student will be able to master the strategies for managing the daily demands of leadership: conducting meetings, managing conflict, time management, negotiation, and communication.	3

	4) The student will be introduced to the nature of leadership and the hallmarks of effective leadership.	
MEL 540	**Organizational Structures and Curriculum** This course will focus on the role and responsibilities of a leader as an ethical role model, decision-maker, and teacher. Students will review and analyze current ethical issues for professional learning communities, through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework. **Course Outcomes:** 1) The student will be introduced to the role and responsibilities of a leader as an ethical role model, decision-maker, and teacher. 2) The student will be reinforced in the analysis of current ethical issues for professional learning communities, using case studies and a problem-based approach to learning 3) The student will master the ability to analyze and develop their decision-making skills within the context of an ethical and moral framework	3
MEL 550	**Styles And Approaches In Leading And Managing Change: International Case Studies** This program is designed to help you develop a framework for change within the context of your own organization. Throughout this program, you will progress from analyzing your change initiative, through the design of a framework for change, to developing a unique model for accelerating the process in your organization. This course examines how and why individuals and organizations resist change, and the skills that leaders need to overcome these obstacles. It combines different educational approaches to provide an in-depth understanding of the importance of talent development to organizational success. **Course Outcomes:** 1) The student is assessed in the how to analyze a change initiative, through the design of a framework for change, to developing a unique model for accelerating the process in your organization. 2) The student is reinforced in how and why individuals and organizations resist change, and the skills that leaders need to overcome these obstacles.	3

	3) The student is introduced to different educational approaches to manage change providing an in-depth understanding of the importance of talent development to organizational success.		
MEL 560	**Managing Conflict, Power and HR Policies** This subject focuses on the different processes that are available for resolving conflict, including negotiation, conciliation, mediation, arbitration, litigation, facilitation, and collaborative and restorative justice processes. Students consider the differences between the various processes and develop the capacity to evaluate which process is most suitable for a particular conflict situation. It also considers the ethical issues that may arise in managing and resolving conflict in a wide range of contexts. Students learn about a range of ethical decision-making processes. **Course Outcomes:** 1) Students are introduced to different processes for resolving conflict, including negotiation, conciliation, mediation, arbitration, litigation, facilitation, and collaborative and restorative justice processes. 2) The students master the evaluation and decision of which processes are most suitable for a particular conflict situation. 3) The students are reinforced in a range of ethical decision-making processes.	3	
MEL 570	**Innovation, Quality and Educational Models** The course provides the student with a complete knowledge of educational innovation in the fields of the direction and management of educational centers. The final objective of the course is to train the student to analyze the need to implement innovation projects, design these projects and examine their possible impact on the school. To do this, we start from the analysis of different educational systems, the keys to school success and the understanding of the concept and implications of educational innovation in today's information society. Different current ways of thought on the need for change are also examined through the development of innovative actions. The course allows to deepen in the conditions, agents and elements involved in the development of innovation in a school, especially in the role of teachers, the relationship between innovation and leadership, and the organizational and institutional determinants that affect educational innovations. The important role of the digitalization of information and communication is emphasized to increase the success of teaching-learning processes and the incorporation of elements that allow the	3	

	development of virtual teaching-learning environments as key innovative actions in the information society. The implementation and analysis of the innovation process is framed and related to educational research based on action in real educational contexts. On the other hand, it aims for students to be able to lead and develop quality and improvement programs in schools with an orientation towards excellence. At the same time, it addresses theoretical-practical postulates related to the field of quality in and education, empowering students for the analysis, reflection and areas of application of the different options for improvement and innovation that allow the implementation of a quality culture in educational centers and the role of evaluation in these improvement processes. For this, an approach to the concept of quality in education and quality of education is proposed through the planning being an essential element for the implementation of quality processes and the relationship between quality orientation and the promotion of innovation. On the other hand, content is presented for students to access the knowledge necessary to diagnose, design and implement improvement proposals, knowing and analyzing a wide range of perspectives, tools and resources. **Course Outcomes:** 1) The student will be reinforced in the concept and implications of educational innovation in today's information society. 2) The student will be introduced to the role of digitalization of information and communication with a focus on teaching-learning processes. 3) The student will master the implementation of innovation projects and assess the impact analysis of their innovation projects. This will be accomplished through the design of innovation projects and examination of their possible impact on the school.	
MEL 580	**Organization and Strategic Management of Educational Institutions** Educational institutions are guided by a specific organization and management that provides a unique identity, acting as facilitators in the structure of educational complexity. The purpose of this course is to determine the facilitating agents and processes of said complexity, for which the acquisition of knowledge related to school organization and the effective management of educational institutions is essential. Therefore, it is unfailing to address content related to the directive and managerial function in the organization of a school, the strategic management of educational institutions as well as the directive function (the director and his or her teams), which help in the tasks of leadership and management	3

		of educational centers. On the other hand, the planning, coordination and management control structures will be analyzed, as well as the documents that help to this end and that will develop tools, in themselves, for evaluating centers. Finally, it is considered necessary to achieve knowledge related to the most relevant organizational aspects in these institutions, where space, time and teaching coexistence are framed, as well as the strategies that determine planning, development and evaluation that facilitate counseling in the educational orientation, allowing the development of tools and value indicators of the entire educational community. **Course Outcomes:** 1) The student will be introduced to the current education legislation and regulations, in the national and international frameworks, and be able to implement them appropriately in the management of educational institutions. 2) The student will master the differentiation of methodological alternatives to enable a collaborative management, enhancing cooperation and participation in educational institutions. 3) The student will reinforce their knowledge related to directive and managerial processes in educational institutions to be able to understand and develop strategies and procedures for organizing, planning, performing, supervising and assessing results in the scope of educational institutions. 4) The student will reinforce the analysis of fundamental abilities and skills in order to encourage coexistence in a variety of educational environments, and be able to deal efficiently with potential conflicts	
MEL 610		**Emerging ICT Trends and Socio-Cultural Changes in Education** While many organizations have outsourced the design of production systems, there is still a need to provide specifications for those systems. In addition, the recent Internet and e-commerce explosion has created an even wider need to design corporate web sites. Organizational practices must exist to make sure designers and developers take into account what we know about human factors engineering. This course focuses on how to gather requirements, achieve a usable first draft, and test and improve that draft. A half-dozen course projects include usability critiques, assessments of users' difficulties in understanding systems, and designs of forms, screen layouts, and icons. **Course Outcomes:** 1) The student will master the use of ICT in the classroom in the context of modern pedagogical principles.	3

		2) The student is introduced to the use of mobile devices as support for the attainment of educational objectives.	
		3) The student is reinforced in the value of critical thinking when using Internet resources.	
		4) The student is introduced in the application of the flipped classroom methodology using ICT tools.	
		5) The student is reinforced the use of assessment in the classroom using digital technologies.	
		6) The student is introduced to the concept of gamification and understand its use in educational settings.	
MEL 620	**Human Resource Management** The analysis of the relationship between people and their jobs is a very important issue, because of its scientific, business, and ethical. Human beings represent, according to the organization needs, one of the main sources of competitive advantage and a successful strategic factor for business. Starting from the most recent technical and cultural orientations about human resources management, the course deeply analyzes the role of the person within the complex organizations, aiming to the acquisition of specific competences for the human resources management as strategic resource in the development and organization learning paths. The program is structured in two modules: the former deals with the management tools for the competences assessment; the latter deals with the analysis of the organization. **Course Outcomes:** 1) The student will gain a reinforced understanding of the relationship between organizational strategy and human resources strategy. 2) The student will be reinforced in the ways in which the human resources function helps the attainment of organizational goals. 3) The student will be introduced to the concept of competencies and understand how its role in human resources management. 4) The student will Ibe reinforced in how training and development can be managed, planned, and implemented. 5) The student will master the ways companies set objectives for their employees and how to assess performance based on these objectives.	3

MEL 630	**Leadership And Business Information Systems**	3

The course focuses on both leadership and change management providing learners with the foundations for examining and developing their own individual styles. The work of a leader is to constantly look ahead and to provide the changes that are necessary for the organization to keep abreast of the evolution of its environment. An intelligent foresight is critical to success in any organization and a key attribute for any organizational leader. A leader's role as a change agent will therefore be the focus of the course. Providing both theoretical frameworks and practical examples will enable the understanding of how change can be initiated and implemented. The latter are drawn from two cases that are explained in-depth during the lessons. Learners can study them then comment on them in our time together. The course investigates different kinds of leadership such as transactional, transformational, and distributed leadership. It addresses key issues concerning leadership building in organizations and teams, performance management, and knowledge sharing.

Course Outcomes:

1) The student will be reinforced in the understanding of the role of leadership in creating a positive and safe environment towards the well-being of the employees.

2) The student will master the concept of psychological capital and understand how it can be used to foster psychological health at the workplace.

3) The student will be introduced to legal principles that guide health and safety in the workplace.

4) The student will be reinforced on the main physical risks for health and safety in the workplace and how to create plans for safety and well-being.

5) The student will be introduced to the psychosocial risks in the workplace and how to minimize them.

6) The student will be reinforced in the concepts of burnout and engagement and ways to foster engagement, while reducing burnout.

MEL 640	**Design And Development of New Educational Products/Services**	3

The purpose of this course is to attend the topics focus on basic areas such as recruitment, career development, performance appraisal and rewards, job design. It will also explore current issues of diversity and identity at work, the role of unions, and the changes occurring within the organizational environment. Discussions will include practices among the public, non-profit and for-profit sectors. Areas will include administrative

	supervision techniques for educational institutions, administrative office, public, and private organizations, and associations. Topic includes skills needed for planning, organizing, staffing, directing and controlling, communicating, motivating, decision-making, priority setting and time management leading toward effective objectives and organizational goals. **Course Outcomes:** 1) The student will be introduced to the concept of Human Resources Information Systems management. 2) The student will the types of assistance the Human Resource Department provides. 3) The student will have a reinforced understanding of the relationship between human resource managers and operating managers. 4) The student will master how human resource managers can affect organizational performance and the role of human resource managers in the future.	
MEL 650	**Education Leadership Management Capstone Project** This graduate course emphasizes practical research skills utilized by education practitioners. Students will develop an action research project based on the scientific method and concepts. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Education Leadership Management. Prerequisite(s): Students are required to complete all other program credits before registering for the capstone project course. **Course Outcomes:** 1) The student will be introduced to academic research through the preparation of an applied thesis that will follow the current MIU guide to prepare said document. 2) The student will be reinforced on the presentation the research methodology, clearly explaining the research design, the sampling strategies, the instruments used, the methods data collection and data analysis. 3) The student will master the formal presentation and defense of their research as evaluated by the faculty jury members. 4) The students will be reinforced on the use of APA style formatting in the creation of an academic research thesis.	6

Program Title: International Business Administration

Credential Issued: Master of Science

Credits: 42

- **ENTRANCE/ADMISSION REQUIREMENTS:**

Applicants will be considered for admission if they satisfy the following:

- Proof of bachelor's degree and/or master's degree, if applicable

- Submit a completed Admissions Application

- Submit a $50.00 (domestic students) / $150.00 (international students) nonrefundable application fee

- Submit an updated Resume

- Copy of valid government issued ID

PROGRAM OBJECTIVE:

Graduates from the Master of Science in International Business Administration program will demonstrate proficiency in the use of business application software packages for financial analysis of data. They will understand how social and ethical issues affect organizational strategies, structures, and systems and be able to integrate disciplinary expertise across functional areas. They will mature into professionals able to identify and frame common organizational problems, determine relevant decision criterion and analyze relevant alternatives.

PROGRAM DESCRIPTION:

The Master of Science in International Business Administration is specifically designed for high achieving individuals who want to take the next major step along their career path, focusing on the development of a global career at strategic decision making level to the forefront of business theory and management practice. By covering key disciplines such as finance, management, economics, marketing, operations and strategy in-depth, students gain the skills and knowledge needed to manage across departments, markets and entire organizations. The Masters course program is structured to reflect the needs of modern international business, developing a blend of academic excellence and professional skills and offering a highly marketable competencies set to stand out in strategic level positions. Starting from the management, business and economics principles participants will be involved on specialized

core courses to improve in depth business knowledge, competencies and skills. The Master of Science's Degree is offered ONLINE and HYBRID.

PROGRAM LEARNING OUTCOMES:

PLO 1:

Evaluate and apply theories and paradigms in accounting, economics, finance, administration, marketing, and operations to solve management problems.

PLO 2:

Use quantitative and technical abilities to analyze data, interpret results, and generate defensible solutions for improving business performance.

PLO 3:

Demonstrate the ability to evaluate the economic potential of commercial opportunities, design viable strategies, and provide recommendations persuasively.

PLO 4:

Demonstrate the ability to synthesize diverse and global perspectives to address management problems professionally.

PLO 5:

Evaluate the integral operations of an organization and the relationships between departments to identify key business decision-making factors.

PLO 6:

Evaluate and apply motivation management techniques to promote interpersonal abilities, retain talent, and help organizations to grow sustainably.

PLO 7:

Illustrate the foundations of innovative methodologies and apply them in an organization to improve business models.

PLO 8:

Compare and contrast tools for strategic analysis to gain competitive advantages and optimal positioning in the current environment.

Course Number	Course Title	Credit Hours
MBA 580	Innovation Management	3
MBA 520	Managerial Accounting	3
MBA 530	International Business	3
MBA 540	Marketing in Diverse Environments	3
MBA 550	Operations & Service Management	3
MBA 600	Analysis and Negotiation in International Markets	3
MBA 570	Financial Markets and Instruments	3
MBA 610	Project Finance and Risk Management	3
MBA 620	Global Finance	3
MBA 630	Managerial Economics and Business Administration	3
MBA 640	Leadership and Change Management	3
MBA 650	Business Information Systems	3
MBA 660	International Business Administration Capstone Project	6
	TOTAL:	**42**

COURSE DESCRIPTIONS

MBA 580	**Innovation Management**	3
	The purpose of this course is to prepare students for the development of a managerial mentality familiar with the concept of innovation as a key element of business competitiveness, fostering the spirit of being professionals with the ability to develop and identify new opportunities and respond with speed to changing customer needs. In this way, it is studied how to foster innovative environments within organizations, environments that push their members to risk innovation.	
	Innovation is closely related to the transformation of companies, which is a global requirement in the current socio-economic environment. This transformation implies new business models, while affecting the redesign of processes, redefinition of functions and competencies, culture and organizational structure.	

	Therefore, this subject provides the student with the theoretical and practical knowledge necessary to face the decisions associated with the establishment of the innovation strategy of a company and the capacities to develop in an organization all the activities that intervene in the management of innovation. The most important contents of the subject are highlighted:	
	- Transformative and value-generating innovation. - Impact of innovation in the organization. - Execution of the innovation strategy to obtain better business results (maturity models, innovation roadmap, impact on the balance sheet, measurement of the value of innovation). - Innovation models: - Intrapreneurship. - Open innovation. - Innovation laboratories. - Innovation ecosystems. - Legal framework, protection and stimulation of innovation. - Corporate Social Responsibility and Innovation. - Technological convergence and its implication in innovation (exponential technologies, exponential organizations). - More agile organizations (design thinking, lean startups, blue ocean strategy). - Business transformation: holistic vision.). **Course Outcomes:** 1) Identify innovative methodologies for business transformation. Students describe the main characteristics of agile methodologies, blue ocean techniques, design thinking, and lean methodology to create new business models. 2) Compare and contrast Innovation Strategies. Students differentiate the concept of open innovation and innovation ecosystems with the business innovation objectives. 3) Evaluate different innovation models. Students argue different innovation models through the analysis of case studies.	
MBA 520	**Managerial Accounting** The course is designed to develop the knowledge of the fundamentals of management accounting. The module presents the basic concepts of	3

	management accounting, explaining at first the differences with financial accounting, and then, going deeply into the tools used to analyze the cost process and determine the costs themselves. The managerial accounting section focuses upon the cost volume profit analysis and the techniques of costing in their influence upon product pricing and decision-making. The module will then examine the impact of short-term operations and long-term capital budgeting and their deviational investigation and decision-making through variance analysis. An accounting a strategic analysis will be conducted on the tools presented in order to learn how to use them in the decision-making process. At the end of the course, students will be able to analyze the different costs and will have the skills and the tools to take decisions in the cost management process. **Course Outcomes:** 1) Write a business plan for a company. Students analyze real-time data to prepare a business plan according to the budget's hypotheses. 2) Evaluate the differences between internal audit and internal control. Students differentiate that internal control is a system whereas internal audit is a function performed at specific times in the organization. 3) Identify the different management tools. Students identify and implement financial and commercial management and planning tools on the market (Power BI, Tableau, Qlik, and Jedox).	
MBA 530	**International Business** Provides an understanding of global political, economic, social, technological, and ecological relations, associated international institutions, and their implications for international business. Analytical frameworks, case studies and research seminars are used to develop students' analytical thinking and decision-making skills. **Course Outcomes:** 1) Understand the connection between globalization, company internationalization, and the digital age. Students demonstrate an understanding of digitation in the strategic management process of the international company. 2) Analyze the impact of the corporate digitization process. Students analyze how automation transforms the way business operates. 3) Examine the impact of digital transformation on a business model. Students examine the systems, processes, and workflow automation for business model transformation.	3
MBA 540	**Marketing in Diverse Environments** This course critically analyses and evaluates the importance and relevance of theories and frameworks for marketing operations and strategy, enabling students to relate key concepts to everyday observable phenomena such as	3

branding and advertising. It provides students with the tools needed to understand the wider and future issues concerned with marketing through the development of a set of powerful but versatile cognitive tools for analyzing markets and creating workable business solutions.

Course Outcomes:

1) Understand the need for marketing strategies and their essential elements. Students understand the market research process and interpret data analysis techniques.

2) Determine marketing's new reality for companies to adapt to consumer behavior. Students determine current market trends to make operational and strategic decisions to maintain and attract customers.

3) Select digital marketing methods for marketing campaigns. Students compare and select digital marketing strategies to analyze marketing campaigns.

| MBA 550 | **Operations & Service Management**

This course introduces students to the techniques of operations and services management to meet efficiently the strategic aims of an organization taking into consideration the ethical dimensions raised in the context of the global nature of business today. It shows how the efficient implementation of the techniques of operations and services management influence the strategy of the organization taking into consideration the global and ethical elements. The course gives student's guidance to, and awareness of, the relevant limits of theoretical work done in this subject area.

Course Outcomes:

1) Demonstrate understanding of operations management. Students understand the core principles of light and heavy operational frameworks that govern operations management.

2) Analysis of management systems and new technologies applied to supply chains. Students analyze the components and implementation of Enterprise Resource Planning (ERP) in the supply chain system.

3) Apply tools and techniques for operations management. Students implement tools and techniques in project management critical path, earned value, and value engineering. | 3 |
| MBA 600 | **Analysis and Negotiation in International Markets**

The course Analysis and Negotiation in International Markets aims to study a series of aspects that are part of the environment in which companies operating in international markets operate:

• The institutional framework of international trade, with special reference to the World Trade Organization, regional trade agreements and the | 3 |

multilateral market (that is, the market that is generated from the activity of international organizations).

- The framework in which the international activity of companies takes place: how to select markets, recent developments in the evolution of this environment (such as new trends in offshoring or digital internationalization).

- The rise of emerging markets, with special reference to Asia (and, within this continent, China).

- International negotiation and intercultural negotiation. The resolution of conflicts in international trade, both between companies and conflicts in which one party is the State.

In order to maintain a practical orientation, the student will be guided to visit a series of web resources of interest to the subject. These can include from web pages of international organizations to studies of competitiveness and analysis of the international environment (such as the Doing Business of the World Bank or the Global Competitiveness Report of the World Economic Forum, to name a couple of examples).

Some practical exercises will also be included to be carried out by the student (such as the preparation of a resume according to the model of an international organization).

Course Outcomes:

1) Describe and apply the main techniques of international negotiation and conflict resolution in multicultural environments. Students describe the characteristics of globalization trends, challenges of cultural barriers, and intercultural negotiation to overcome conflicts.

2) Analyze the functioning of the international trade institutions. Students analyze the institutional framework of international trade with an emphasis on world trade, regional trade, and multilateral markets.

3) Apply the internal and external analysis of the company to identify opportunities and risks. Students apply a gravity model for the selection of international market opportunities.

| MBA 570 | **Financial Markets and Instruments**

In today's business environment, national and international financial markets play an essential role in providing investors, whether corporate, government, or individual, with vehicles for both raising and investing scarce resources like capital. Financial institutions as intermediaries facilitate this flow of funds. This module focuses o financial market structures, operations, and financial instruments across the globe where time has value and risk accompanies return, and it is largely left upon the market mechanism to allocate scarce resources.

Course Outcomes: | 3 |

	1) Classify the role of investors, corporations, and government. Students correlate the role of investors as shareholders that improve corporate governance through monitoring financial market benefits. 2) Distinguish the money and equity market's main characteristics. Students compare short-term debt securities with the stock market to access capital for business growth. 3) Design the flow of funds. Students design a cash flow movement in a financial system examining inflows and outflows of cash.	
MBA 610	**Project Finance and Risk Management** This module is designed to develop the students understanding have Project Finance theory and practice. It is an advanced course that covers the interrelationship between project finance, capital investment decisions and risk management. Project finance is a fast-growing area of capital investment for major infrastructure and other large projects. Financing such projects as airports, highways, tunnels, schools, hospitals, and other large projects presents a complex and interesting challenge that the specialty of project finance takes on wholeheartedly, combining financial engineering with legal and contractual expertise to develop various financing options. Moreover the module introduces the concepts of Public-Private Partnership (PPP) and Risk management. The principle objective is to ensure a solid understanding of project financing techniques to inform technical mastery in the critical analysis and execution of project finance initiatives. Project finance experts are asked to address the following questions: value for money creation, project affordability; economic and financial balance; financial structure; long term financial planning. **Course Outcomes:** 1) Compare the interrelationship between project finance and risk management. Students compare short-term financing options to determine the risk associated with a company's investment and financing needs. 2) Explain the international financial system. Students explain the process followed by foreign exchange and derivative markets to minimize risk in international trade. 3) Develop analytical skills for measuring profitability and project risks Students create a system that provides key performance indicators to measure project profitability and risk.	3
MBA 620	Global Finance The module aims at enabling students to understand, analyze and critically examine the purpose, principles and fundamental concepts of today's financial markets, instruments and institutions, with particular emphasis on banking and its changing nature as not only an intermediary between lenders and borrowers	3

but also as the provider of other financial services. The examination of these institutions is situated within the context of globalization and international trade that corporate and governments operate in with particular focus on the financial industry.

Course Outcomes:

1) Demonstrate understanding of financial statements. Students understand financial statements through discussions of working capital, cash conversion cycle, and cash management policy.

2) Distinguish the different banking business models and fintech. Students differentiate traditional banking methods from financial technology applications.

3) Develop financial strategies that include financial instruments. Students develop financial strategies using derivatives as a means of reducing financial risks.

MBA 630	Managerial Economics and Business Administration	3

The course is designed to develop the students' understanding of managerial theories and their implications for managerial decision-making. This course concentrates on business topics of practical importance to the management of a company such as structure of business, business financing, management, physical distribution of goods and services. After the development of the economic model of the firm, optimization and risk analysis techniques will be also examined production and cost analyses.

Course Outcomes:

1) Understand the company's specific strategies for general management. Students interpret the importance of defining explicit business strategies for operational management or functional areas.

2) Identify intrinsic limitations of advanced strategic planning tools. Students identify the intrinsic limitation of advanced strategic planning tools to support companies in achieving sustainable competitive advantage.

3) Formulate business strategies. Students choose different advanced strategic planning tools appropriate to the company.

MBA 640	Leadership and Change Management	3

The course focuses on both leadership and change management providing learners with the foundations for examining and developing their own individual styles. The work of a leader is to constantly look ahead and to provide the changes that are necessary for the organization to keep abreast of the evolution of its environment. An intelligent foresight is critical to success in any organization and a key attribute for any organizational leader. A leader's role as a change agent will therefore be the focus of the course. Providing both

theoretical frameworks and practical examples will enable the understanding of how change can be initiated and implemented. The latter are drawn from two cases that are explained in-depth during the lessons. Learners can study them then comment on them in our time together. The course investigates different kinds of leadership such as transactional, transformational, and distributed leadership. It addresses key issues concerning leadership building in organizations and teams, performance management, and knowledge sharing.

Course Outcomes:

1) Develop effective planning strategies. Students develop strategies for managing people and the company using a general diagram of strategic analysis.

2) Apply leadership theories and practices to personal and professional experiences. Students apply leadership styles to construct an efficient leader management model in organizations.

3) Create a learning community for sharing best practices and experiences. Students create a community of learning by implementing community, domain, and practice to achieve organizational change.

MBA 650	Business Information Systems The course is designed to focus on the information systems adoption within a business enterprise. It addresses both the fundamentals of information technology and where, why and how those that run a company find it important to support business strategies and core processes with ICT systems. The use of information systems allows obtaining organizational efficiencies, increasing individual effectiveness and/or gaining a competitive advantage. Technological change, including information systems, can be one of the more prominent things in transforming the rules of competition, determining how an organization operates and whether it is successful. The course structure is designed to provide several segments that are viewed as integral parts of a logical and cohesive systems approach to manage information and information technology within a business: business operations and how information systems support these operations; information technology components: hardware, software, database and telecommunication networks; managing information systems within a business. **Course Outcomes:** 1) Define the digital business ecosystem. Students define a digital ecosystem as a network of interconnected companies or products. 2) Implement a business intelligence model. Students implement a business intelligence model (BIM) to transform raw data into meaningful information.	3

	3) Examine the new professional profiles in data-driven corporations. Students examine new professional profiles of the chief digital officer, business intelligence manager, and digital marketing manager.	
MBA 660	International Business Administration Capstone Project This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of International Business Administration that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis. Prerequisite(s): Students are required to complete all other program credits before registering for the capstone project course. **Course Outcomes:** 1) Discuss critical concepts and theoretical paradigms in international business by integrating diverse theoretical perspectives in the knowledge area. 2) Design a research strategy and select appropriate research methods to conduct research in the field of international business. 3) Assess the validity of research findings and conclusions against the international business practice and the broader theoretical assumptions and debates.	6

SECTION 9
FACULTY & ADVISORY BOARD

FACULTY

FACULTY MEMBER	DEGREES/DIPLOMAS HELD & AWARDING INSTITUTION
BARRIOS, ELIETTE MARISEL	Doctorate in Educational Leadership, Nova Southeastern University, USA, 2016 Master in Education, Strayer University, USA, 2015 Master in Mathematics Education, Nova Southeastern University, USA, 2007 Bachelor in Food Science, National Autonomous University of Nicaragua, Nicaragua, 1991
BLAIR, ROGER	Doctorate in Business Administration, Nova Southeastern University, USA, 2007 Master in Business Administration, Nova Southeastern University, USA, 1990 Master of Science in Mining Engineering, University of Miskolc, Hungary, 1984 Bachelor in Mechanical Engineering, University of Technology, Jamaica, 1977
JUSTINIANO, ISRAEL	Doctorate in Education, Argosy University, USA, 2015 Master in Business Administration, Polytechnic University of Puerto Rico, Puerto Rico, 2005 Bachelor in Science in Business Administration, University of Puerto Rico, Puerto Rico, 1997
VELEZ, ANGEL	Doctorate in Business Administration, Argosy University, USA, 2014 Master in Business Administration, Carlos Albizu University, USA, 2011 Bachelor of Science in Business Administration, Sullivan University, USA, 2003
CASTLE, MICHAEL DYLAN	Ph.D. in Business Management, Maltepe University, Turkey, 2013 Master of Arts in Political Science, Istanbul University, Turkey, 1995 Bachelor of Arts in International Relations, Marmara University, Turkey, 1992
TORRES, JAIME	Ph.D. in Entrepreneur Strategies, Inter-American University of Puerto Rico, Puerto Rico, 2015

	Master in Business Administration, Inter-American University of Puerto Rico, Puerto Rico, 1996 Bachelor in Business Administration, Inter-American University of Puerto Rico, Puerto Rico, 1993
SIMON, MARIOT	Master of Business Administration, University of the West Indias, Trinidad y Tobago, 2001. Master of Science in Agricultural Economics, University of the West Indias, Trinidad y Tobago, 1993. Bachelor of Science in Agriculture, University of the West Indias, Trinidad y Tobago, 1986.
TOSSAS, KATHERINE	Doctorate in Education and Leadership, Marconi University, USA, 2019 Master in Marriage and Family Therapy, Carlos Albizu University, USA, 2019 Master in Education and Special Education, Touro College, USA, 2008 Bachelor in Arts, Forensic Psychology & Minor in Addictions, John Jay College Of Criminal Justice, USA, 2002
SICRE, MANUEL	Master in Business Administration, St. Thomas University, USA, 1990 Bachelor in Business Administration, Florida International University, USA, 1980
CERRA, GRACIELA CHELI	Master in Education Computer Science, Nova Southeastern University, USA, 1987. Bachelor in Science, Barry University, USA, 1979

ADVISORY BOARD

As part of its Advisory Board, MIU ensures the participation of a highly qualified external professional from each field. The Advisory Board meets once per year to review each program and receive feedback from current professionals on program outcomes, learning materials, curricula, and the best ways to prepare students to enter the professional world with highly competitive skills and competencies that will help them succeed in the sector.

MIU ADVISORY BOARD

Business

Dean and Associate Dean	Lead Business Instructors
Local Professional / Employer	International Expert
MIU Faculty Member	Guest Faculty Member
MIU Graduate Guest(s)	

Computer Science

Dean and Associate Dean	Lead Computer Instructor
Local Professional / Employer	International Expert
MIU Faculty Member	Guest Faculty Member
MIU Graduate Guest(s)	

Education

Dean and Associate Dean	Lead Education Instructor
Local Professional / Employer	International Expert
MIU Faculty Member	Guest Faculty Member
MIU Graduate Guest(s)	