



Humboldt International University

Navigating the Future Together!

CATALOG

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GENERAL INFORMATION

1.01 **MISSION STATEMENT**

Humboldt International University offers quality educational programs and professional development in virtual learning environments, through the integration of global information technology platforms to meet the students' learning needs. Ours is a real-context, competence-based, problem-solving and project-development, student-centered model.

1.02 **VISION STATEMENT**

The vision of **Humboldt International University** is to establish a space of excellence for the development of the attitudes and skills needed to respond to the challenges posed by the new social and technological dynamics. Our future work is focused on international networking development with other autonomous institutions to create a synergy to provide better educational services to more students in the global environment considering local needs.

1.03 **OWNERSHIP AND GOVERNING**

Humboldt International University is a d/b/a of Alexander Humboldt University LLC; an online University founded in 2012 to offer educational degree opportunities to higher education that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations, and provide leadership and service to their communities.

1.04 **DESCRIPTION OF FACILITIES & EQUIPMENT**

Humboldt International University, business/headquarters office, is located at 4000 W. Flagler Street, Fifth Floor, Miami, Florida 33134, Telephone: 1.305.448.7454, Fax: 1.305.476.8430 and EMAIL: info@humboldtiu.com. Business hours from Monday to Friday from 9am to 5pm for Staff personnel. The University is a completely online delivery platform. The delivery is asynchronous and available 24 hours a day via a computer internet connection.

1.05 **LICENSURE**

The University is licensed by the Commission for Independent Education, Florida Department of Education. License #5000 approved June 2013. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number 1. (888) 224-6684

1.06 **ACCREDITATION**

The University is accredited by the Confederation of International Accreditation Commission (CIAC). Accreditation ID: 101145 approved from February 2017 until March 2022. Additional information regarding this institution may be obtained by contacting the ASIA Secretariat, CIHF-C/o-UB House, G-26, Chandronday Society, Stadium Road, Navrangpura, Ahmedabad – 380014, India, telephone number: +91-8460460777

THE ACCREDITING AGENCY(S) OR ASSOCIATION(S) LISTED ABOVE IS NOT RECOGNIZED BY THE UNITED STATES DEPARTMENT OF EDUCATION AS AN APPROVED ACCREDITING AGENCY. THEREFORE, IF YOU ENROLL IN THIS INSTITUTION, YOU MAY NOT BE ELIGIBLE FOR TITLE IV FEDERAL FINANCIAL

ASSISTANCE, STATE STUDENT FINANCIAL ASSISTANCE, OR PROFESSIONAL CERTIFICATION. IN ADDITION, CREDITS EARNED AT THIS INSTITUTION MAY NOT BE ACCEPTED FOR TRANSFER TO ANOTHER INSTITUTION, AND MAY NOT BE RECOGNIZED BY EMPLOYERS.

1.07 **ORGANIZATIONAL CHART**

Humboldt International University can provide any student with a copy of its Organization Chart to show the various channels of communications. The purpose is to inform students to whom they report or to whom they should report various actions or activities, and consequently, to avoid confusion and low productivity. A student must contact the Registrar via phone, fax, and email or in person and request a copy.

1.08 **UNIVERSITY STAFF**

German L. Prieto	President
José Vázquez	Vice-President
Dariena Pérez	Executive Assistant
Carlos Montes de Oca	Executive Director
Elena Panteva	Administrative Assistant
Javier Garcia	Academic Dean
Eliana Bigai	Instructional Design Coordinator
Manuel Prieto	Research Coordinator
Mabel Arbesu	Information Services / Librarian
Arthur Reyes	Director of Administration
Loliet Sigas	Registrar
Brenda Barrera	Admissions Representative
Hairo Rodriguez	E-Learning Ecosystem
Jessica Leon	Marketing

1.09 **UNIVERSITY FACULTY**

Most of our faculty are part-timers. Many reside overseas. Many of the communications are performed via the platform. Training, administrative requirements are also performed in this manner.

Arbesu, Mabel

BS Universidad de La Habana - Cuba

Bergallo, Jorge

Ph.D Universidad de Buenos Aires
MS/BA Universidad de Buenos Aires
Argentina

Camarena, Thelma

Ed. D Nova Southeastern University

Carballosa, Walter

MS Universidad de La Habana - Cuba
Ph.D Universidad Carlos III, Madrid, Spain

Carles, Daniel

MS Universidad Autonoma de Madrid
BS Universidad Catolica Andres Bello

Carrillo, Gemma Isabel

JD University of Miami
MS Nova Southeastern University

Christopher, Diomedes

Ed. D Nova Southeastern University
MBA University of Puerto Rico
MS Instituto Tecnológico de Santo Domingo, Dominican Republic

Fernandez, Viviana

PhD Universidad Carlos III, Madrid, Spain
MS Universidad Carlos III, Madrid, Spain

Edel, Ruben

PhD Iberoamericana University Mexico

Garcia, Javier

PhD Donetsk National Technical University
MS Donetsk National Technical University, Ukraine

Ivannikova, Maryna

PhD Kyiv National Economic University – Ukraine
MS Poltava University – Russia

Maria De Villa, Dulce

PhD University of Alabama

Martinez, Rene

PhD Jose A. Echvarria University – Cuba

Mendoza de Verde, Sandra

PhD Universidad Interamericana de Educación a Distancia, Panamá City, Panamá
MS Universidad Pedagógica Libertador Barquisimeto, Venezuela

Naranjo, Enid

PhD University Paul Sabatier Toulouse, Paris, France

Muniz, Lilian

PhD Paul Sabotier University, France
MS Universidad de La Habana, Cuba
BS Universidad de La Habana, Cuba

Prieto, Manuel

PhD Universidad de La Habana,
MS Universidad de La Habana
BS Universidad de La Habana Habana, Cuba

Coton, Carlos

DBA Nova Southeastern University
MS Florida International University
BS Florida International University

Faria Rodriguez, Jennifer

PhD Universidad Dr. Rafael Belloso Chasin, Venezuela

Johnson, John

PhD Biola University, La Mirada, California
MS Azusa Pacific University, Azusa, California
BS Bible Missionary Institute, Rock Island, Illinois

Mas, Anays

PhD University of Havana, Havana, Cuba
MS Higher Institute of Technology & Applied Science, Havana, Cuba
BS Kazan State University, Russia

Molina, Jessica

Ed. D Nova Southeastern University

Montes, Jose

MS University of Miami

Reyes, Arthur

MBA St. Thomas University, Miami, Florida
BS Regis University, Denver, Colorado

Shah Hosein, Fatima

PhD Santa Maria University – Panamá
MS Universidad de Panamá – Panamá

Pech-Campos, Silvia

Ed. D Universidad Complutense de Madrid
PhD Universidad Complutense de Madrid
BA Universidad Autonoma de Yucatan

Rivera, Argelio de la Cruz

PhD Universidad Enrique Jose Varona
MS/BS Universidad Enrique Jose Varona Havana, Cuba

Orozco, Eduardo

MS Institute of Applied Science and
Technology, Havana, Cuba
BS Universidad de La Habana, Cuba

Prieto, Edgar

PhD Universidad de Rafael Belloso
Chacin - Venezuela
MS/BS Universidad de Rafael Belloso
Chacin - Venezuela

Paientko, Tetiana

DBA Kyiv National Economic University
Russia
PhD National University of Ukraine

Torres, Yadira

PhD Universidad Carlos III de Madrid
MS Universidad Carlos III de Madrid
Spain

Sanko, Hanna

MA Kyiv National Economic University
Russia

Suarez, Ariadna

MS Nova Southeastern University

Tracanelli, Silvio

PhD Simon Bolivar University – Venezuela

Valdes Cuervo, Angel

PhD Centro de Investigacion en
Alimentacion y Desarrollo Mexico

Urias, Maricela

Ed. D Nova Southeastern University
MS Nova Southeastern University

Zych, Stanley

DBA Humboldt International University
MBA Humboldt International University
BS University of Puerto Rico

LEGEND:

BS Bachelor of Science
DBA Doctor in Business Administration
Ed. D Doctor in Education
JD Juris Doctor
MBA Master in Business Administration
MD Doctor of Medicine
MS Master of Science
PhD Doctor of Philosophy

1.10 ***INSTITUTIONAL EFFECTIVENESS***

The dynamism and fluidity of current trends and those yet unimagined will continue to influence and shape higher education's future. The degree to which institutions can harness their resources to achieve their objectives will depend upon the clarity of these objectives and the institution's willingness to set priorities and solve its problems. This requires assessing status, designing a change process, developing, and educating senior leaders, and the obligation and nimbleness to make significant widespread change at all levels.

1.11 ***COURSES TAUGHT IN LANGUAGE OTHER THAN ENGLISH***

Humboldt International University offers programs / courses in Spanish and English. A candidate must identify which language track (English or Spanish) they wish to take their program in. The mastery of more than one language offers the options for greater employment opportunities.

A Spanish student can take their program entirety in Spanish. If the candidate desires to take a course in English, they must:

- a. Submit a request to the Registrar,
- b. Final approval is the Dean of Academic,
- c. Pass the English Proficiency Test as outlines in sub-paragraph 2.4,
- d. All assessments during the course will be performed in English.
- e. If the student fails, the course they can repeat it in the original language.

Disclaimer: Completing a course or program in a language other than English may reduce your employment opportunities where English is required.

1.12 ***CLASS SCHEDULE***

Humboldt International University is in session throughout the year except for United States holidays and vacations as shown below. The University offers five (5) Semesters per academic year. Each Semester consists of eight (8) weeks. The University observes the following Holidays for Faculty and Students:

Martin Luther King's Day	President's Day	Good Friday
Memorial Day	Independence Day	Labor Day
Veteran's Day	Thanksgiving Day	Day after Thanksgiving
Christmas Recess		

1.13 ***CAMPUS SECURITY***

The institution is providing the following information to all its staff and faculty as part of **Humboldt International University (HIU)** commitment to safety and security pursuant to the requirements of the Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Because HIU is collocated with **New Professions Technical Institute (NPTI)** it shares the same information. The Campus Security Report is posted throughout the facility for everyone's review. This report is updated annually January of each year.

You may find our information in the Crime Statistics on the National Center for Education Statistic's College Navigator website. The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences.

<http://nces.ed.gov/collegenavigator/?q=new+professions+technical+institute&s=all&id=434469#crime>

1.14 ***EDUCATIONAL PHILOSOPHY***

The educational philosophy of **Humboldt International University** is to establish a space of excellence for the development of the proper attitudes needed to respond to the challenges posed by the new social and technological dynamics. Our future work is focused on networking with other autonomous institutions to create a synergy to provide better educational services to more students in the global environment considering regional needs.

1.15 **INTERNATIONAL RELATIONS**

Humboldt International University maintains collaboration agreements with more than thirty-five (35) institutions in seven (7) countries. The main objectives of the internationalization policy of the **Humboldt International University** are:

- The institutional strengthening of universities that aspire to develop models of virtual learning.
- The transfer of knowledge through distance learning to face-to-face higher education groups in situations of difficult access.
- Training and research in distance learning by means of the HIU methodology.
- The development of double degree programs.
- The teaching of the English language in virtual environments.

1.16 **ACADEMIC CALENDAR**

Winter

BEGINNING OF TERM	January 11, 2021
LAST ADD/DROP DAY	January 25, 2021
LAST DAY OF CLASS	March 7, 2021

Spring

BEGINNING OF TERM	March 22, 2021
LAST ADD/DROP DAY	April 5, 2021
LAST DAY OF CLASS	May 16, 2021

Summer

BEGINNING OF TERM	May 31, 2021
LAST ADD/DROP DAY	June 14, 2021
LAST DAY OF CLASS	July 18, 2021

Fall I

BEGINNING OF TERM	August 9, 2021
LAST ADD/DROP DAY	August 23, 2021
LAST DAY OF CLASS	October 3, 2021

Fall II

BEGINNING OF TERM	October 18, 2021
LAST ADD/DROP DAY	November 1, 2021
LAST DAY OF CLASS	December 12, 2021

Winter

BEGINNING OF TERM	January 10, 2022
LAST ADD/DROP DAY	January 24, 2022
LAST DAY OF CLASS	March 6, 2022

Spring

BEGINNING OF TERM	March 21, 2022
LAST ADD/DROP DAY	April 4, 2022
LAST DAY OF CLASS	May 15, 2022

Summer	
BEGINNING OF TERM	May 30, 2022
LAST ADD/DROP DAY	June 13, 2022
LAST DAY OF CLASS	July 24, 2022
Fall I	
BEGINNING OF TERM	August 8, 2022
LAST ADD/DROP DAY	August 22, 2022
LAST DAY OF CLASS	October 2, 2022
Fall II	
BEGINNING OF TERM	October 17, 2022
LAST ADD/DROP DAY	October 24, 2022
LAST DAY OF CLASS	December 11, 2022
Winter	
BEGINNING OF TERM	January 9, 2023
LAST ADD/DROP DAY	January 16, 2023
LAST DAY OF CLASS	March 3, 2023
Spring	
BEGINNING OF TERM	March 20, 2023
LAST ADD/DROP DAY	March 27, 2023
LAST DAY OF CLASS	May 12, 2023
Summer	
BEGINNING OF TERM	May 29, 2023
LAST ADD/DROP DAY	June 5, 2023
LAST DAY OF CLASS	July 21, 2023
Fall I	
BEGINNING OF TERM	August 7, 2023
LAST ADD/DROP DAY	August 14, 2023
LAST DAY OF CLASS	September 29, 2023
Fall II	
BEGINNING OF TERM	October 16, 2023
LAST ADD/DROP DAY	October 23, 2023
LAST DAY OF CLASS	December 8, 2023

1.17 *Disclaimer - Catalog*

This catalog is published for informational purposes. Although every attempt is made to ensure accurate information, the information provided should be used only as a reference and planning tool. While students are governed by the catalog that is in effect in the academic year in which they enter, students should not assume that the catalog is a contract between **Humboldt International University** and students.

Trustees of **Humboldt International University** reserves the right to change, at any time, without notice, graduation requirements, fees and other charges, curriculum, course structure and content, and other such matters as may be within its control, notwithstanding any information set forth in this catalog. Students should always consult with their college advisors to confirm all information.

1.18 Disclaimer - Non-Discrimination Policy

Humboldt International University will not discriminate in its programs and activities based on race, color, religion, national origins, sex, age, ancestry, marital status, sexual orientation, arrest record, military status, or unfavorable military discharge, physical or mental handicap or disability.

1.19 Disclaimer - Rights Reserved

The President and officers of **Humboldt International University** reserve the right to change information, regulations, requirements, and procedures announced in this catalog; to change the requirements for admission, graduation, or degrees; to change the arrangements, scheduling, credit, or content of courses; and to change the fees listed in this catalog. The University reserves the right to refuse to admit or readmit any student at any time should it be deemed necessary in the interest of the student or of the University to do so and to require the withdrawal of any student at any time who fails to give satisfactory evidence of academic ability, earnestness of purpose, or active cooperation in all requirements for acceptable scholarship.

1.20 Disclaimer – Office Hours

Professors are required to add in their course syllabus their “Office Hours” which should be detailed as to when they are available for student interaction via social media like: Zoom, Google Meet, WHATSAPP, and any other app shared by faculty and students. The time zone to be used shall be standard to reflect EASTERN STANDARD TIME (Miami Time) so that there is no confusion as to the location of the professor and student.

1.21 GLOSSARY

Academic support: This category of college expenditures includes expenditures for support services that are an integral part of the institution's primary missions of instruction, research, or public service. It also includes expenditures for libraries, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development.

Active Student: A student who is taking a course.

Active Stand-by Student: A student who is on the active rolls but is not taking a course.

Associate degree: A degree granted for the successful completion of a sub-baccalaureate program of studies, usually requiring at least 2 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Bachelor's degree: A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Credit: The unit of value, awarded for the successful completion of certain courses, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma, certificate, or degree. Credits are frequently expressed in terms such as "Carnegie units," "semester credit hours," and "quarter credit hours."

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies. Refers specifically to associates or higher degrees conferred by degree-granting institutions. See also Associate degree, Bachelor's degree, Master's degree, and Doctor's degree.

Distance Education: Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, and satellite or wireless communication devices; audio conferencing; and DVDs and CD-ROMs, if used in a course in conjunction with the technologies listed above.

Doctor's degree: The highest award a student can earn for graduate study. Includes such degrees as the Doctor in Education (Ed. D); Doctor of Juridical Science (S.J.D.); Doctor of Public Health (Dr.P.H.); and Doctor of Philosophy (Ph.D.) in any field, such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. The doctor's degree classification encompasses three main subcategories—research/scholarship degrees, professional practice degrees, and other degrees—which are described below.

Doctor's degree—professional practice: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least 6 full-time-equivalent academic years. Some doctor's degrees of this type were formerly classified as first professional degrees. Examples of this type of degree may include the following and others, as designated by the awarding institution: the D.C. or D.C.M. (in chiropractic); D.D.S. or D.M.D. (in dentistry); L.L.B. or J.D. (in law); M.D. (in medicine); O.D. (in optometry); D.O. (in osteopathic medicine); Pharm.D. (in pharmacy); D.P.M., Pd.D., or D.P. (in podiatry); or D.V.M. (in veterinary medicine).

Enrollment: The total number of students registered in a given school unit at a given time, generally in the fall of a year. At the postsecondary level, separate counts are also available for full-time and part-time students, as well as full-time-equivalent enrollment. See also Full-time enrollment, Full-time-equivalent (FTE) enrollment, and Part-time enrollment.

Graduate: An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Graduation: Formal recognition given to an individual for the successful completion of a prescribed program of studies.

High School Diploma: A formal document regulated by the state certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type, such as an academic diploma, a general diploma, or a vocational diploma.

Limited-English proficient: Refers to an individual who was not born in the United States and whose native language is a language other than English, or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. It may also refer to an individual who is an immigrant, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments as specified under the No Child Left Behind Act, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. See also English language learner.

Master's degree: A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree. One type of master's degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program, for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration.

Some master's degrees—such as divinity degrees (M.Div. or M.H.L./Rav), which were formerly classified as "first-professional"—may require more than 2 years of full-time study beyond the bachelor's degree.

Private for-profit institution: An institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk (e.g., proprietary schools).

Racial/ethnic group: Classification indicating general racial or ethnic heritage. Race/ethnicity data are based on the *Hispanic* ethnic category and the race categories (five single-race categories, plus the two or more races category). Race categories exclude persons of Hispanic ethnicity unless otherwise noted.

Retention in grade: Retaining a student in the same grade from one school year to the next.

Retention rates: Measure the percentage of first-time, full-time undergraduate students who return to the same institution the following fall, and graduation rates measure the percentage of first-time, full-time undergraduate students who complete their program at the same institution within a specified period

Student: An individual for whom instruction is provided in an educational program under the jurisdiction of a school, school system, or other education institution.

No distinction is made between the term's "student" and "pupil," though "student" may refer to one receiving instruction at any level while "pupil" refers only to one attending school at the elementary or secondary level. A student may receive instruction in a school facility or in another location, such as at home or in a hospital. Instruction may be provided by direct student-teacher interaction or by some other approved medium such as television, radio, telephone, and correspondence.

1.22 MINIMUM TECHNOLOGY REQUIRMENTS FOR STUDENTS

All students are required to have regular and reliable access to a computing device like a regular desktop, or an electronic tablet, or a mobile phone, no more than 5 years old and Internet Access with 3.2 Mbps of bandwidth. The device must be able to run a Chrome web browser with cookies and JavaScript enabled. The device must have a camera or webcam, and have a screen of at least 5", with speakers (internal or external) and a microphone (internal or external). The University provides cloud storage.

1.23 INSTITUTIONAL OUTCOMES, GOALS AND STRATEGIC INITIATIVES

Institutional Outcomes

Our Institutional Outcomes based on the indicators selected by the National Center for Education Statistics in the online mode are:

1. Maintain a retention rate above 75%
2. Maintain a graduation rate above 75%
3. Maintain a student/teacher ratio of no more than 20
4. Maintain a GPA above 2.5 in all academic programs
5. Keep the institution's drop below 15%

Goals and Strategic Initiatives

Considering that the institutional outcomes statements that define what the organization is trying to accomplish, HIU aims at developing the following goals and strategic initiatives from 2017 and beyond:

1. Education Offerings expansion
2. Administrative Operations enhancement
3. Technology Ecosystem streamlining
4. Financial Stability strengthening
5. Marketing and Promotion diversification

2.01 GENERAL REQUIREMENTS

The university policies and procedures are aligned with the needs of adult students who typically enroll in online programs. Many students will have accumulated transfer credits from previously completed college courses, credit by examination, military training, or professional course work. The shared goal is to maximize the number of transfer credits into HIU programs to ensure that the student is not paying multiple times for comparable credits previously earned.

To be granted admission to HIU, a prospective student must interview with a HIU admissions advisor either in person or online. The candidate must complete an application for admission. In addition, all other general and specific admission requirements must be met, including those regarding age, prior education, and evaluation of proficiency in the college-level skills needed for coursework in the chosen field of study. Once HIU accepts the application paperwork, applicants are provisionally admitted, pending satisfaction of all remaining admission conditions.

Applicants with prior post-secondary attendance must present transcripts indicating all previous work. Students requesting transfer credit for prior post-secondary education must submit official transcripts before credit are awarded. An unofficial evaluation of transfer credit may be provided pending receipt of official transcripts.

International or homeschooled applicants must provide an authenticated program completion document issued by a governmental authority or school supervisor. The document(s) will be reviewed by the HIU Registrar and must attest to the successful completion of a program considered to be equivalent to an accredited high school diploma or GED certificate.

HIU reserves the right to deny admission to any applicant and to change entrance requirements without prior notice. Applicants are notified of their admission acceptance or denial in writing. The review process generally takes up to 10 days, unless there are special circumstances that require follow-up with the applicant.

Applicants wishing to enroll in courses for personal or professional enrichment, but who do not intend to pursue a program of study, must apply for admission, demonstrate they possess the requisite skills and competencies for the intended coursework and meet requirements outlined in the admissions process; an academic administrator will evaluate applicants' status by appropriate means. Applicants who did not demonstrate college-level skills required for the chosen program or who failed to meet HIU's standards of academic progress may not enroll as non-matriculated students.

2.02 ADMISSIONS PROCESS

Humboldt International University (HIU) requires a High School diploma, domestic or international, or the equivalent General Education Diploma (GED) for admissions. Documented proof of a high school graduation or its equivalent must include an official high school transcript, of a GED high school transcript from the office of the Registrar of the school, and/or written certification by a cognizant authority for home-schooled students.

If the previous educational institution does not provide a transcript, the student must send their original copy with an Apostille government stamp as proof. A copy will be made by the admissions staff and the original will be sent back to the potential student at their expense.

According to Title IX of the Education Amendments of 1972, no person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal Financial Assistance. Qualified applicants are accepted regardless of their race, color, sex, religious beliefs, physical handicap, or national origin.

To apply for admissions, the prospective applicant must make an appointment to meet (online or in person) with a university's representative who will provide all the necessary information related to the University and the program of study under consideration.

Applicants who wish to enroll must provide the following:

- All applicants must be 18 years old or older.
- Complete and apply for Admission to the Admissions Office
- Two (2) photo ID's
- Submit an Original transcripts and a copy of the diploma from a previous educational institution
- Foreign Credential Evaluation & Translation for foreign Degrees required.
- Take the English Proficiency Test (If Applicable)
- For Graduate Students – they must submit a current Resume

Upon completion of the requirements the applicant must sign an Enrollment Agreement in the desired program. Applicants are informed of their acceptance within three (3) business days after all required information is received and qualifications evaluated. The requirements documents need to be sent to the admissions office or by email to: admissions@humboldtIU.com. Once all documents are verified, the Admissions rep will then prepare a student file folder. The first document is entitled, "Enrollment Agreement Disclosure Checklist." As documents are received the Admissions rep shall check off the corresponding box. Not until all the boxes are checked off can a student be allowed to start the desired program.

2.03 STUDENTS RIGHTS AND RESPONSIBILITIES

Humboldt International University (HIU) is here to provide all students an opportunity to learn in an online environment that is functional and easy to use, students also hold a responsibility to HIU and their studies. All students are expected to:

- Respect their peers and instructors,
- Maintain good academic standing while at HIU,
- Understand and follow all HIU policies and understand the consequences for violations.
- Protect student username and/or password by not sharing with any other person or organization, this is grounds for dismissal,
- Follow all deadlines to ensure successful completion of courses,
- Complete all assignments and assessments,
- Grow academically and intellectually.

2.04 ENGLISH PROFICIENCY TEST

Applicants whose native language is not English but desires to take a degree program in English must demonstrate college-level proficiency in English through one of the following methods:

- a. Provide transcripts for an earned degree from an appropriately accredited/licensed institution where English is the principal language of instruction.
- b. Provide transcript indicating completion of at least 30 semester hours of credit at an appropriately accredited college or university where the language of instruction was English with an average grade of “C” or higher for Undergraduate applicants and “B” or higher for master’s or Professional Doctoral Degree applicants.
- c. Undergraduate Applicants: 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; or 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).
- d. Master’s Degree Applicants: 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; or 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).
- e. Doctoral Degree Applicants: A minimum score of 65 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 58 on the Pearson Test of English Academic Score Report; 105 on the Duolingo English Test; or 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).
- f. A minimum score on the College Board Accuplacer ESL Exam Series as follows:
 1. ESL Language Use: Score of 85
 2. ESL Listening: Score of 80
 3. ESL Reading: Score of 85
 4. ESL Sentence Meaning: Score of 90
 5. ESL Write Placer: Score of 4
 6. Comprehensive Score for all exams of 350.
- g. A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- h. A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge.

Candidates who do not successfully demonstrate English Proficiency through one of these methods may not be considered for enrollment. Candidates may enroll in a remedial English course offered by the University. If they pass, then they can enroll in their desired program.

2.05 UNDERGRADUATE PROGRAM REQUIREMENTS

Associate Degree Programs

Humboldt International University requires a high school transcript and diploma, domestic or international, or the equivalent General Education Diploma (GED) for admissions. The documents must come from the office of the Registrar of the educational institution to the

admissions department for verification. If the previous educational institution does not provide the transcript and diploma, the student must send their original copies with an Apostille government stamp as proof. A copy will be made by the admissions staff and the original will be sent back to the potential student at their expense.

Bachelor's Degree Programs

Humboldt International University requires a high school transcript and diploma, domestic or international, or the equivalent General Education Diploma (GED) for admissions, or an associate degree, domestic or international from the office of the Registrar of the educational institution to the admissions department for verification. If the previous educational institution does not provide the transcript and diploma, the student must send their original copies with an Apostille government stamp as proof. A copy will be made by the admissions staff and the original will be sent back to the potential student at their expense.

2.06 ***GRADUATE PROGRAMS REQUIREMENTS***

Master's Degree Programs

Humboldt International University requires a bachelor's degree, domestic or international from the office of the Registrar of the educational institution to the admissions department for verification. If the previous educational institution does not provide the transcript and diploma, the student must send their original copies with an Apostille government stamp as proof. A copy will be made by the admissions staff and the original will be sent back to the potential student at their expense.

Doctorate Degree Programs

Humboldt International University requires a master's degree, domestic or international from the office of the Registrar of the educational institution to the admissions department for verification. If the previous educational institution does not provide the transcript and diploma, the student must send their original copies with an Apostille government stamp as proof. A copy will be made by the admissions staff and the original will be sent back to the potential student at their expense.

2.07 ***TRANSCRIPTS AND DOCUMENTATION EVALUATION (TRANSFER OF CREDITS)***

As part of the admissions process, prospective students must send an official transcript to the Registrar for transfer credit evaluation. These transcripts must be sent to HIU directly from the institution where the credit was earned or sent by the candidate if the official transcript is sealed from the originating institution, no later than 30 days from the start of the first course.

Humboldt International University (HIU) has implemented a process to evaluate the possibility of accepting the transfer of credits earned at other institutions of higher learning as well as those who have earned them through life experience skills development. Prior to being accepted, the applicant must present to the Admissions Rep their desire to "Transfer Credits from Another Institution" to HIU. The Admissions rep with the assistance of the Registrar must evaluate the courses for acceptability. This procedure is also performed on applicants that wish to have their life-experiences evaluated.

Credit(s) may be accepted and/or granted toward the student's academic program at the discretion of the University.

- A maximum of 75% of an incoming student credit can be accepted for the Bachelor program. HIU will accept a Transfer Credit in the Bachelor program with a grade of “D” if the cumulative GPA is 2.5 or above.
- A maximum of 50% of an incoming student credit can be accepted for the master’s program.
- A maximum of 15% of an incoming student credit can be accepted for the Doctoral program. HIU will not accept a Transfer Credit in the master’s or Doctoral program with a grade of “D” regardless of how it affects the cumulative GPA. This way, credits earned from previous education at another institution may be transferred to the student’s permanent record at HIU. Once all the “Transferable Credits” have been evaluated then and only then can the student be allowed to take courses at HIU.

If credits are not accepted, students have the right to submit a written appeal to the Academic Dean within one week of denial. The Academic Dean will review the transcript and make a final determination within five business days.

HIU neither guarantees nor implies that other Institutions will accept the credits earned at Humboldt International University. Each Institution has its policies, which rule the acceptance of credits from other Institutions.

2.08 ***TRANSFERABILITY OF CREDITS***

Students enrolling at **Humboldt International University** who intend to continue their education at other institutions after graduating or withdrawing from the University should be aware that other institutions have full discretion as to which credits will be accepted for transfer. Humboldt International University is not accredited in the United States but does have an international accreditation. This might directly affect the transferability of credits to other institutions. It is up to the receiving institution to accept credits earned at our university.

The University neither guarantees nor implies that other Institutions will accept the credits earned at **Humboldt International University**. Transferability of credits is at the discretion of the accepting institution, and it is the student’s responsibility to confirm whether credits will be accepted by another institution.

2.09 ***DEGREE PROGRAMS IN OTHER LANGUAGE TRACK***

Humboldt International University (HIU) offers degree programs in English or Spanish. If a candidate desires to take the Undergraduate degree (Associate and Bachelor) program in Spanish, they do not need to take the English Proficiency Test. They will have to follow all the Admissions procedures and sign the Enrollment Agreement.

Once the Enrollment Agreement is signed the student cannot switch from Spanish to English speaking programs. The student must follow the assigned Spanish track until its completion. If a student wished to change language track from Spanish to English or English to Spanish a new enrollment agreement must be signed and if they are moving to the English track, they would need to pass the English Proficiency Test before they can take another course.

2.10 ***DOCOTORIAL DEGREE ADMITTANCE REQUIREMENTS***

Persons interested in being admitted to the doctoral programs at HIU must meet the following requirements:

1. Admission application form and two photo identification documents.
2. Submit a Curriculum Vitae (Use the attached format).
3. Submit a copy of a Research Master's degree or a Ph. D degree or a Professional Doctorate degree, or a Professional Master's degree.
4. Original transcripts of the degree submitted with their respective certified grades, in any area of knowledge.
5. Notarized translation and evaluation of grades and degree by one of the agencies approved by the Commission on Independent Education of Florida Department of Education's
6. Writing and presentation of an essay of no more than three pages justifying research topic of your interest.
7. Interview of the prospective student with an HIU doctoral committee on aspects related to the doctoral program and the submitted essay.

All the above documents should be sent to the following address:

**Attention: Admission Department,
Humboldt International University,
4000 West Flagler, 5th floor,
Miami, Fl 33134**

2.11 ***STUDENT IDENTITY VERIFICATION POLICY***

Student identity verification is conducted during the admissions process to verify that the admitted student who participates in and completes coursework and assessments is the same student who is awarded credit. To accomplish this, applicants are required to provide government issued identification with their application. During the admissions process, a video interview is conducted with Admissions staff who compare the collected identification with the applicant being interviewed. This verification is documented as part of the student's record. Following admission, students are provided unique login credentials as further assurance that the verified student is the same individual who completes coursework within the online classroom.

The University also assures that the admitted student is the same student who completes coursework through its proctoring process. Once during each course, students are subject to individualized proctoring with their instructor. Students are required to appear on video and respond to a series of subject-related questions presented by the instructor. Questions are selected that demonstrate familiarity with course subject material and passed assessments. During this session, the instructor compares the student in attendance with the identification information on file.

FINANCIAL INFORMATION

3.01 *FINANCIAL ASSISTANCE*

Tuition must be paid on time according to the terms of the Enrollment Agreement. In the case of extenuating circumstances, the student should consult with the accounting representative who in turn will discuss the situation with the Executive Director. Once a decision is made the Accounting Representative will contact the student in writing as to the desired course of action.

Full tuition payment is due upon admissions. The objective of the Student Financial Services at Humboldt International University is to provide direct financial service to students via a payment plan to who otherwise would be unable to attend the Institution due to insufficient funds to meet tuition, fees, books, supplies, and other educational expenses. The payment plan offered allows students to make monthly payments throughout their course of studies. Please speak to an admissions person for more information and how to apply for a payment plan.

3.02 *TUITION & FEES*

Registration Fee	<i>(Non-refundable)</i>	\$100
Re-Enrollment Fee	<i>(Non-refundable)</i>	\$50
Undergraduate cost per Credit		\$150
Masters cost per Credit		\$275
Doctorate cost per Credit		\$435
Technology fee	(per semester)	\$30*
Mastering E-Learning Course		\$150
Graduation Fee	<i>(includes Diploma and Academic Transcript)</i>	\$100
English Proficiency Remedial training and test		\$450
Processing Fee for evaluation of transcript to establish credit course transferability for previous education		\$150
Duplicate Academic Transcript Fee		\$10
Apostille Fee	<i>(Optional)</i>	\$75

The technology fee covers e-learning materials and access to the online library. In addition to tuition and fees, students might spend an estimate range from \$1,000.00 to \$1,500.00 for the program on books depending on the program of study.

NOTE: Tuition and fees are subject to change without notice. Students should confirm current tuition and fees on the **Humboldt International University** website.

3.03 **SCHOLARSHIPS**

Humboldt Group Foundation offers scholarships to a variety of students that desire to continue their formal education. Any student that wishes to pursue a degree at **Humboldt International University** (HIU) can apply to either the Humboldt Group Foundation Undergraduate Scholarship Fund (HGFUSF) or the Humboldt Group Foundation Graduate Scholarship Fund (HGFGSF) programs. Humboldt Group also offers the Humboldt Group Foundation Employee Fund (HGFEF) program for active employees and their immediate families. The purpose of the scholarship program is to encourage the educational development of a student in a virtual on-line environment. Any student can apply for a scholarship if they meet the minimum eligible requirements mentioned below.

Humboldt Group Foundation Undergraduate Scholarship Fund (HGFUSF)

The Humboldt Group Foundation Scholarship Fund provides scholarships to students that desire to make a difference in their professional life by pursuing a degree at Humboldt International University. Minimum Eligibility Requirements:

- Must be enrolled as a full-time student (2 courses per semester).
- Maintain a GPA of 2.00 or above.
- Submission of a typed personal statement (double spaced, two-page maximum) that describes your educational goals and tells how being a recipient of this scholarship will help you fulfill them.
- Submission of one (1) letter of recommendation from a teacher/professor/other professional who can attest to your academic potential and leadership qualities.

Humboldt Group Foundation Graduate Scholarship Fund (HGFGSF)

The Humboldt Group Graduate Scholarship Fund provides scholarships to students that desire to make a difference in their professional life by pursuing a degree at Humboldt International University. Minimum Eligibility Requirements:

- Must be enrolled as a full-time student (2 courses per semester).
- Maintain a GPA of 3.00 or above.
- Submission of a typed personal statement (double spaced, two-page maximum) that describes your educational goals and tells how being a recipient of this scholarship will help you fulfill them.
- Submission of two (s) letters of recommendation from a teacher/professor/other professional who can attest to your academic potential and leadership qualities.
- Submission of a letter of recommendation from your immediate supervisor informing HIU of your leadership qualities and business development.

Humboldt Group Foundation Employee Scholarship Fund (HGFESF)

The Humboldt Group Employee Scholarship Fund provides scholarships to active employees and their families that desire to make a difference in their life by pursuing a degree at Humboldt International University. This scholarship covers 100% of tuition for any active employee and their immediate family member until the student completes the current level of degree. Minimum Eligibility Requirements:

- Must be an active employee or family member of any of Humboldt Group educational institution for a minimum of 6-month.
- Must be enrolled as a full-time student (2 courses per semester).

- Maintain a GPA of 2.00 or above in the Undergraduate programs.
- Maintain a GPA of 3.00 or above in the Graduate programs.

Student Responsibility:

A potential student and or an employee fills out the following:

- A Scholarship form,
- Depending on the Scholarship they are seeking additional paperwork is provided.

Scholarship Committee:

1. The Scholarship Committee consists of three members:
 - A staff member,
 - A Faculty member,
 - An individual selected by the Executive Director who acts as Chairperson.
2. The Scholarship Committee will convene ten (10) days after the start of class to review each scholarship packets.
3. The Scholarship Committee will vote on each packet based on a series factor predetermined prior to the start of classes.
4. Those applicants considered for a Scholarship will be assessing the percentage of the scholarship to be awarded with a maximum of 50% and a minimum of 10%.
5. The Scholarship Committee will write a letter to each applicant informing them of their findings.
6. The applicant can appeal the findings of the Scholarship Committee to the Executive Director in writing.

Frederica Wilson Undergraduate Scholarship Fund (FWUSF)

The Humboldt Group is proud to offer the *Frederica Wilson Undergraduate Scholarship Fund* to students that desire to make a difference in their professional life by pursuing an undergraduate degree at Humboldt International University. *Frederica Wilson Undergraduate Scholarship* provides of up to \$11,000 for a bachelor's degree. Requirements for the Scholarship are:

1. Individual must fill out an Application Form
2. Provide a Photo ID.
3. Be a graduating high school senior
4. Demonstrate a dedication to community service
5. Be a U.S. Citizen
6. Must be enrolled as a full-time college student (2 courses per semester).
7. Maintain a GPA of 2.5 or above.
8. Submission of a typed personal statement (double spaced, two-page maximum) that describes your educational goals and tells how being a recipient of this scholarship will help you fulfill them.
9. Submission of one (2) letter of recommendation from a teacher/professor/other professional who can attest to your academic potential and leadership qualities.

3.04 ***PAYMENT PROCESS***

The student who applies for a financial assistance payment plan must speak with an Admissions Representative and go over their individual payment options. Payments are due on the start date. Any further arrangements must be made with the Financial Department.

The University accepts students' payments in the form of checks, money orders, bank transfers and on-line payment thru PayPal. All student payments are due during the first ten days of the month or otherwise as agreed to with the university's representative. Failing to meet the payments for two consecutive installments may result in administrative termination. A student who is delinquent in his/her financial obligations to the University will not be issued an academic transcript or diploma.

To collect delinquent accounts the administration will contact the student in writing requesting prompt cancellation of all monies owed to the Institution, reminding him/her that according to the university's policies he/she may be suspended or even dismissed from the Institution due to this matter. If the student refuses to fulfill his/her obligations with the university, HIU reserves the right to use collecting agencies and any other legal action that may be appropriate.

4

CANCELLATION, REFUND & WITHDRAWAL POLICIES

4.01 GENERAL INFORMATION

Humboldt International University has established a fair and equitable, clearly defined, and uniformly administered cancellation and refund policy for cancellations, withdrawals, and refunds. This process is licensed by the State of Florida which mandates a cancellation and refund policy. This policy ensures that we demonstrate compliance with that policy as well as with any unique requirements of the **Confederation of International Accreditation Commission – CIAC** as our accrediting agency. As such, we compare the State of Florida Refund policy with CIAC in each instance of cancellation or withdrawal and follow the policy that is more lenient towards the student.

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

4.02 CANCELLATION POLICY

If **Humboldt International University** reserves the right to cancel any course and/or academic program for which there is sufficient enrollment. If Humboldt International University (HIU) exercises that right and cancel a course, HIU will notify the registered students via email and/or phone. HIU will be responsible for issuing a full refund of the tuition and other fees charged for the cancelled course. Students, who drops a course, after their applicable tuition and fees are paid, may be eligible for a Tuition and Technology Fee refund (*except for the Non-refundable Registration and/or Re-Enrollment Fees*). Any amount paid more than the amount owed to **Humboldt International University** will be issued as a refund according to the following schedule:

1. Cancellation may be made in person, by telephone, and/or writing.
2. All monies will be refunded if the applicant is not accepted by the school or if the student cancels within five (5) Calendar Days after signing the Enrollment Agreement and making initial payment except for the One-Time Non-Refundable *Registration* Fee of \$100.00 (See TUITION AND FEES.)
3. Cancellation after the fifth (5th) calendar day, but before the first class, will result in a refund of all monies paid, except for the One-Time Non-Refundable *Registration* Fee of \$100.00 (See TUITION AND FEES.)
4. Cancellation within the cancel window of fourteen (14) calendar school days after the first day of class) will result in a refund of all monies paid, except for the One-Time Non-Refundable *Registration* Fee of \$100.00 (See OTHER FEES.)
5. **Termination Date:** The termination date for refund computation purposes is the last date of attendance/participation is the last date the student interacted with the Learning Platform and/or the assigned course faculty.
6. **Refunds** will be made within 30 calendar days of the last date of attendance, receipt of Cancellation Notice or date of determination (if determined by the University).

7. If the student never attends (no-show), all applicable refunds will be made within 30 days of the first scheduled day (start date) except the One-Time Non-Refundable *Registration* Fee of \$100.00 (See OTHER FEES).
8. A student may be dismissed at the discretion of the Executive Director for insufficient progress, non-payment of costs, or failure to comply with rules.
9. If HIU cancels a program/course after a student's enrollment, the University will refund all monies paid by the student **including** the One-Time Non-Refundable *Registration* Fee of \$100.00 (See OTHER FEES.) If the student agrees, monies may be transferred to the next available start date.

4.03 REFUND POLICY

If **Humboldt International University** cancels an academic course, the University will issue a full refund of applicable tuition and Technology Fee charged for the cancelled course. Students, who drop a course, after their applicable tuition and fees are paid, may be eligible for a tuition and Technology Fee refund. Any amount paid more than the amount owed to Humboldt International University (HIU) will be issued as a refund according to the following schedule:

1. If the applicant is not accepted by HIU, or the student cancels his/her registration within three (3) business days after signing the enrollment agreement and making initial payment, all monies paid to HIU, except the *Registration* fee (for New Students), will be refunded.
2. If the student cancels his/her registration after the third business day after signing the enrollment agreement and making initial payment, but prior to the first day of classes, all monies paid to HIU, except the *Registration* fee (for New Students), will be refunded.
3. If the student drops any course or courses, at any time within the drop/add period (the drop/add period is fourteen (14) calendar days after class start), all tuition monies paid for the course or courses dropped, except for the *Registration* fee (for new students), will be refunded.
4. If a student drops any course or courses at any time after the drop/add period, no refund will be issued.
5. All monies paid in excess to HIU are due and to be refunded to the student within 30 calendar days after the date it was determined that he/she has dropped from a course or courses or has withdrawn from academic program.

The last date of attendance/participation is the last date the student interacted with the Learning Platform and/or the assigned course faculty.

4.04 WITHDRAWAL POLICY

You may withdraw from the University at any time after the cancellation period (described above) and receive a refund, if eligible, except the One Time Non-Refundable *Registration* fee of \$100.00 (see OTHER FEES). Humboldt International University (HIU) will conduct the refund based on the State of Florida, Department of Education and, the Confederation of International Accreditation Commission – CIAC refund policy guidelines which is more advantages to the student.

The refund will be less the One Time Non-Refundable *Registration* fee of \$100.00 (see TUITION & FEES). The tuition includes books, supplies, equipment, laboratory fees, are clearly stated in the enrollment agreement and in the catalog. Such charges are not subject to the refund computation but are limited to those materials that are distributed and attributable to the portion of the program in which the student is enrolled.

If the student has completed more than 60% of the period of enrollment for which the student was charged, the tuition is considered earned and the student will receive no refund.

In determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The Institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences more than maximum set forth by the institution; and/or failure to meet financial obligations to the Institute.
- The student has failed to attend class for fourteen (14) calendar days.
- Failure to return from a leave of absence.
- The student displays conduct that is found by the administration to be detrimental to the individual, other students, the community, or the university.
- The student deliberately damages equipment and or loads software not authorized by the school in writing.
- Any unauthorized use of the Internet for personal use or exploring sexually explicit sites.

For any armed forces members called to active duty during their program of study, Humboldt International University will provide the student a pro rata refund through the last day of attendance of the last course completed, less the One Time Non-Refundable *Registration* fee of \$100.00 (see TUITION & FEES).

5

STUDENT SERVICES INFORMATION

5.01 *TECHNOLOGY SUPPORT*

The University in collaboration with Google has implemented a modern and intuitive E-learning Ecosystem. To get information and How-To's about studying with Google Tools please visit the Google Learning Center, also available in Spanish. Students can request technical support directly to the University, to do so please contact the Technical Support Help Desk by sending an email to support@humboldtui.com, inquiries both in English and Spanish will be promptly addressed.

5.02 *VIRTUAL LIBRARY*

Humboldt International University's e-library, with its collection of databases, is available to all students and faculty, at any time and from practically any location where an Internet connection is available. The electronic library provides students with the required resources necessary to succeed in their class work. The virtual library provides an outstanding collection of selected resources, such as e-books, journal databases, full-text and peer-reviewed articles, theses, dissertations, financial data, industry reports, and learning objects, all of them oriented to support learning, teaching, and research. Many of the resources are also available in Spanish language. All subjects taught at HIU are comprehended in the e-library:

- Business Administration / Management
- Computer & Information Technology
- Education
- Health Sciences
- History / Social Sciences / Government Documents
- Multidisciplinary
- Science, Technology & Engineering

Humboldt International University has partnered with the Library and Information Resources Network (LIRN), an online collection of library resources to accommodate distance learning students and faculty needs. Custom collections by programs are created with other relevant publishers as: McGraw Hill, Cengage Learning, EBSCO Services, Springer, E-Library and OCEANO.

5.03 *ACADEMIC ADVISING*

The University has a team of professionals who support each student's progress through the degree. Each student has direct access to faculty and is assisted by a member in the following areas: Admissions, Student Services, the Registrar, and the Academic Dean.

5.04 *ENCOURAGEMENT OF STUDENTS*

Weekly Report is sent by the instructors to the student services department, notifications are sent to students inquiring about their attendance or personal issues.

5.05 *STUDENT RECORDS*

The Student Services Department in conjunction with the Office of the Registrar is principally accountable to manage student records from the point of the first enrollment through graduation.

It handles inquiries on, transfer credit evaluation, veteran affairs coordination, tuition billing, academic progress advising and retention. All materials submitted in support of students' applications, including transcripts from other institutions, letters of reference and related documents, become the property of **Humboldt International University**. During a student's enrollment, HIU maintains records that include admission and attendance information, academic transcripts, and other relevant data. Student academic records are maintained in accordance with HIU's academic document retention schedule after the student is no longer enrolled. Students who wish to review their files must submit a written request to the registrar. Permanent student records include admission information and academic transcripts.

Except as required by law, no information regarding attendance, grades or any other aspect of students' academic standing will be released to any third party without written student consent. HIU keeps a hard copy of the student records in a fire-proof cabinet for a period of 5-years. HIU also keeps a permanent virtual copy in the Student Management System in the clouds.

5.06 RIGHT TO REVISE

Humboldt International University reserves the right to make changes to provisions of this catalog and website, and its rules and procedures at any time, with or without notice, subject to licensing requirements. This catalog is neither a contract nor an offer to contract but merely a general outline of the programs currently offered by the university.

5.07 STUDENT COMPLAINT AND GRIEVANCE POLICY

Humboldt International University has a grievance policy for students who feel that they are victims of discriminatory practices or sexual harassment. The grievance policy is also intended for students who are dissatisfied with any other academic or administrative aspect of the university's activities. To lodge a complaint, the student must complete and submit to the Executive Director a "STUDENT GRIEVANCE FORM." See 5.10. Immediately after the claim has been received, the Executive Director will initiate the appropriate investigation. The student(s) that has (have) lodged the claim will be informed about the progress of the investigation within seven (7) days from the day the claim has been received. Once the investigation has been completed, the complainant(s) will be notified of the final determination. If the complainer(s) is (are) not satisfied with the final decision, the complaint may be submitted to the Commission for Independent Education, Florida Department of Education at the following address:

Commission for Independent Education Florida Department of Education
325 W. Gaines Street, Suite 1414
Tallahassee, Florida 32399-0400
Telephone: 1-888-224-6684 / 850-245-3200

And

Confederation of International Accreditation Commission – CIAC
Accreditation ID: 101145 approved February 2017.
ASIA Secretariat, CIHF-C/o-UB House, G-26,
Chandronday Society, Stadium Road, Navrangpura, Ahmedabad – 380014, India,
Telephone number: +91-8460460777

5.08 ***STUDENT GRIEVANCE LETTER***

The following is an example of a Student Grievance letter from a student to the Executive Director, Humboldt International University:

Date:

From: (You're Name)

To: Executive Director
Humboldt International University

Ref: Student Grievance

Dear Sir,

(Please explain in your own words why you are writing a student grievance. Be specific, mention names, dates and witnesses in your writing and sign and date the document)

The Executive Director will inform the student of the progress of the investigation with seven (7) days from the day the claim was received. Once the investigation has been completed the student will be notified of the final determination.

5.09 ***EMPLOYMENT ASSISTANCE***

Humboldt International University offers job placement assistance only to students residing in the State of Florida. The Student Services Department in conjunction with the Office of the Registrar, and faculty members join efforts to help students reach their employment goals. This is achieved by assisting students with the preparation of job-related documents and maintaining information about job offers. The job placement assistance services are always available for the University's graduates. Although the University does not guarantee employment upon graduation, the success of this effort is highly important for the Institution. Job placement assistance services are offered at no charge.

5.10 ***ALUMNI SERVICES***

Humboldt International University alumni are offered professional development and continuing education courses at special fees as well as the possibility of networking at the university's scientific annual conferences. Participation in HIU conferences and seminars are offered to alumni at deeply discounted rates. Alumni are given priority for certificate programs and other special classes.

5.11 ***DISABILITY ACCOMMODATION POLICY***

This policy describes the roles of individuals at Humboldt International University in ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by university policy.

The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in Section 504 of the federal Rehabilitation Act of 1973; the Americans with

Disabilities Act of 1990, Title II; and their implementing regulations at 34 C.F.R. Part 104 and 28 C.F.R. Part 35, respectively.

These laws establish that students with disabilities may not, based on their disabilities, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any University program or activity. Further, the University must make sure that its academic requirements do not discriminate or have the effect of discriminating against persons with disabilities. Academic requirements that are justifiably essential to a student's program of instruction are not considered discriminatory. Academic accommodations to which a student may be entitled include changes in the length of time allowed to complete degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the way specific courses or examinations are conducted.

At **Humboldt International University**, Director of Administration has the primary functions of:

1. advising the University about policies and procedures related to the provision of academic accommodations for students with disabilities,
2. recommending steps to be taken by the University related to the provision of accommodations for instructors with disabilities,
3. developing mechanisms for increasing the understanding of the faculty with respect to disabilities and their accommodation in an academic setting, and
4. assisting the University in resolving any disagreements with faculty that might arise concerning accommodations in an academic setting.

The Director of Administration is the senior administrative officer responsible for the University's policies affecting persons with disabilities. The Director of Administration ensures that these policies are both educationally sound and responsive to the needs of students with disabilities. If there is disagreement by faculty over the appropriateness of a particular academic accommodation, the Director of Administration in consultation with the Executive Director makes a final determination in the matter.

ACCOMMODATION REQUEST PROCESS

Students who wish to be considered for accommodation should self-disclose their disability to the Director of Administration by submitting an Accommodation Request Form, with recent documentation (not more than three years old) of such from a licensed Medical Professional. The Form and related documentation must be submitted to the Director of Administration via email or mail. The request will be reviewed, and students will be notified of the institution's decision within 14 business days of receipt. If approved, accommodations will be designed to assist students in successfully completing coursework. These accommodations will then be implemented in students' coursework and/or communicated to faculty members in a timely manner.

FILING A COMPLAINT

Students who wish to file a complaint regarding disability accommodations must be able to establish that he or she appropriately requested, in a timely manner, the desired accommodation. The student should refer to the University's Complaint Policy for filing complaints regarding disability accommodations or any other concerns.

5.12 ACCOMMODATION REQUEST FORM

Humboldt International University's Accommodation Request Form is provided for students to notify [institution name] of their disability and request specific accommodations. [Institution Name] requires the submission of documentation of disability, dated no more than three years before students' date of admission, from a certified diagnosing professional. Documentation is to be provided with this Accommodation Request. The request will be reviewed, and students will be notified of the institution's decision within 14 business days of receipt. Refer to the **Humboldt International University's** Disability Accommodation Policy for more information.

Complete all fields and email the completed form to the Director of Administration who is responsible for reviewing and providing accommodations at arthur.reyes@humboldtIU.com along with required documentation of disability.

The following demographic information is necessary to complete the form:

First Name: _____ Last Name: _____

Enrollment Start Date: _____ Program of Enrollment: _____

Cell Phone Number: _____ Email address: _____

The following Disability Accommodation information is necessary to complete the form:

1. Please describe the nature of your handicap or disability.
2. If you have been accommodated before for this handicap or disability, please describe your accommodation.
3. Describe any additional accommodations you feel are necessary and why.

STUDENT AFFIRMATION

By typing my name below, I affirm that the information provided above is truthful and accurate to the best of my knowledge. I also understand that Accommodation Requests are considered according to the institution's Disability Accommodation Policy and only if I provide documentation of disability, dated no more than three years before my date of admission, from a certified diagnosing professional.

Student Signature:

Date:

Below Here for Official Use Only

Disability Coordinator Signature:

Date Received:

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ACADEMIC INFORMATION

6.01 *INTERNAL CREDIT TRANSFERS*

A student wishing to transfer from the original program to another must notify the Registrar's Office of his/her intention. An evaluation of the student performance record is made, and all the credit hours already completed that are common to the new academic program are accepted. The student tuition and program length will be adjusted accordingly. The student will receive written notice of the credit(s) allowed, and the adjusted tuition and program length. The student will have to sign a new Enrollment Agreement reflecting the changes.

6.02 *ATTENDANCE IN E-LEARNING ENVIRONMENT*

Attendance in all distance education courses is mandatory. All courses are offered in asynchronous learning format which means students may log in at any time to complete assignments. To be in attendance for the week, a student must complete assignments by the scheduled date. Please see the course syllabus for assignments and due dates. Faculty may use forums, chats, assignments of learning activities, live discussion, etc. to prove student attendance.

An active student is one who is enrolled in an eight-week course. The course can be either in English or Spanish. If a student is offered a course in a language other than what they have preferred, they do not have to take the course. This student is then placed in an active-standby status. This active standby status means that the student is still awaiting courses to finish their desired program. The student cannot be penalized for not attending the course.

Students with ten percent (10%) or more unexcused absences at the end of an academic period will be placed on probation. A student who does not attend any of the classes for which he/she is registered in a term will be administratively withdrawn from the Institution. A student who has been absent due to mitigating circumstances should contact the faculty member and inform them of the expected return date.

Students placed on probation for attendance will have one (1) academic period in which to improve their cumulative attendance to not less than ninety percent (90%). Failure to do so may result in termination. Excused absences will be granted only for mitigating circumstances. It is the responsibility of the student to arrange with the instructor to make-up work missed because of class absences.

Attendance in an E-Learning environment requires that those courses identified in the Enrollment Agreement are mandatory. All courses are offered in asynchronous learning format which means students may log in at any time to complete assignments. To be in attendance for the week, a student must complete assignments by the scheduled date. Please see the course syllabus for the assignments and due dates. Faculty may use forums, chats, assignments of learning activities, live discussion, etc. to prove student attendance.

Students must attend and participate in their courses on a weekly basis throughout their programs. Attendance includes:

- Submitting an academic assignment
- Participating in an online discussion about academic matters

Attendance is not:

- Logging into your course without active participation, or
- Participating in academic counseling or advisement

Student non-attendance during the Add/Drop period (the first fourteen [14] days of a term) will be construed as willing disregard for this policy and students become eligible for being unregistered from any future courses and withdrawn from the university. No charges will incur, and no grades earned or posted for courses not attended.

Students who fail to attend for 14 consecutive days within a term, after the Add/Drop period, will be eligible for withdrawal. Students who are unable to attend for 14 consecutive days within a term are encouraged to contact the Student Services department to make proper arrangements and avoid being withdrawn. However, any student who fails to attend after 21 days will be withdrawn.

6.03 **MAKE UP WORK**

It is the responsibility of the student to make the necessary arrangements with the instructor(s) to make-up work not submitted on time. HIU's policy of *formative evaluation* considers the possibility to make up work that has not been submitted on time or has not complied with the academic expectations of the task. Our evaluation approach, in HIU, is formative. We will always give the students feedback on what they have done, and we will give them the opportunity (when necessary) to repeat their work so that they learn to do it well. We are not interested in simply grading. We care that the students learn, and we will guide them to do things as best as possible, that is: to achieve the competencies they require. This is part of our learning model.

6.04 **LEAVE OF ABSENCE**

A Leave of Absence allows a student to interrupt temporarily his/her academic program. A student may be granted a leave of absence for medical or personal reasons for a period not to exceed one hundred and twenty days (120) days per calendar year. The maximum time allowed for the entire program must not exceed one hundred and eighty days (180).

To obtain a leave of absence, the student must submit a request in writing or by phone to the Registrar Office. The request must specify the reason for the absence, the effective date, start date, and the date on which the student expects to return to the University.

If a student has requested a Leave of Absence for a period not exceeding two (2) weeks, he/she must return to classes on or before the date specified in the request. In this case, the student can continue his/her academic program immediately. It is the responsibility of the student to make the necessary arrangement with the instructor(s) to make-up work missed because of the absence. If the student does not return to classes on or before the date specified in the request and has not notified the University, the student's academic load will be withdrawn as of the last date of documented attendance.

If the withdrawal occurs after the last add/drop day (see “Academic Calendar” for add/drop schedule), a grade of “F” will be given to all the courses he/she registered for during the term in which the leave of absence was granted.

Should this situation occur, reinstatement into his/her academic program would be at the beginning of the next term in which the courses that he/she requires are offered. In addition, the student’s tuition will be increased accordingly.

If a student has been granted a leave of absence for a period exceeding two (2) weeks, then the student’s academic load is automatically withdrawn with no effect on his/her academic record (a grade of “W” will be given to each course). Should this situation occur, the student would be required to take the course again at the beginning of the term in which those courses are present. In this case, the student’s tuition will not be modified. If a student leaves the University without obtaining the approval or does not return to the University on the date of the appropriate registration period, the student will be dismissed from the University as of the last date of documented attendance and the refund policy will be applied accordingly (see “Refund Policy” for more information).

6.05 ***TRANSFERRING STUDENTS INTO THE UNIVERSITY***

Transfer students from outside the institution will be evaluated qualitatively only on the work completed while at the University. Students transferring from one program to another within this university will have their GPA calculated on a cumulative basis, including all coursework attempted while at the institution. The quantitative requirement remains 67% for all students, but the maximum time frame is based on the number of credits the student must complete in the current program.

6.06 ***WITHDRAWAL FROM COURSES***

A student desiring to withdraw from a course may do so without penalty during the add/drop period (fourteen days after the start date). Should a student withdraw after the add/drop period has ended, but before the beginning of the third week of classes, a grade of “W” will be given in that course. A student who does not comply with the withdrawal procedure will be considered as having failed that course. Consequently, a grade of “F” will be given.

Humboldt International University reserves the right to withdraw courses due to unexpected circumstances. If students are withdrawn from courses because of the administration adjustment, a full refund will be automatically granted.

6.07 ***SUSPENSION OR DISMISSAL FROM THE UNIVERSITY***

Humboldt International University reserves the right to suspend or dismiss from the University any student at any time for misconduct or any other behavior not considered to be in the best interest of the student body of the University. Students may also be suspended or dismissed from the University for excessive absences (more than 14 days without platform access and/or communicating with the professor), unsatisfactory academic progress. A student who has been suspended or dismissed for any of the above reasons may apply in writing for readmission to the University. Regardless of the reason for this disciplinary action, the suspended student may re-enroll only at the discretion of the Executive Director of the University.

6.08 ***GROUNDS FOR TERMINATION***

The University shall have the right to terminate a student contract and enrollment at any time for violation of rules and policies as outlined in the catalog. Modifications will be disseminated to students via online memo.

6.09 ***REENROLLMENT***

A student who has been suspended or dismissed due to unsatisfactory academic progress may re-enroll at the beginning of the term following the one in which the student was on academic suspension. For the privilege of re-enrollment, the student will have to pay a Non-Refundable Re-enrollment fee of fifty dollars (\$50.00). In this event, the student will be placed on academic probation during the term and must attain at least the required minimum academic progress. Failure to do so will result in the student being dismissed from the University.

6.10 ***ACADEMIC TRANSCRIPT & DIPLOMA***

Students may request one Academic Transcript per semester free of charge. One Final Official Academic Transcript will be given to graduates at no cost. Additional transcripts may be requested for a fee of \$25.00. A diploma is given to graduates at no cost. Duplicate Diplomas may be requested for a fee of \$125.00 (see Tuitions and Fees).

6.11 ***GRADUATION REQUIREMENTS***

To be eligible for graduation, a student seeking graduation from any academic program must have completed their full academic program as listed in the catalog within the corresponding time frame.

Undergraduate Program: the student must have earned a minimum cumulative grade point average of 2.0 (equivalent to a “C” grade average).

Graduate Program: the student must have earned a minimum cumulative grade point average of 3.0 (equivalent to a “B” grade average).

Graduates must fulfill all financial obligations to the University, including tuition charges and other expenses, before the end of the final term. Degree and Transcript will not be issued to any Graduate unless he/she has complied with his/her financial obligations.

6.12 ***GRADUATION WITH HONORS***

Students who graduate from any of the academic programs and have earned a cumulative Grade Point Average of 3.50 and above are entitled to the appropriate honor designations. Graduates with a cumulative GPA between 3.50 and 3.69 are honor with the distinction of “Cum Laude”. Those with a cumulative GPA between 3.70 and 3.89 are honor with the distinction of “Magna Cum Laude” and those who have earned a cumulative GPA of 3.90 and higher are honor with the highest distinction of “Summa Cum Laude”.

6.13 ***APOSTILLE***

A graduate must request an Apostille document be provided at time of graduation. This Apostille fee is \$75.00, and the process takes from 30 – 45 days to complete. Transportation cost from HIU to the country of residence is at the graduate expense. All requests should be sent to the Registrar.

An email will be sent to students confirming receipt of the request and process time. If the graduate requests a duplicate Apostille there will be a \$100.00 charge (see Tuitions and Fees).

6.14 ***STUDENT CONDUCT AND INTEGRITY***

All students are expected to comply with the legal and ethical standards of **Humboldt International University**. They must behave in a manner consistent with the best interest of the University and the other students. Academic dishonesty and/or misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, use and/or possession and/or distribution of illegal drugs or alcoholic beverages, cheating, plagiarism, knowingly furnishing false information to the University, forging, or altering University's documents and/or academic credentials, international destruction or damaging of the University's property, or its affiliates, and theft of property from the University or other students. The University reserves the right to dismiss any student at any time for misconduct as described above. In this event, the refund policy will be applied as to the day the dismissal became effective. Other instances that also will result in disciplinary action include, but are not limited to, unsatisfactory work, foul language, and lack of respect for the instructor and other University personnel. The University also reserves the right to impose probation or suspension on a student for unsatisfactory conduct as described above.

6.15 ***FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)***

In accordance with Public Law 93-380, Section 438 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT, and Florida Statute 229.782, **Humboldt International University** student educational records are confidentially maintained. Further, students have the right to inspect their educational records, correct such records if warranted, and students are protected from the release of information without written consent. All students' records are open for inspection and review by the student unless he or she waives the right. **Humboldt International University** can have a student sign an all-inclusive release form for records and other information, such as for prospective employers, or can have a student sign an individual release form for each request of information. This information will be released from the Director's office or designee only, after the requestor has demonstrated a legitimate need to have such information.

6.16 ***COPYRIGHT***

Copyright is legal protection for creative intellectual works, which is broadly interpreted to cover almost any expression of an idea. Text (including email and Web information), graphics, arts, photographs, video and other media types, music, and software are examples of types of works protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner.

Copyright infringement (or copyright violation) is the unauthorized or prohibited use of works covered by copyright law, in a way that violates one of the copyright owner's exclusive rights, such as the right to reproduce or perform the copyrighted work, or to make derivative works. It is against policy for any student, faculty, staff member, consultant, contractor, or other worker at the University to copy, reproduce, share, or distribute any software, music, games, or movies on except as expressly permitted by a software license or with the written consent of the copyright holder or as otherwise permitted under federal law. Willful infringement may subject a student or employee to discipline and can impact the privilege to use information technology resources at the institution.

Uploading or downloading works protected by copyright without the authority of the copyright owner is an infringement of the copyright owner's exclusive rights of reproduction and/or distribution. Even an innocent, unintentional infringement violates the law.

Anyone found to have infringed a copyrighted work may be liable for statutory damages for each work infringed and, if willful infringement is proven by the copyright owner, that amount may be increased for each work infringed. In addition, an infringer of a work may also be liable for the attorney's fees incurred by the copyright owner to enforce his or her rights. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information on United States copyright law, please consult the U.S. Copyright Office's website at <http://www.copyright.gov>

6.17 **PLAGIARISM**

Plagiarism (from the Latin plagiaries, an abductor, and plagiarism, the steal) is defined by the White House Office of Science and Technology Policy on Misconduct in Research as "...*the appropriation of another person's ideas, processes, results or words without giving appropriate credit.*"

Unless authorized by their instructors, students are expected to their own, original work on each assignment in each class. A student who recycles his or her coursework from one class to another may face an allegation of academic dishonesty. A professor who believes a student has committed an act of plagiarism should take appropriate action, which includes the issuing of a "penalty grade" for academic dishonesty.

Plagiarism is monitored during the courses by the instructors using different software. Plagiarism software detects citations and counts them as plagiarism, no matter if they are correctly cited by the author (student). In these cases, if the content is correctly cited, the instructor may allow a 35% to 40% plagiarism, as recorded by the software, of correct citations. This means, 60% or more of the content of the work presented by the student must be original.

Consequences are:

1. Student found cheating or committing plagiarism will be given an F in the assignment at the first offense.
2. Student found cheating or committing plagiarism will be given an F for the course at the second offense.
3. Student found cheating or committing plagiarism will be expelled from the school at the third offense. Transcript will reflect expelled status.

6.18 **NETIQUETTE**

In the virtual classroom, student communicates with peers and the instructor in written primarily, through the platform, email and sometimes through chat sessions. "Correct online manners" are generally known as "netiquette" . As a rule, communications must adhere to the same behavior

that you would in an "off-line" kind of a classroom course. Some examples of appropriate netiquette are:

- Avoid writing messages in uppercase. This is usually understood as SHOUTING.
- Be careful what you put in writing. Even though you may be sending an e-mail to one person, it is very easy to make mistakes and send their message to hundreds or thousands.
- Grammar and spelling matter. Online courses require the same level of scholarly communication and the use of grammar and classroom courses.
- Never use profanity in any area of an online course. The transcripts of an online course, ads, email, and chat sessions are savable and can be recorded.
- When replying to messages, just use "Reply All" when really the intention is to respond to all.
- Avoid public criticism, no kindness to others. Publicly criticize others in an inappropriate way is known as "Flaming".
- Use with caution sarcasm. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for their sarcasm can be lost, and your message can, therefore, be misinterpreted.
- In a classroom environment, our tone of voice and facial expressions can convey much meaning to the words we use. In a written message, the subtext of its meaning can be confused or misinterpreted.

The "smileys" are sometimes used in conjunction with the text for the overlay of emotion in a message, to clarify the meaning. It's a good idea to check with your teacher when (or if) it is appropriate in any areas of the virtual classroom use emoticons or abbreviations and internet slang commonly used (e.g., "lol", "brb" etc.)

6.19 ***RESERVATION AS TO PROGRAMS & CHANGES***

Humboldt International University reserves the right to modify its tuition and fees, withdraw courses and programs if registration falls below a required number or due to unforeseen circumstances. Course additions, deletions, and changes are made to the academic programs periodically to keep them up to date. Consequently, specific course requirements may be changed according to the best interest of the students.

A student upon acceptance must identify which language track (English or Spanish) they wish to take their program in. A Spanish-speaking student can take their program entirely in Spanish. If they desire to take a course in English, they must:

- a. Submit a request to the Registrar,
- b. Final approval is the Academic Dean,
- c. Pass the English Proficiency Test as outlines in sub-paragraph 2.4,
- d. All assessments during the course will be performed in English.
- e. If the student fails, the course they can repeat it in the original language.

An English student can take their program entirely in English. If they desire to take a course in Spanish, they must:

- a. Submit a request to the Registrar,
- b. Final approval is the Academic Dean,
- c. All assessments during the course will be performed in Spanish.
- d. If the student fails, the course they can repeat it in the original language.

6.20 ***REPEAT COURSEWORK***

The Institution allows a student to repeat a failed course twice and only the last grade to count in the grade point average (GPA). An undergraduate student can receive a “D” in a course and if their GPA is 2.0 or above, he/she can graduate. A graduate student cannot receive a grade of “D” and/or “F” in any course. If so, they must repeat the course prior to graduation. No graduate program student can graduate unless their GPA is 3.0 or higher. The policy does not remove the previous grade but eliminates the effect of that grade on the cumulative GPA by removing it from the computation. The repeated course will be included in the attempted credit hours in calculating maximum time frame to complete the course.

6.21 ***ACADEMIC PROBATION***

Any student who fails for the first time to maintain a good academic standing as described above, will be placed on academic probation during the next academic period (8 weeks = 1 semester). A student who fails to reach the minimum academic progress for the probation period will be dismissed from the University. Should a student be dismissed for unsatisfactory academic progress, he/she may submit a written appeal to the Academic Dean. The appeal must be submitted at least seven (7) working days before the beginning of the following term. The Dean will review the request and send a written notice to the student stating the final decision regarding the academic dismissal. This written notification will be sent to the student within seven (7) working days counted from the day the written appeal would have been submitted for consideration. It should be noticed, however, that any unforeseen complication may delay the completion of the appeal process. A student who successfully appeals will be reinstated for an additional term and will remain on academic probation and subject to the same requirements as any other student on academic probation.

6.22 ***INSTRUCTOR/STUDENT RATIO***

The Institution’s Instructor/Student ratio for group/classroom will not exceed 1 to 20.

6.23 ***RECORD KEEPING***

Record keeping is done by software package "eduTrac". This program performs the tracking, analyzing, and reporting of student’s records. The system manages: admissions, accounting, registrar, financial assistance, job placement, among others. Electronic Records are maintained indefinitely, and a backup is performed nightly by a third party at a remote location. Hard copies are maintained in fireproof cabinets for five years. The Registrar is responsible for assuring the proper retention of financial, administrative, and student records.

6.24 ***CREDIT FOR PREVIOUS TRAINING***

Credits earned from previous education at an Institution may be transferred to the permanent record of students registered at **Humboldt International University**. A student must request that Institution to forward an official transcript to the Registrar’s Office which will be evaluated by the Academic Dean or designee.

Approval will be given for the number of credit hours already completed, based on the equivalency with the course associated with the student’s academic program. To evaluate credit course transferability, the student must first submit a written request and the supporting documents to support the request.

This request should be submitted to the Registrar at any time during the week prior to or within the first week of class of the academic term. The student is expected to take the academic course under evaluation. The student will receive a written notice for the credit(s) allowed and the adjusted tuition and program length within five (5) days. The maximum number of credits that may be accepted and/or granted will be not greater than 40% of the total number of credits hours corresponding to the student's academic program.

The University neither guarantees nor implies that other Institutions will accept the credits earned at **Humboldt International University**. Each Institution has its own policies, which rule the acceptance of credits from other Institutions.

No credits will be granted for academic courses that have received a grade lower than a "C.

If credits are not accepted, the student has the right to appeal in writing to the Executive Director of the University within one week of denial; he/she will review the transcript and make a final determination within five (5) business days.

7

E-LEARNING ENVIRONMENT & ACADEMIC INFORMATION

7.01 *HIU LEARNING MODEL*

Creating a virtual education system is related to a set of activities that involve creating learning communities of practice, where it generates the interaction of the different actors involved in the educational system. Each course has the purpose of creation of the Learning Community.

HIU starts by the fact that for a virtual education system it is essential the initial creation of a Learning Community (LC). The learning community, in turn, consists of a group of people who share emotions, values and common beliefs, and actively participate in the learning process. Considering that in modern society, knowledge has acquired a real economic value, the construction of knowledge is possible today by promoting the generation of a greater number of learning communities.

Learning communities are articulated among students, professionals, social partners, schools, colleges, universities, or any other group of citizens or networks to generate knowledge with a social purpose. Moreover, the creation of virtual education environments facilitates the set up of learning communities and enables the transmission of information and knowledge, so that there is a direct relationship between learning communities and educational settings.

The design of the different types of virtual learning environments may depend on the learning objective, target audience, type of access (classroom, virtual or both), and content types. It is important to know how to use the learning environment, and to understand the significance of the tools and techniques that make the difference between.

The main academic objective of HIU Learning Model is the creation of Learning Communities from the interactions created from the pillars that underpin the ecosystem: pedagogic mediations, student management system, and technology support.

To achieve the institutional educational mission, the theories and applied pedagogical approaches are the student-centered and competency-based educational model, as well as problem-based and project-based learning approaches. These theories and approaches serve as a basis for curricular and instructional design, which allows the implementation of these in the teaching-learning process.

The e-learning technological environment is an open educational ecosystem. It is composed by the following working platforms: Project Management, Student Information System (SIS), Learning Management System (LMS), Business Intelligence Suite, and Integration Hub to guarantee maximum efficiency and fluency of educational processes

Students will each get their username and password to access the platform system. The learning educational ecosystem is set up for maximum interaction between the students, their instructors, and contents.

Project Management Platform: Manage complete projects, tracks time, plans resources and monitors performance.

Student Information System is a web-based application software designed to introduce a conducive and structured **information exchange** environment for integrating students, instructors, and the HIU administration. SIS functions as a data warehouse to keep student records in one place, managing the admissions process, handling billing, and more for HIU administrators and officials. A student will use the technology to check his/her class (s), grades, and attendance as well as to maintain communication with the Student Services and Accounting departments.

Learning Management Systems, and its design is a prerequisite to planning, organizing, and conducting educational processes mediated by technology and using communications and networks; it is also called using the term E-Learning.

Business Intelligence Suite is a reporting solution for power users who want to go beyond the **data** and dashboards.

Integration Hub is a tool that allows you to connect apps you use every day to automate tasks and save time. You can connect any of integrated apps together to make our own automations processes

The connection between all these platforms, students, instructors, and staff, are considered processes that occur within learning spaces and those that are outside them. This learning context considers the following aspects:

1. The educational process is aimed at forming subjects that act in different social systems.
2. The purpose is to form subjects, who as such act in the environment with purposes according to their contexts and competences.
3. The system establishes the relationships between the subjects and the objects of their action, and the subjects among themselves.

The learning context management performs the relationships promotion that occurs between the subjects that participate in the learning and knowledge process.

On the other hand, learning environments involve the articulation of those environments in which relationships between subjects can be established with tools and objects of knowledge. They are understood as physical, social, and educational conditions in which learning situations are located, the type of facilities, equipment, strategies, didactics, the context and climate of social relations.

The principles of HIU learning model aimed at:

1. Achievement of self-management by students.
2. Development of creativity.
3. Meaning of the action.
4. Participation (intervention in problems in different social and labor environments).

The management of the learning environment allows interactions among the participating subjects to promote the following types of learning:

1. Hyper learning.
2. Intralearning.

3. Interaction.
4. Self-learning.
5. Meta learning.

HIU Knowledge Management is organized through the management of the learning environment. This provision takes for granted the consideration of the dimensions:

1. Procedural
2. Affective.
3. Social.
4. Cognitive.

In this way, the model can be schematized considering:

1. The subjects that learn.
2. Managers of the learning environment.
3. The interactions between these elements.
4. Objects of knowledge, articulated with each other and available for its comprehension, processing and transformation, through means, tools, and resources.

7.02 ***QUALITY OF EDUCATION***

Our operational quality model is an adaptation of the Five Pillars Quality Model of The Online Learning Consortium. The model considers the following categories:

Learning effectiveness offers online students a high-quality education which is, at least, equivalent to that of traditional students. This does not mean that online learning should replicate those in traditional classrooms, but that instructors and course developers use the unique characteristics of online environments to provide effective learning experiences

Cost-effectiveness: offers affordable tuition and at the same time, meet the development and maintenance costs to provide a return on investment.

Permanent Access: provides the students with access to complete courses, degrees, or programs in their disciplines of choice. This provides meaningful and effective access to program options, information, assessment, navigability, and appropriate learning resources.

Faculty Satisfaction: where instructors find the online teaching experience personally rewarding and professionally beneficial including support, rewards, and institutional study/research.

Student Satisfaction: where students will reflect on the effectiveness of all aspects of the educational experience, so they can express satisfaction with direct attention, course rigor, fairness, with professor and peer interaction, and with support services.

7.03 ***STUDENTS RESPONSIBILITY AND DUTIES***

Besides their financial responsibilities, students must comply with several responsibilities and duties. These are the following:

1. Students must produce original work. Plagiarism is penalized and not admitted as part of the academic ethics of **Humboldt International University**.

2. Students must follow Netiquette. As expressed before, there is an ethics and “etiquette” on the Net. Language use should always be respectful, cooperative, and ethical.
3. Students must keep their account and profile updated. This includes:
 - A current photo
 - Correct information (address, phone number, etc.)
 - Documentation and financial information
4. Students must review and be aware of changes in the HIU platform to be able to master it for their use. This is done by exploring and learning the use of the courses’ sections and reading all the information the Technical Support and Student Services departments provide them.
5. Students must read the catalog and the courses’ syllabi, as part of their necessary knowledge of the courses and university policies and requirements. They must follow and enforce policies and procedures accordingly.
6. Students must submit assignments, forum posts and all course work on time.
7. Students must communicate with the university’s personnel. Communication is done in many ways (e-mail, web-conferences, forums, chats, office hours, etc.) and with different instances, instructors, staff, and fellow students. Communication is essential in online studies, where physical distances are great.
8. Students must develop the habit to search for information on the web. This is part of the learning process they develop throughout our careers, but it is also a responsibility that will improve the learning process.

7.04 ***MASTERING E-LEARNING***

Mastering E-learning is a necessary competence to every online student. Based on this concept, **Humboldt International University** has created a prerequisite (non-credit) course called precisely like that: *HIU-1001 Mastering E-Learning*. This course is an eight-week long course designed to help new students acquire the basic academic competencies such as online behavior, time management, academic writing systems, online ethics, information search and other important issues. The course will guide students to a better understanding of how to handle the online education process.

7.05 ***ADVISORY BOARD*** ***Membership***

The Advisory Board at **Humboldt International University** (ABHIU) was founded on January 6th, 2012. The purpose of the ABHIU is to advise senior management on issues pertaining to the development, execution, and monitoring of academic activities as it relates to Business and academic needs on a global scale.

The members of the ABHIU are selected for their leadership in their chosen career field and their active community involvement. Many of our members play an active role in mentoring future leaders in their chosen professions. Because of HIU’s global presence it is recommended that members have global experience in a variety of career fields and business-like endeavors. Like our student body, our Advisory Board members are in other countries and continents. General meeting is held at a minimum of twice a year and via an online platform. Senior management can call a general advisory board meeting if the need arises. A simple majority is need for a quorum to approve or disapprove a measure up for a vote.

Academia

As part of the Advisory Board, **Humboldt International University** has academic groups whose purpose is to define fundamental professional values and standards for the courses taught in the institution and to ensure a higher education's contribution to research, and program, improving initiatives in the educational process by encouraging scholarly education and by promoting the practical application of research results. These academic groups meet to review and update course materials and keep the courses in a state-of-the-art condition. The academic groups of **Humboldt International University** are:

- Business & Marketing
- Information Technology
- Health Information Management
- General Education
- Project Management
- Accounting & Finance
- Education

Each group has a rotating coordinator and several members, all from the Faculty of HIU.

7.06 ***COMPETENCIES AND LEARNING OUTCOMES***

In the academic environment, there is confusion in defining what a competence is and what learning outcomes are. The definition of competency-based learning is complicated not only by the fact that educators use a wide variety of terms for the general approach but use other terms as synonyms. Some of the most common include education based on:

- Proficiency
- Performance
- Standards, and
- Outcomes

After having reviewed a variety of bibliographical sources that define the concept of competencies and learning outcomes, in most cases both are associated as the same concept and are used indistinctly, and in the studies, we have detected very few attempts in the bibliography to clarify this dilemma. This situation leads us to propose that a competence is a set of attributes: knowledge, skills, attitudes, and values that describe the results of learning for any educational purpose and support and serve as a basis for different pedagogical and learning models, on the other hand, learning outcomes are verifiable statements or products in which the student demonstrates that he/she is competent at the end of a program or academic period.

Example: Course of Strategic Planning. The unit of competence to be developed by the student should be planning, and the learning result to be achieved is, the presentation of a strategic plan, which expresses a relationship between the development process of the competency and the outcome of it. The level of competence reached will be determined by the mastery demonstrated by the student during the formative evaluation that the instructor carries out from the use of the corresponding assessment instruments.

This conceptualization is further clarified if, during the curricular and/or instructional designs, we express competences (units/subcompetencies) as verbs and learning outcomes as subjects or as products derived from the learning process.

7.07 ***CURRICULUM AND INSTRUCTIONAL DESIGN***

Curriculum Development

Curriculum Development is a dynamic process which requires regular review and possible alterations to keep academic programs up to date. Curriculum development can be conceived as methodology, actions, and the result of the diagnosis, modeling, and organization of the curricular-specific programs. HIU curriculum development includes the following critical phases:

- Development of the curriculum designs methodology.
- Selection of the curriculum designers' team.
- Diagnosis of the problem.
- Organization and development of the academic program.

The HIU curriculum development and methodology articulate with the learning conception of the institution. By building competencies in real contexts allows for the results of the planning, and creation of guidelines, and documents, and the implementation and their evaluation in the learning process. The curriculum development includes the following theoretical elements:

1. Instructional Design oriented to problem solving and competency approach in real contexts.
2. Motivational, interactive, and informational resources.
3. Formative and summative assessments.
4. Creating virtual learning communities (VLC).
5. Collaborative learning.
6. Development and implementation of final projects.

The methodology for curriculum development includes the following key steps:

1. Analysis of problem situation
2. Definition of programs topics
3. Identification of program learning outcomes
4. Identification of generics and professionals' competencies
5. Developing the competencies: knowledge attributes, skills and values,
6. Development of the Curricular Map defining the course's subjects in correspondence with the competencies

Instructional Design

Instruction is the intended facilitation of learning toward identified learning goals. (Smith and Ragan, 2005). Instructional Design (ID) is that branch of knowledge concerned with research and theory about instructional strategies and the process for developing and implementing those strategies and citation. The main goal of an ID model or process is to construct a learning environment to provide the learners with the conditions that support the desired learning processes.

What determines whether formally designed instruction is suitable or not, generally depends on the importance of the learning objective. An appropriate instructional design should consider the following elements (Moore & Kearsley, 2011):

- **Good structure:** The course structure will include session titles or learning units, learning objectives of the session or unit topics to be addressed during the session, time duration of the session.
- **Clear objectives:** (Competencies). Competencies include explicit, measurable, transferable learning objectives that empower students.
- **Small units:** (Units and Learning Activities). The courses are designed for terms of eight weeks and consider the creation of four sessions or learning units two weeks long and a learning activity per week.
- **Planned participation:** The instructional design plans every step of the participation on the development of activities for both the instructor and the students ensuring competencies development, self-management, as well as all the principles of the HIU learning model.
- **Completeness:** The course must include all headings presented in the attached formats (depending on the level of the program.) The designs for undergraduate programs are detailed ones, guiding more students to the problem-solving skills and creating through action; the designs of the graduate programs are open, giving more space for debate and research.
- **Synthesis:** The language and the drafting of the design is as clear and simple as possible demanding a designer's ability.
- **Motivation:** A motivating design should be a design that encourages students to learn, to work together with other students to enjoy learning and to be self-motivated to face challenges systematically.
- **Medias and educational resources:** Using media and educational resources in the design must achieve the attention and understanding of the tasks by selecting those with a proven academic validity.
- **Open-ended:** The course should always introduce students to the topics to be treated or it must contain a general introduction course, an introduction to each session and an introduction of each learning activity. Likewise, the student must understand what the final objectives will be and what will be their goals and accomplishments at the end of the course.
- **Feedback:** The course should consider tasks that allow feedback and learning the construction of meaning through the interactions.
- **Learning outcomes:** Learning outcomes are the evidence of learning will therefore work product of the student during the course. We recommend using a learning outcome that considers competition integrator end of the course.
- **Continuous Evaluation:** The proposals will be formative assessment and frequent systematic means which will establish a working style and adopt a psychological environment intended to encourage and establish a relaxed working pace. The evaluation may not be used to either sanction or punish the student.

The specific skills are developed through interaction between instructors-students, students - students, students-learning activities, and content, as well as interaction between students in a collaborative environment.

HIU academic programs are focused on:

- Online Learning through an educational platform, accompanied by an advisor.
- Course structuring integrated in terms of skills and disciplinary axioms.
- The development of transferable skills.
- The program requires a strong work ethics for each participant in the program, as well as developing the practice of working and collaborating as part of an overall team, which is an intrinsic element for the development of workplace skills.
- Providing the learning time each student requires through the instructional design model.

It is important that there be congruence between learning and the time devoted to it. That dynamic allows the student to fulfill assignments and learn the material in a timely manner. This is part of the integration process that enables instructional design to use the following elements: course objectives, content, learning activities, and schedule of activities.

There are no existing studies or investigations regarding time spent studying class materials; they are not considered an essential factor in distance education, since the student academic load is not measured through time commitment, but rather through the given number of activities. However, online course time commitment may be obtained by using the following data:

- By obtaining, through the university server, the respective online time each student spent in any course, measured with logins and logouts.
- By calculating the estimated amount of time required for a student to successfully complete the requirements for any course, measuring that time frame against the actual time it took each student to complete the said course
- By inquiring directly with each student, using a questionnaire or other forms, to either continue with their course work and/or conduct valid evaluations.

The two critical features of instruction as a designed process and product are the following:

1. Instruction has an intended goal, audience, and context
2. Instruction has an intended facilitation to that goal

To ensure that instruction is effective we need to verify that the instructional goal is satisfied by the learner, and that the instruction itself is facilitating the attainment of the learning goal.

There are 3 principal components of instruction, these are:

1. Competencies and learning outcomes.
2. Instructional materials - which include the opportunity for student practice through interaction.
3. Assessment - which confirms that student learning has taken place.

Learning Objects In instructional terms, goals are termed learning outcomes are three principle components to a learning object:

- Performance – Statement of the goal in terms of behavior that will demonstrate learning.
- Conditions – Statement under which conditions the goal will be attempted.
- Standards – The measurable standard (or criterion) that indicates degree of satisfying the goal.

These three components of a learning outcome ensure that the student is competent or not. These are learning outcomes must contain both a measurable and specific goal and specify the conditions under which the competence is to be attempted.

Table 1: Instructional Design Template

	Activities	
1	Course definition to design	
2	Designer selection	
3	Instructional Design Training	
4	Knowing the learning model and the academic program	
	<u>UNDERGRADUATE</u>	
5	Syllabus Development	
5.1.	Data of Designer and Instructor/Faculty Member	
5.2.	Definition of Competences	
5.3.	Create course structure	
5.4.	Definition of Learning students' outcomes	
5.5.	Create the Calendar of Weekly Requirements for Students	
5.6.	Definition of required materials and educational resources	
6	Learning Activities Breakdown	
	Session (Unit)	

6.1	Definition of Session Title (Learning Unit)	
6.2.	Definition of Learning Outcome of Session	
6.3.	Write an Introduction	
	Learning Activity	
6.4	Title	
6.5.	Learning Objective	
6.6.	Introduction	
6.7.	Instructions for students	
6.8.	Duration in days or weeks	
6.9.	Glossary	
6.10.	Recommendations	
6.11.	Evaluation criteria	
6.12.	Bibliographic Support	

7.08 CREDIT HOUR DEFINITION

Humboldt International University typical three credits course comprises four (4) sessions, four to eight (4 – 8) units of competencies, six to ten (6–10) learning activities, from sixteen to twenty-four (16–24) learning outcomes and at least forty-eight (48) interactions. The definitions of Session, Learning Activity, Competency, Learning Outcomes, and Interactions are the following:

Session: It is an important subdivision of the course content and represents a significant body of knowledge. One course session would represent two weeks of instructions and would be equivalent to 0.75-semester credit.

Learning Activity: It is the main subdivision of a session. It is a distinct and discrete component of a session and includes activities such as assignments, forums, conferences, chats, tutorials, self-preparation, and collaborative work.

Competency: A general statement that describes the desired knowledge, skills, and behaviors of a student graduating from a program (or completing a course). Competencies commonly define as a verb is the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.

Learning Outcomes: A learning outcome is observable and measurable product of learning. Learning outcomes are a consequence of teaching and learning, of instruction and study. Learning outcomes are described with three components: conditions under which learning (instruction) is facilitated, observable and measurable actions or products, and a minimum standard of learning criteria expectations. In general, there is at least one learning outcome for each topic of the course

Interactions: Interactions are the result of the transfer of knowledge as a basis for learning. The interactions occur between instructor and student, student and student, and student and content and student staff and integrate the base of learning communities.

The online format course is based on the consideration of the following direct activities of the students to develop the program:

Student online activities 15 Hours:

- Asynchronous interaction.
- Discussion forums
- Submission of Assignments
- Participation in learning communities.
- Synchronous or directed interaction with by an online instructor.
- Web Conferences
- Tutorials

Students' Self-preparation 30 hours:

- Time for personal preparation or personal preparation (readings and study of books, notes on articles, videos, analysis of bibliographies and publications and study of other educational resources)
- Assignments (projects, documents, analysis, conceptual maps and other learning products)

Calculation of the Credit Hour Unit:

Humboldt International University criterion for one credit hour is achieved with 45 hours of student work: 30 hours to the self-preparation and 15 hours contacts through the platform. The average distribution of hours by activities for one week at **Humboldt International University** is shown in the following table:

Table 2: Credit Hour Calculation

Week	Online Platforms	Asynchronous Interaction	Hours
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		Discussion Forum	2
		Upload Assignments	1.2
		Learning Communities Participation	0.51
		Synchronic Interaction	
		Web Conferences	1.6
		Tutoring	0.32
	Self Preparation	Study of Bibliographical Sources	5.25
	Assignments Preparation	6	
	Total	6.88	

7.09 ***COURSE NUMBERING SYSTEM***

Courses in this catalog are identified by prefixes and numbers that were assigned by HIU's course numbering system. The first three letters identify the program degree, undergraduate, associate and bachelor or graduate, master, and doctor. The first digit represents: 1–2 Lower-level undergraduate, 3–4 Upper-level undergraduate, 5–9 Graduate and Professional level. The last three digits of the course number are assigned by members of HIU's faculty program committees.

7.10 ***HOW TO CONDUCT COURSES***

A. The educational model of HIU is founded on constructivism, which is based on the idea that people learn better when they are involved in a social process of knowledge construction through the act of creating their own learning in a real social context.

B. The HIU learning model is a flexible model of online delivery. It combines elements of student-centered education and education through problem-solving and project-learning approaches. The teacher is no longer the center of the learning model, as in traditional systems, but becomes a learning facilitator.

C. The programs are carried out through the HIU learning ecosystem organized around various platforms and methodologies, 24 hours a day, 7 days a week. The HIU ecosystem guarantees ongoing interaction between students, instructors, content and HIU staff, which fosters the creation of learning communities.

D. The ecosystem includes: the SIS information management platform for students, the learning management platform, the information welcome documents (letter and video), the course program, the university policies, the learning activities, the rating scale for the evaluation of learning, the evaluation criteria, literature and educational resources for each course, access to the virtual library, synchronous tutorial hours, course calendar, chat room for informal communication, student services, and technological support, among other functions. For more details see academic and technological chapters.

E. Students must take the HIU1002 Mastering e-E Learning course as a mandatory prerequisite for any of HIU's academic programs. The HIU1002 course is an original academic work of HIU, provides guidance on how to take a successful online course, and develops functional skills in the use of learning platforms, time management, self-learning management, collaborative learning, information search, and presentation of documents in APA format.

F. The basic learning management system is based on the SASLE system. The basic structure of the system is organized around the courses. The term (or academic term) lasts ten (10) weeks, eight (8) weeks of activity and two (2) weeks for the preparation of administrative courses. Five academic periods start beginning within the academic calendar year.

G. The courses are prepared by instructional designers. The instructional designers develop the instructions that allow the student to intuitively generate their professional and generic competences.

H. The courses are designed to develop competences and skills through the learning units and the activities that are implemented as interaction processes between instructors, students, content and educational resources. The results of each activity demonstrate the academic success of the students. This instruction design guarantees students personalized attention (20-25 students maximum per group) and a permanent interaction between all the elements involved in the teaching-learning process.

I. Students have access to the platform and its courses through identification and credentials assigned since their admission to HIU.

J. Each student will have their individual space on the SIS platform with a list of their courses, their grades and other useful information as well.

K. Students will also have access to navigation and communication tools, calendar, evaluation, forums, questions, participants, and message blocks.

L. Students who enter any course will find instructions and the permanent accompaniment of their instructors for the development of learning activities and the creation of the final learning products.

M. The instructors evaluate the received product and assign a grade to the student or ask him/her to adjust in the tasks to adequately complete the learning product, establishing interactions between the instructor and the student that allow the construction of knowledge and learning.

N. The synchronous communication for the tutorial sessions, to clarify doubts or for workshops will be carried out in the same learning management platform as the other learning activities.

7.11 ***GRADING SYSTEM***

Students will be provided with a progress/grade report at the end of each semester. A copy of the report will be placed in the student's permanent file maintained by the University. Students have online access to their grades immediately after they are posted on the student management system. Evaluation will be formative according to the evidence of the learning outcomes (forum,

chats, assignments of learning activities, live discussion, etc.) Students are graded according to the following Grade Point Average (GPA) system:

GRADE	POINT VALUE	DESCRIPTION	NO. VALUE
A	4.0	EXCELLENT	90 – 100
B	3.0	GOOD	80 - 90
C	2.0	AVERAGE	70 - 80
D	1.0	PASSING *	60 - 70
		FAILURE **	60 - 70
F	0.0	FAILURE * / **	50 - 0

* Undergraduate course

** Graduate course

Grades not used in GPA computation:

W	Withdrew	CR	Transferred/Tested
P	In Progress	S	Satisfactory
U	Unsatisfactory	FR	Failed/Retaken

In the Undergraduate level programs a student can receive a “D” grade in a course and still pass the program if the accumulative GPA is 2.0 or above.

In the Master’s and Doctorate level programs if a student receives a “D” grade they must repeat the course. The accumulative GPA must be 3.0 or above must be always maintained.

An “F” grade is not acceptable for any program. The student must repeat the course at their earliest possible moment.

7.12 **SACTISACTORY ACADEMIC PROGRESS (SAP)**

Students are expected to meet specific standards of satisfactory academic progress while working toward a degree at the University. Students will be evaluated for academic progress at the end of each term. The satisfactory academic progress policy measures two factors:

1. Qualitative Measure (Cumulative GPA)
 - A. Undergraduate students must maintain a cumulative grade point average of 2.0 or higher for all credit hours attempted to remain compliant with SAP Policy. This amounts to a “C” average. The grade of “W” has no effect on the student’s cumulative grade point average.
 - B. Graduate students must maintain a cumulative grade point average of 3.0 or higher for all courses attempted. This amounts to a “B” average. The grade of “W” has no effect on the student’s cumulative grade point average.
2. Quantitative Measure (Credit Hour Progression)

You must complete at least 67% of credit hours attempted each semester to remain compliant with SAP Policy. Credit hour progression will be based on a cumulative total of attempted hours to earned hours. For example, a student enrolls for 12 term credit hours the student is required to successfully complete a minimum of 8 term credit hours ($12 \times 67\% = 8$) for the term.

7.13 **SAP TERMINOLOGY**

“Attempted” means all credit hours for which a student is enrolled and has attended after the drop/add date for class enrollment.

Successful completion of a course is defined as a passing grade of A, B, and C. Grades of “W” (withdrawn), “D” and “F” (failing), are not considered successful completion. In the undergraduate program you can receive a “D” in a course and if the GPA does not go below 2.0 the student can still graduate. In the Graduate program a grade of “D” and/or “F” is unacceptable. The student must repeat the course prior to graduating. Once the course is repeated and the grade is 3.0 or higher the “D” and/ or “F” grade will be removed from their transcript.

A grade of “I” (incomplete) is not considered to be successful completion until the course has been completed and the new grade has been officially received and recorded. An Incomplete “I” is a temporary grade which may be given at the Professor’s discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. Students will have two weeks from the term’s end date to complete coursework. Otherwise, the grade will convert to an F.

A grade of “W” is given when a student drops from a course after it begins, and they have attended.

Transfer credits are counted toward the student’s current program count as both attempted and completed hours. The Institution does not provide for proficiency credits, non-credit courses, and remedial courses, therefore are not considered part of the student’s satisfactory academic progress.

7.14 **FACULTY QUALIFICATIONS**

Academic: To give systematic advice, moderate discussions, review and assess, avoid drops.

Pedagogical: To provide learning strategies, follow up student work.

Technological: To use tools to ensure a successful outcome.

Motivational: To create professor-student, and student-student trust.

Organizational: To provide timely feedback and clarify doubts to enable forum discussion and to insure students’ self-discipline and time management.

Institutional: To create a link among students, management, academic staff and technological support.

Promotes learner autonomy and is aware of individual differences.

Uses relevant and current information to transmit knowledge.

Research Researchers the curriculum and provides concrete up-to-date examples constantly.

Gives importance to students' thoughts of and promotes student research, evaluation, discussion, and reporting.

Is aware of individual student differences.

Is aware of student prerequisite skills and knowledge and uses this foundation to build new knowledge.

Is aware of how each learner can learn.

Initiate's student-professor interaction and has communication and technological skills to implement distance education effectively.

Constructs student-centered learning with opportunities for interaction.

Encourages students to be responsible for learning and for contacting the professor when needed.

Collaborates with students in self-development and responsibility.

Provides environment, materials, and guidance for collaborative learning, interactive discussion groups, individual learning, and research.

Provides prompt and accurate feedback to students to facilitate learning.

Promotes the approach of "learning by doing"

7.15 ***EXAMINATION AND EVALUATION OF STUDENT WORK***

Evaluation and assessment of learning are systematic and formative. Monitoring of students by advisors on delivering activities and participation in forums is done every day, and control of advisors on interactions with students is done by coordinators every week. Weekly reports are issued. Periodic evaluations are presented for each unit at the end of the course and semester for each student. The facilitators deliver the comments on the achievement of competencies by students.

7.16 ***PROCTORING***

Online proctoring, also called remote proctoring, refers to proctors monitoring a student over the Internet using a webcam. It includes the process, occurring at a distance, for authenticating the student as the person who is taking an exam or course at **Humboldt International University**. This process must produce a secure solution in monitoring and authenticate students that are not physically present at the University. Authentication refers to the process of making sure that the person monitored is the person who is supposed to be there. Authentication is the responsibility of the proctor or professor of a course, often the same person.

There are many ways to authenticate a person, and it is not the same thing as identification. Identification is the process of determining who the student is.

Humboldt International University identifies the student during admissions. Therefore proctoring, in our case, means authentication of the student. All online proctoring systems rely on a webcam with an integrated microphone. The webcam with microphone is primarily used to monitor and chat with a student, but should also be used in the authentication process, as it is used to capture/compare a photograph or to take a picture of a government-issued ID when necessary.

The process of proctoring at **Humboldt International University** includes the following procedures:

- Proctoring must begin when the professor produces a proctoring agenda and calendar on the platform. To this purpose, the professor/proctor must inform the platform administrator of the schedule he/she proposes for this matter the week before the proctoring starts.
- The professor must also announce the proctoring to the students in two ways: through a collective e-mail message and the Latest News section.
- The proctoring process must take place between weeks 2 and 7 (including both); to ensure the student has participated in the course and that the results are transmitted in time to Student Services before the course ends.
- Then, according to the schedule, a chat of around 10 to 20 minutes must take place between the proctor and the student.
- A photo (snapshot or screenshot) of the student showing an official ID can be taken.
- The proctor must develop a conversation, and/or ask questions, about one or two of the topics that the student has studied in the course to authenticate that the student is taking this course.
- The proctor must complete a form that includes the information of both, student and proctor, the course name and term if the proctoring forms are not on the platform.
- In the proctoring form, the proctor must state what the discussed topic(s) were; what questions were asked, and the student's answers.
- In this same section of the form, the proctor must certify, according to his/her academic expertise that the student is taking the course and that he/she is the right person (authenticate the student).
- The proctoring chat may be done through Meet or any visual app.

Proctoring must be done in all courses to at least two-thirds (2/3) of the students in the course. When the group is formed by 3 or fewer students, all should be proctored. Another exception to this quota is the prerequisite course "Mastering E-Learning," where all the students should be proctored, if possible. The proctoring forms will be kept by HIU student services as part of the students' files and/or will remain on the platform when possible.

7.17 ***TIMELY RESPONSE TO STUDENTS' QUESTIONS AND COMMENTS***

- A. Communication between the participants in this learning process takes place via tools such as forums, portfolio, internal mail, and chat rooms.
- B. Feedback to students is delivered within 72 hours, and answers to questions and doubts in 24 hours.

7.18 ***PROCEDURES FOR DISTRIBUTION OF MATERIALS***

- A. Distribution of quality educational resources and materials is ensured through access from the learning platform to the digital library with peer review articles, eBooks, videos, audios, and other educational materials.
- B. Library and Information Resources Network. The LIRN virtual library provides students with millions of peer-reviewed and full-text journal, magazine, and newspaper articles, e-books, podcasts, audio, and video resources to support their academic studies from Gale Cengage, ProQuest, EBSCO, CREDO Reference, eLibrary, and more, covering topics for General Education, Business, and medical programs.
- C. Digital Oceano (Spanish) Digital products, accessible via the Internet, that have been created by Oceano Digital, which incorporates a large amount of information on Spanish regarding all area of knowledge.

8

TECHNOLOGY ECOSYSTEM INFORMATION

8.01 *ECOSYSTEM OVERVIEW*

The University uses an Ecosystem of digital platforms and tools to support in its totality the students' learning path. In collaboration with Google, the student is provided with a Google Account with which he/she will access:

- Gmail for the email,
- Google Classroom and Google Sites as the learning platform,
- Google Drive as the productivity tools and information repository,
- Finally, the Student Information System.

8.02 *STUDENTS CREDENTIALS*

The student will be given the credentials for their Google Account at the time of enrollment confirmation. With these credentials he/she will access every platform or tool in their learning path

8.03 *ACCESS TO THE WORKING PLATFORM*

Access to these platforms can be gained from the University website at <https://www.hiuniversity.com>. More direct access can be gained with the following links:

- Email: <http://mail.humboldtui.com>
- Drive: <http://drive.humboldtui.com>
- Student Information System and Learning Platform: <https://sis.humboldtui.com>

8.04 *STUDENT INFORMATION SYSTEM*

The student will find all the information related to his/her career carrier in the Student Information System, like approved and pending courses, final grades, billing, and the means to send payments.

8.05 *LEARNING MANAGEMENT SYSTEM*

The LMS or Learning Management System is based on Google Sites, Google Classroom and Google Drive. Google Sites is the platform in which the content of the courses is displayed; here the student will spend their studying time. Google Classroom is the platform in which the student creates and submits his/her assignments, follows the instructors' indications, and interacts with the forums communicating with other peers. Google Drive is the supporting platform where the student will find the tools to deliver his/her work.

9

HIU DEGREE PROGRAMS

9.01 ***UNDERGRADUATE DEGREE PROGRAMS***

Associate of Science in Business Administration Concentrations in:

International Business

Marketing

Associate of Science in Information Technology

Bachelor of Science in Business Administration Concentrations in:

Entrepreneurship

International Business

Marketing

9.01.1 ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION

The Associate of Science in Business Administration program focuses on educating, training, and developing students' skills to manage the ever-increasing complexities of business. The program will give a foundation on which to build a successful career in business and provide an understanding of the implementation of business functions in the local and international environment. This program offers a sequence of courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers such as entry-level management trainee positions in the marketing and international business environment.

The Associate in Business Administration (AS) program is offered for those students whose career goals require a broad knowledge related to marketing and international business. All students will take coursework in the areas of finances, accounting, general business management, information technology, computer applications, and business law. In addition, students will choose an area of concentration that will provide the remaining courses in the major. The following describes each area of concentration.

International Business

International Business is an important aspect of the business world today. This concentration equips graduates for employment in entry-level positions with companies engaged in international commerce.

Marketing

The concentration in Marketing is designed to provide students with a basic marketing background to prepare them for entry-level positions in business.

Total Number of Semester Credit Hours: 60
Credential awarded: Associate of Science

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
HIU 1002	Mastering E-Learning (Pre-requisite for Distance Education Programs)	Non-credit
	General Education (15 Credits)	
ASB 1001	English Composition I	3.0
ASB 1002	English Composition II	3.0
ASB 2038	College Algebra	3.0
ASB 2039	Statistics	3.0
BSB 2002	Critical Thinking and Ethics	3.0
	Core Courses (36 Credits)	
AIH 2015	Principles of Organizational Psychology	3.0
ASB 1012	Principles of Business	3.0
ASB 2006	Principles of Microeconomics	3.0
ASB 2007	Principles of Macroeconomics	3.0
ASB 2008	Fundamentals of Human Resources Management	3.0

ASB 2009	Principles of Financial Accounting	3.0
ASB 2010	Principles of Accounting	3.0
ASB 2013	Business Law and Ethics	3.0
ASB 2015	Information Management for Business	3.0
ASB 2017	Principles of Project Management	3.0
ASB 2019	Strategic Planning for Business	3.0
ASI 1002	Principles of Information Technology	3.0
Marketing (9 Credits)		
ASB 2022	International Marketing	3.0
ASB 2023	Branding and Advertising	3.0
ASB 2024	Digital Marketing	3.0
International Business (9 Credits)		
ASB 2025	Principles of International Trade	3.0
ASB 2026	International Business Competitiveness	3.0
ASB 2027	Globalization and Business	3.0

9.01.2 ASSOCIATE OF SCIENCE IN INFORMATION TECHNOLOGY

The purpose of the Associate of Science in Information Technology program is to offer a technical training and a foundation in the most popular computer software applications as well as a general background in many computer concepts and techniques. Our graduates will be ready to apply for entry-level positions as system specialist, user support specialist, and computer information managers.

The Associate in Information Technology program provides students with the science of design, analysis and implementation of highly effective systems and can adapt it to convert it into a resource that adds significant value to the organization.

Total Number of Semester Credit Hours: 60
 Credential awarded: Associate of Science

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
HIU 1002	Mastering E-Learning (Pre-requisite for Distance Education Programs)	Non-credit
General Education (15 Credits)		
ASB 1001	English Composition I	3.0
ASB 1002	English Composition II	3.0
ASB 2038	College Algebra	3.0
ASB 2039	Statistics	3.0
BSB 2002	Critical Thinking and Ethics	3.0
Core Courses (45 Credits)		
ASB 2015	Information Management for Business	3.0
ASB 2017	Principles of Project Management	3.0
ASI 1001	Service Desk Concepts	3.0
ASI 1002	Principles of Information Technology	3.0
ASI 1020	Mathematical Logic	3.0
ASI 2003	Software Operations	3.0
ASI 2008	Fundamentals of Database Systems	4.0
ASI 2009	Networking Management Fundamentals	4.0
ASI 2011	Web Page Development Concepts	4.0
ASI 2013	Associate Capstone	4.0
ASI 2014	Computer Programming Fundamentals	4.0
ASI 2015	Office Productivity Tools	4.0
ASI 2016	Hardware Operations	3.0

9.01.3 **BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION**

The purpose of the Bachelor of Science in Business Administration is to contribute to the education of students with a general knowledge of business and in specific areas of marketing, and international business to develop the necessary competencies and skills to be effective leaders in the business world today. There are three main concentrations in the BSB program:

Marketing

The concentration in Marketing is designed to provide students with a basic marketing background to prepare them for entry-level positions in business and government.

International Business (IB)

International business is an important aspect of the business world today. This concentration prepares graduates for employment in entry-level positions with companies engaged in international commerce.

Entrepreneurship

This concentration is intended for students who desire to improve their understanding of the business environment and the entrepreneurial issues related to a business or organization.

Total Number of Semester Credit Hours: 120
 Credential awarded: Bachelor of Science

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
HIU 1002	Mastering E-Learning (Pre-requisite for Distance Education Programs)	Non-credit
General Education (30 Credits)		
ASB 1001	English Composition I	3.0
ASB 1002	English Composition II	3.0
ASB 2038	College Algebra	3.0
ASB 2039	Statistics	3.0
ASB 2045	Origin of Western Civilization	3.0
BSB 2001	Psychology of Personal Effectiveness	3.0
BSB 2002	Critical Thinking and Ethics	3.0
BSB 2003	Social Basis of Behavior	3.0
BSB 2004	Principles of Earth Science	3.0
BSB 2005	History of Life	3.0
Core Courses (69 Credits)		
AIH 2015	Principles of Organizational Psychology	3.0
ASB 1012	Principles of Business	3.0
ASB 2006	Principles of Microeconomics	3.0
ASB 2007	Principles of Macroeconomics	3.0
ASB 2008	Fundamentals of Human Resources Management	3.0
ASB 2009	Principles of Financial Accounting	3.0
ASB 2010	Principles of Accounting	3.0
ASB 2013	Business Law and Ethics	3.0

ASB 2015	Information Management for Business	3.0
ASB 2017	Principles of Project Management	3.0
ASB 2019	Strategic Planning for Business	3.0
ASI 1002	Principles of Information Technology	3.0
BSB 2015	Corporate Finance	3.0
BSB 2018	Statistics for Business Decisions	3.0
BSB 2020	Innovation Management	3.0
BSB 3031	Negotiation and Conflict Resolution	3.0
BSB 3042	Bachelor Capstone	3.0
BSB 4020	Ethical Role of the Manager	3.0
BSB 4023	Marketing Principles and Application	3.0
BSB 4024	Operations Management	3.0
BSB 4031	Fundamentals of Leadership	3.0
BSB 4032	Competitive Intelligence for Business	3.0
BSB 4046	International Business	3.0

Marketing (21 Credits)

ASB 2022	International Marketing	3.0
ASB 2023	Branding and Advertising	3.0
ASB 2024	Digital Marketing	3.0
BSB 3038	Consumer Behavior	3.0
BSB 3039	Marketing Research	3.0
BSB 3040	Marketing Tools	3.0
BSB 3041	Marketing Strategy and Planning	3.0

International Business (21 Credits)

ASB 2022	International Marketing	3.0
ASB 2025	Principles of International Trade	3.0
ASB 2026	International Business Competitiveness	3.0
ASB 2027	Globalization and Business	3.0
BSB 3047	International Business Law	3.0
BSB 3048	International Business and Finance	3.0
BSB 3049	International Business Negotiations	3.0

Entrepreneurship (21 Credits)

ASB 2025	Principles of International Trade	3.0
ASB 2027	Globalization and Business	3.0
BSB 2051	Entrepreneurial Finance	3.0
BSB 2153	Small Business Management	3.0
BSB 3039	Marketing Research	3.0
BSB 3055	Franchise Management	3.0
BSB 3057	Entrepreneurship Experience	3.0

9.02 ***GRADUATE DEGREE PROGRAMS***

Master of Science in Business Administration with Concentrations in:

Entrepreneurship

International Business

Leadership

Marketing

Master of Science in Organizational Leadership with Concentrations in:

Business

Education

Oral Medicine

Doctor of Business Administration

Doctor of Education with Concentrations in:

Educational Systems and Environment

Instructional Leadership

9.02.1 **MASTER OF SCIENCE IN BUSINESS ADMINISTRATION**

The Master of Science in Business Administration program enables students to contribute to the business profession and fosters independent learning. Upon completion of this program, students can:

- Evaluate an organization's financial position through financial statement analysis and/or forecasting
- Summarize and discuss the ethical and legal responsibilities of organizations.
- Apply selected methods of quantitative analysis to enhance business decisions.
- Compare economic environments and markets and their impact on business

Through a conceptual understanding, apply managerial leadership skills, marketing strategies and/or international business concepts, theory, and research to critically analyze and solve problems in unpredictable environments.

The Master of Business Administration offers an intensive graduate program that educates students in theories and practices of the modern business world. The MBA program fosters independent learning and enables students to contribute intellectually to the business profession. MBA student's complete general coursework in valuable areas such as accounting, finance, management, marketing, and business research methods. Graduates demonstrate a conceptual understanding of advanced business strategies and critically analyze and solve problems based on applied research methods. There are four concentrations in the Master of Science program.

Entrepreneurship

This concentration analyzes business entrepreneurship in an entirely new way. It is designed to inspire and expand the way business challenges are approached and to offer a curriculum designed to hone the skills of those who are currently - or aspire to be - an entrepreneur.

International Business (IB)

International business is an important aspect of the business world today. This concentration prepares graduates for employment in positions with companies engaged in international commerce.

Leadership

This concentration prepares students to manage people, teams, and organizations in different cultural environments. It provides students with the tools they need to be successful organizational leaders.

Marketing

The concentration in Marketing is designed to provide students with a basic marketing background to prepare them for positions in business and government.

Total Number of Semester Credit Hours: 40
Credential awarded: Masters of Science

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
HIU 1002	Mastering E-Learning (Pre-requisite for Distance Education Programs)	Non-credit

Core Courses (31 Credits)

MBA 5001	Decision Making & Problem Solving	3.0
MBA 5002	International Finance	3.0
MBA 5003	Project Management	3.0
MBA 5004	Managerial Accounting	3.0
MBA 5005	Management Information Systems	3.0
MBA 5010	Competitive Intelligence	3.0
MBA 5007	Human Resources & Knowledge Management	3.0
MBA 5008	Business Perspectives	3.0
MBA 5009	Tools for Business Statistics	3.0
MBA 6019	MBA Capstone	4.0

CONCENTRATIONS

Entrepreneurship (9 Credits)

MBA 6030	International Trade for Entrepreneurs	3.0
MBA 6031	International Entrepreneurships: Case Studies	3.0
MBA 6032	Creating New Ventures	3.0

International Business (9 Credits)

MBA 6011	International Competitiveness	3.0
MBA 6013	Global Business Law	3.0
MBA 6014	Global Business Environments	3.0

Leadership (9 Credits)

LMS 5002	Leadership Theories and Practices	3.0
LMS 5003	Creating & Learning in Effective Organizations	3.0
LMS 6010	Cross-Cultural Human Relations & Negotiations	3.0

Marketing (9 Credits)

MBA 6016	Global Marketing Case Analysis	3.0
MBA 6022	Marketing Research and Analysis	3.0
MBA 6024	Marketing Strategy and Planning	3.0

9.02.2 **MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP**

The purpose of the Master of Science in Organizational Leadership degree is to enable students to acquire knowledge and develop competencies that will make them effective leaders at any level of an organization. The Master in Organizational Leadership degree prepares students to become leaders to serve in today's dynamic organizations. Students will gain the knowledge, skills, and tools necessary to lead their organizations through complex changes in our global society by continually transforming their organizations through professional development and processes and implementing strategic initiatives to maintain a competitive advantage. This degree program concentrates heavily on leader-follower interactions, cross-cultural communications, coaching, influencing, and team development, leading organizational changes, strategic thinking, project leadership, and behavioral motivation theories.

Total Number of Semester Credit Hours: 40
 Credential awarded: Masters of Science

<u>Course Number</u>	<u>Course Title</u>	<u>Semester Credit</u>
HIU 1002	Mastering E-Learning (Pre-requisite for Distance Education Programs)	Non-credit
Core Courses (31 credits)		
LMS 5002	Leadership Theories and Practices	3.0
LMS 5003	Creating and Leading in Effective Organization	3.0
LMS 6008	Mentoring and Coaching	3.0
LMS 6010	Cross-Cultural Human Relations and Negotiation	3.0
LMS 6013	Communicating Leadership	3.0
LMS 6015	Leadership Capstone	4.0
MBA 5001	Decision Making and Problem Solving	3.0
MBA 5003	Project Management	3.0
MBA 5010	Competitive Intelligence	3.0
MBA 5009	Tools for Business Statistic	3.0
CONCENTARTAIION		
Business (9 credits)		
MBA 5005	Management Information Systems	3.0
MBA 5007	Human Resources and Knowledge Management	3.0
MBA 5008	Business Prospective	3.0
Education (9 credits)		
LMS 6016	Planning and Management of Education	3.0
LMS 6017	Curriculum and Instruction	3.0
LMS 6018	Learning Technologies Environments	3.0
Oral Medicine (9 credits)		
LMS 6019	New Technologies in Oral Medicine	3.0
LMS 6020	Scientific basis of Dentistry	3.0
LMS 6021	Information quality resources for Dentists	3.0

9.02.3 **DOCTOR OF BUSINESS ADMINISTRATION**

The Doctor of Business Administration degree prepares leaders to serve in today's dynamic organizations. Students will gain the knowledge, skills, and tools necessary to lead their organizations through complex changes in our global society by continually transforming their organizations through developing people and processes and implementing strategic initiatives to maintain a competitive advantage.

The Doctoral Degree program incorporates a protocol of dissertation work, a research proposal, and a dissertation thesis. Progress through the program will be developed by connections between learning and planned career tasks, applying theories to leadership challenges at the students' organization. Dissertation work will identify a specific organizational challenge. Once data is gathered related to your identified problem, the student will analyze the data, considering related literature on the topic. The student will identify solutions to address the core issue of research based on new insights and ideas. Through this process, the student will demonstrate the ability to generate, and transform organizational leadership knowledge.

Total Number of Semester Credit Hours: 60
 Credential awarded: Doctor

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
HIU 1002	Mastering E-Learning (Pre-requisite for Distance Education Programs)	Non-credit
Core Courses (21 Credits)		
DBA8000	Issues and Trends in Business	3
DBA8001	Leadership to Shape the Future	3
DBA8002	Creating and Leading in Effective Organization	3
DBA8003	Knowledge Management and Intellectual Capital	3
DBA8007	Organizational Theories and Processes	3
DBA8005	Economic and Competitive Intelligence	3
DBA8006	Theoretical Foundations of Macroeconomic	3
Research Courses (24 Credits)		
DBR 9008	Information Search for Research	6
DBR 9009	Design and Research Methodologies	6
DBR 9010	Applied Statistics in Research	6
DBR 9011	Collection and Analysis of Research Data	6
Dissertation (15 Credits)		
DBD9012	Dissertation Project	3
DBD9013	Dissertation Proposal	6
DBD9014	Dissertation Applied Research	6

9.02.4 **DOCTOR OF EDUCATION**

The Doctor of Education degree prepares education scholars and leaders for the 21st century. The main components of online Ed. D programs are the Core Courses, Research Courses, and the Applied Dissertation. The Ed. D is focused on developing educational environments and aims to train doctoral students with a broad and solid multidisciplinary foundation, in understanding the problem of creation and implementation of new learning systems combining a different kind of learning deliveries. Students conduct studies that address the most pressing problems in education. Upon completion of the program, graduates assume roles as university faculty, senior-level educational leaders, and policymakers.

Total Number of Semester Credit Hours: 60
 Credential awarded: Doctor

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
HIU 1002	Mastering E-Learning	Non-Credit

Pre-requisite for Distance Education Program

Core Courses (9 credits)

DOE 8000	Issues and Trends in Education	3
DOE 8002	Theoretical Foundations of Educational Environment	3
DOE 8003	Technology and Leadership in Educational Institutions	3
DOE 8010	Psychological and Social Theories of Education	3

Research Courses (24 credits)

DBR 9008	Information Search for Research	6
DBR 9009	Design and Research Methodologies	6
DBR 9010	Applied Statistics in Research	6
DBR 9011	Collection and Analysis of Research Data	6

Dissertation Courses (18 credits)

DBD 9012	Dissertation Project	3
DBD 9013	Dissertation Proposal	6
DBD 9014	Dissertation Applied Research	6

CONCENTRATIONS

Educational Systems & Environment Courses (9 credits)

DOE 8004	Knowledge Management Process in Education	3
DOE 8005	Policy Analysis in Education	3
DOE 8006	Cross-National & Cross-Cultural Perspective in Education	3

Instructional Leadership (9 credits)

DOE 8007	Foundations of Instructional Leadership	3
DOE 8008	Curriculum and Instruction	3
DOE 8009	Leadership Assessment and Development	3

10.01

*GENERAL EDUCATION COURSES***HIU 1002 Mastering E-Learning (Non-credit)**

This course is non-credit and a prerequisite to starting any degree at HIU. This course helps students to get acquainted with the university and to acquire the essential academic skills related to the online platform and course organization such as online behavior, time management, evaluation process and online ethics that will allow them to enhance their academic integration and success at HIU.

ASB 1001 English Composition I (Credits: 3)

This course is an introduction to college level writing, offering freshmen students training in the techniques and skills required to write unified, coherent paragraphs and essays and in the use of library and electronic formats as a source of reference. Students receive instruction on the principles, practice and skills of argumentation and critical reading and thinking.

ASB 1002 English Composition II (Credits: 3)

This course is designed to build upon the competencies acquired in English Composition I and to further refine students' writing process. Students develop proficiency in academic writing, information literacy, and critical thinking abilities and business documents. Prerequisites: ASB 1001

ASB 2038 College Algebra (Credits: 3)

The following topics are included in this course; functions; domain and range of a function; graphs of functions and relations; algebra of functions; composite and inverse functions; linear, quadratic, and rational functions; absolute value and radical functions and equations; exponential and logarithmic properties, functions, and equations; systems of equations and inequalities; mathematical modeling; and applications involving the able listed topics. (2)

ASB 2039 Statistics (Credits: 3)

This course is designed to provide students with a working knowledge of Probability and Statistics through assignments and forums. The students will learn to: organize data in different types of graphs, identify the use and misuse of graphical representations, apply, and interpret data distribution, measures of center, apply and interpret probability, apply and interpret numerical measures of variability, and calculate and interpret area under the normal distribution curve

ASB 2045 Origin of Western Civilization (Credits: 3)

This course explores the meaning of civilization as a stage in the development of culture and examines some of the considerable cultural achievements of the earliest civilizations that have contributed to the cultural legacy of the West. Of particular interest will be the religious and philosophical ideas concerning the world and the human condition, especially as revealed in its literature, architecture, and other fine arts produced by each

civilization. The civilizations examined include those of Mesopotamia, Egypt, Crete, and of the archaic and classical Greece.

BSB 2001 Psychology of Personal Effectiveness (Credits: 3)

This course is an interdisciplinary approach to the study of human interaction. It combines knowledge of psychology and sociology and other behavioral sciences. This is an applied psychology course which emphasizes the understanding of the principles of effective human behavior and their application to the areas of personal awareness, interpersonal relations, communication, and work/career development.

BSB 2002 Critical Thinking and Ethics (Credits: 3)

This course gives a practical background in critical thinking generally and as applied specifically to ethical analysis, argumentation, discussion, writing, and the justification of ethical positions. The emphasis is on understanding the facts, concepts, and ethical claims in the issues, understanding the arguments on each side of the issue, and being able to formulate and defend your ethical conclusions. It will allow the students to apply critical thinking and ethical analysis to various important general issues, personal conflicts, and a variety of case studies in business.

BSB 2003 Social Basis of Behavior (Credits: 3)

This course introduces the scientific study of how thoughts, feelings, and behaviors, are influenced by the actual, imagined, or implied presence of others. Relevant research, theory, and practical applications will be covered. This course addresses social issues using current events to illustrate social-psychological constructs. Students will be given the opportunity to apply social psychological concepts to actual classroom experiences that demonstrate the social influences at play on behaviors and on internal cognitive events. The course canvasses the history of the field of social psychology.

BSB 2004 Principles of Earth Science (Credits: 3)

This course introduces the Earth Sciences including earth materials, surface and internal processes, earth history, oceanography, and atmospheric science.

BSB 2005 History of Life (Credits: 3)

This course reviews the evolutionary history of major groups of organisms as seen in the fossil record, including origins of animals and plants, and major events such as origin of earth and life, the marine invasion of land, mass extinctions, and the Ice Age.

10.02

UNDERGRADUTE COURSES

AIH 2015 Principles of Organizational Psychology (Credits: 3)

This course explores the organizations from the psychological perspective. Various psychology theories and research methods related both to organizational cultures and leadership are examined. Major topics of study include Communication processes, collaboration processes, leadership and conflict.

ASB 1012 Principles of Business (Credits: 3)

This course provides a general outline of the nature of business, including ownership, management, and organization. Business operations such as finance and decision-making controls are emphasized. The legal and regulatory environment in which business operates is examined.

ASB 2006 Principles of Microeconomics (Credits: 3)

This course emphasizes microeconomic concepts, including the mechanics of supply and demand, the economics of the firm, the allocation of resources, returns to factors of production, and the concept of a mixed economy and current microeconomic problems.

ASB 2007 Principles of Macroeconomics (Credits: 3)

This course offers an overview of the basic economic concepts and institutions. Students will learn the modern national income formation theory, economic fluctuations, money, banking, monetary and fiscal policy, economic stabilization theory and policy, the public sector, theory of economic growth and development comparative economic systems.

ASB 2008 Fundamentals of Human Resources Management (Credits: 3)

This course is designed to introduce students to the fundamentals of human resource management, including the business case for human resource management and an overview of the skills necessary to effectively manage human resources. This course study of effectively selecting, utilizing, assessing, and developing managers as well as the role of the Human Resource department in administering human resources in a changing and demanding environment.

ASB 2009 Principles of Financial Accounting (Credits: 3)

This course approaches accounting as an information or decision support system. Emphasis is placed on the analysis of business transactions and their effect on the operation of an enterprise. Major learning objectives provide the student with an in-depth understanding of the principles of financial accounting and the technique of accounting as applied in the United States.

ASB 2010 Principles of Accounting (Credits: 3)

This course is intended to provide a comprehensive view of accounting and to explain how accounting information is used by managers in various types of business organizations. The course is conducted and structured to have a balance between conceptual and procedural techniques. The emphasis is on the development, interpretation, and application of managerial accounting information for planning

activities, controlling operations, and making decisions.

ASB 2013 Business Law and Ethics (Credits: 3)

This course discusses the nature of legal, ethical, and societal environments of business. Emphasis is placed on business's social, legal, political, and ethical responsibilities to both external and internal groups for business. Other topics are state and federal laws, contracts, intellectual property, employment law, product liability, safety issues and environmental regulation.

ASB 2015 Information Management for Business (Credits: 3)

This course focuses on the information explosion, the globalization of economies, and the increased competition and how information technology (IT) is being used as a tool to implement business strategies and gain competitive advantage, not merely to support business operations. This course takes a management instead of a technical approach to the material presented. As such, it should be of interest to students of general management interested in information technology issues and to students of information technology interested in management issues.

ASB 2017 Principles of Project Management (Credits: 3)

This course introduces participants to Project Management as a business tool, developing skills and abilities to solve problems, organize and present projects, ensuring that the proposal relates to an idea based on entrepreneurship.

This course focuses on creating high performance teams and developing the leadership of Project Managers.

ASB 2019 Strategic Planning for Business (Credits: 3)

This course provides an overview and applications of strategic planning theories, methods, and group processes in different organizational environments. This course is designed to help students understand how to integrate knowledge of the various business disciplines and apply that knowledge to planning and managing strategic business activities.

ASB 2022 International Marketing (Credits: 3)

This course discusses basic marketing principles as they relate to business in an international setting. Emphasis is on the role of the marketing manager in the development of marketing strategies for a variety of markets in diverse cultural and economic situations. Topics include foreign market analysis, target market identification, product planning, promotion, and distribution.

ASB 2023 Branding and Advertising (Credits: 3)

This course presents a comprehensive overview, from a managerial viewpoint, of the field of advertising and shows the relationship of advertising to history, economics, marketing, social institutions, and customer psychology. Included in the study are sales promotion, media organization, market functioning, brand promotion, analysis of consumer behavior, budgeting, legislation, and regulations. The course culminates with the student planning an advertising campaign.

ASB 2024 Digital Marketing (Credits: 3)

The main goal of the course is to help students understand digital marketing methods, from a variety of perspectives—as analysts, consumers, and entrepreneurs. That is, we emphasize fundamental concepts rather than specific tactics. We will also look at modeling approaches for executing key marketing tactics. An ancillary goal is to establish the importance of theory and empirical analysis as key facilitators of this process. This course offers marketing strategies and approaches as applied to electronic commerce: planning, implementation, and management of online customer promotional activities in an online environment.

ASB 2025 Principles of International Trade (Credits: 3)

This course deals with the economics of globalization or cross-border economic activity. More specifically, the course focuses on international transactions that involve a physical movement of goods (trade flows) or of factors of production (migration, foreign direct investment). Three themes are explored: the gains from trade (including the impact of trade on income distribution), the pattern of trade, and protection.

ASB 2026 International Business Competitiveness (Credits: 3)

This course examines international business with an emphasis on cultural diversity. Topics include an overview of cultural similarities and differences among developing and developed countries.

ASB 2027 Globalization and Business (Credits: 3)

This course offers a study of political and economic relations in connection with structural power sources that directly and indirectly affect design and shape of the global political economy. This course analyzes economic globalization in a historical perspective. It evaluates the arguments of both its critics and advocates, and pays particular attention to problems of trade, finance, and economic development in an economically integrating world.

ASI 1001 Service Desk Concepts (Credits: 3)

This module introduces the students to the concepts and skills of system analysis and design. It includes expanded coverage of data flow diagrams, data dictionary, and process specifications.

ASI 1002 Introduction to Information Technology (Credits: 3)

This course introduces the student to current information technology with an emphasis on online design and application. Students will be introduced to hardware and software concepts, online media, blogs, and general networking concepts and security, as well as how to effectively develop and manage online identity.

ASI 1020 Mathematical Logic (Credits: 3)

This course covers propositional logic and certainty and validity tests, application of set number theory and counting principles for solving problems. The course develops the skills of abstraction for computer-related activities.

ASI 2003 Software Operations (Credits: 3)
This course defines, explains, and applies introductory operating systems concepts: process management, inter-process communication, memory management, I/O systems, and file systems.

ASI 2008 Fundamentals of Database Management (Credits: 4)
This course emphasizes database concepts, developments, use and management in three main sections: database concepts, practice, and emerging trends. Relational database systems are the focus, but other types, including object-oriented databases, are studied. The practical design of databases and developing database applications using modern software tools is emphasized.

ASI 2009 Networking Management Fundamentals (Credits: 4)
This course provides students with instruction in networking technologies and their implementation. Topics include the OSI reference model, network protocols, transmission media, and networking hardware and software.

ASI 2011 Web Page Development Concepts (Credits: 4)
The course covers using HTML (Hyper Text Markup Language), CSS (Cascading Style Sheets), and JavaScript to produce powerful interactive Web content.

ASI 2013 Associate Capstone (Credits: 4)
The Associate Option Capstone is designed to provide knowledge on the identification, analysis and synthesis of current trends and incremental changes in the chosen technical area of study.

ASI 2014 Computer Programming Fundamentals (Credits: 4)
This course is designed as an introduction to computer science using Python, a general-purpose and very popular language. Topics include variables and data types, decision structures, loops, functions, recursion, and object-oriented concepts.

ASI 2015 Office Productivity Tools (Credits: 4)
This course focuses on gaining fundamentals hands-on experience using the integrated programs of Productivity Tools. It is designed to use the basic features of Google Docs, Google Sheets, Google Slides, Google communication tools, Google Calendar, Google Drive, Google Forms and to integrate data between the applications.

ASI 2016 Hardware Operations (Credits: 3)
Upon successful completion of this course, students will be able to configure a computer and its components to match specific requirements. Students will also learn to identify different kinds of network cabling, connection types, and mobile device technologies.

BSB 2015 Corporate Finance (Credits: 3)
This course approaches financial management to organizations, including ratio analysis, leverage, cash budgeting, and capital structure as base topics. This course examines

important issues in corporate finance from the perspective of financial managers who are responsible for making a significant investment and financing decisions. The concept of net present value, suitably adapted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect the value of the firm.

BSB 2018 Statistics for Business Decisions (Credits: 3)

This course analyzes some basic elements of probability theory such as Bayes' theorem, decision trees and expected value criterion, value of information, utility in decision making, simple linear regression, multiple regression, analysis of variance, and time series analysis.

BSB 2020 Innovation Management (Credits: 3)

This course aims to equip management students with an understanding of the main issues in the management of innovation and an appreciation of the relevant skills needed to manage innovation at both strategic and operational levels. It provides evidence of different approaches based on real-world examples and experiences of leading organizations from around the world.

BSB 2051 Entrepreneurial Finance (Credits: 3)

This course covers the financial aspects of small business entrepreneurship for present and future owners of sole proprietorships, partnerships, and small nonpublic corporations. The course focuses on updated financial statement coverage; forecasting definitions and formulas; equipment replacement by using the low-cost model; application of operation techniques to examples of small businesses including capital budgeting and working capital management.

BSB 2153 Small Business Management (Credits: 3)

This course examines and analyzes the managerial functions of planning, organizing, staffing, directing, and controlling applied to the small business. Retailing, wholeselling, manufacturing, and service type business organizations are discussed.

BSB 3031 Negotiation & Conflict Resolution (Credits: 3)

This course analyzes the concepts of leadership theory and methods to improve skills in entrepreneurial management. This course views conflict as an ever-present component of any decision-making environment, including planning, public administration and non-profit management. It offers tools for: understanding the nature of conflict and individual and joint decision-making processes; devising individual and group strategies that minimize the destructive consequences of conflict; identifying and negotiating solutions satisfactory to all involved.

BSB 3038 Consumer Behavior (Credits: 3)

This course offers an analysis of consumer motivation, buying behavior, market adjustment and product innovation. Behavioral aspects of the marketing process from producer to ultimate user or consumer are considered.

BSB 3039 Marketing Research

(Credits: 3)

This course discusses research procedures and techniques for problem solving in marketing. Concepts are explored, and the incorporation of information resources into the management function demonstrated. The primary goal of this course is to equip students with an understanding of how market research can help them make business decisions and how they can transform research findings into actionable business insights. The course also aims to help students gain the ability to evaluate and interpret research designed and conducted by outside providers.

BSB 3040 Marketing Tools

(Credits: 3)

This course analyzes the development of advanced tools and methods relevant to the creation, design, and implementation of an integrated marketing program. This course is designed as a robust introduction to marketing principles, concepts, tools, and techniques. The goal is to expose students to these elements as they are used in a wide variety of industry settings, including consumer and industrial goods, manufacturing and service industries, small and large businesses, and domestic and global contexts.

BSB 3041 Marketing Strategy and Planning

(Credits: 3)

This course discusses the process of creating a marketing plan including analyzing the environment, establishing marketing objectives, and developing customer and marketing mix strategies. This course will help train the student to perceive and define business problems and opportunities, as well as to devise action plans for solutions and successful business plan implementation. The course emphasizes the need for and execution of research activities to answer business questions, especially regarding marketing, that are a part of the business plan development process.

BSB 3042 Bachelor Capstone

(Credits: 3)

This course is a comprehensive final course in which the student will develop from conception to conclusion a final work in a field of their interest. This course will be a capstone course for the program. The student will work closely with the instructor in a required time frame.

BSB 3047 International Business Law

(Credits: 3)

This course provides a review of international laws and regulations affecting the international business arena. The course aims at exposing the student to the legal implications of transacting business across national borders. The focus will be on transactional international business and special emphasis will be placed on the evolving changes in international regulation and its impact on multinational companies.

BSB 3048 International Business and Finance

(Credits: 3)

This course focuses on international financial management and international trade. Topics covered include trends in international banking, the balance of payments, and the determination of exchange rates. We will also examine the challenges and problems faced by firms planning on doing international business.

BSB 3049 International Business Negotiation (Credits: 3)

This course provides an overview of negotiation theories and practices of international importance – bilateral, regional, and multilateral. The emphasis is on different approaches to understanding what drives negotiation process and explains the outcome.

BSB 3055 Franchise Management (Credits: 3)

This course emphasizes the important aspects of starting and managing a franchise business. Specific attention is placed on the characteristics of the franchisor and franchisee; evaluation of franchising opportunities; legal concerns of franchising; the development of appropriate strategies and the successful planning, implementation and launching of a new business.

BSB 3057 Entrepreneurship Experience (Credits: 3)

This course will guide the students through the case study method, computer simulations, and from local businesses researching the issues and challenges facing entrepreneurs. It includes finance, marketing, human resources, valuation techniques, turnaround management, exit strategies, and ethical considerations.

BSB 4020 Ethical Role of the Manager (Credits: 3)

This course introduces contemporary and controversial ethical issues facing the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the workforce and society.

BSB 4023 Marketing Principles and Application (Credits: 3)

This course focuses on the marketing concept and examination of a marketing-oriented firm. Topics include consumer behavior, market analysis, and the marketing mix. Students will produce a marketing plan.

BSB 4024 Operations Management (Credits: 3)

This course develops the student's personal understanding of processes, process capabilities and results and then transfers those into the business environment. Topics include process flow and capability, operations strategy, total quality management (TQM), supply chain and capacity management, process improvement, and project management.

BSB 4031 Fundamentals of Leadership (Credits: 3)

This course will study the changing responsibilities of first-level supervisors. Topics include high-quality management, multicultural diversity, dealing with unions, equal opportunity legislation, discipline procedures, and organizational ethics and politics.

BSB 4032 Competitive Intelligence for Business (Credits: 3)

This course introduces participants to competitive intelligence (CI) as a management tool that business should be able to use to improve their performance. Competitive Intelligence for Business focuses on the understanding of CI, the resources needed, its

scope, and the ethical and legal constraints of the discipline. The course has a practical approach, with a special focus on the utilization of CI resources by businesses, and particularly on the solution of problems in the organizations where the students develop their professional activities.

BSB 4046 International Business

(Credits: 3)

This course surveys the legal and cultural environment of international business; the international financial system; management of international operations; personnel and labor relations; international marketing; international economics, trade, and finance; multinational enterprise; and international accounting.

10.03

MASTERS COURSES

LMS 5002 Leadership Theories and Practices (Credits: 3)

This course introduces students to the major theories of leadership and their application in personal and professional settings. Students will engage in self-reflective and applied learning activities that allow them to draw upon their personal characteristics and experiences to make connections between class work and their leadership roles in their communities. Emphasis is placed on identifying work behaviors aligned with relating to people, thinking styles, and emotional intelligence that is necessary to become successful in any organization. It emphasizes career development, cultural fit and interpersonal savvy. Contemporary literature, case studies and work styles assessment will be used to support learning.

LMS 5003 Creating and Leading in Effective Organizations (Credits: 3)

This is a course that combines a step-by-step content to build a business plan with the leadership and ethical practices required to succeed. Effective leadership and time management are required to build an ethical organization that incorporates social responsibility with the community.

LMS 6008 Mentoring and Coaching (Credits: 3)

This course is designed to support students in the development of basic management coaching and mentoring skills, and to identify the links between coaching, mentoring and the achievement of business goals. The course also allows understanding of coaching as a multidisciplinary profession that can be undertaken as a career by itself, or to add value to their actual management roles.

LMS 6010 Cross-Cultural Human Relations and Negotiation (Credits: 3)

This course is designed to promote effective leadership competencies for managerial level positions and to enhance interpersonal skills for effective communication and productivity. This course explains potential differences in the negotiation styles of counterparts from other cultures. This course will allow students to develop negotiation skills experientially and understand negotiation in useful analytical frameworks. Considerable emphasis will be placed on negotiation exercises and role-playing in class, followed by group discussion, lecture and individual analysis.

LMS 6013 Communicating Leadership (Credits: 3)

This course focuses on today's effective leadership, less on control and more on the strategic use of communication to build relationships and guide behavior. It examines the various ways leaders can communicate more effectively in contemporary organizations.

LMS 6015 Leadership Capstone (Credits: 4)

This course provides the students the opportunity to develop critical thinking, team building, leadership, and civic literacy to build leadership capacity and professional potential. It offers strategies and skills that are transferable to academic, personal, and professional endeavors. Service-learning may be included. Students will submit an end-

of-course portfolio.

LMS 6016 Planning and Management of Education (Credits: 3)

This course will focus on (1) formal and informal organizational structures, concepts, and practices, (2) the management process, (3) administrative and supervisory functions with reference to personnel, and (4) program and fiscal management.

LMS 6017 Curriculum and Instruction (Credits: 3)

This course includes the historical, sociological, philosophical, and psychological examination of school curriculum, instructional theories, trends and curriculum structure. The course also prepares the students to make decisions about best practices that should be implemented in the learning environments as part of the teaching and learning process. This course also explores researched based methods for implementing instruction based upon the work of theorists that have presented pedagogy according to strategies and methodologies proven to be effective.

LMS 6018 Learning Technologies Environments (Credits: 3)

The course features the most recent trends in learning primarily through educational technologies. It includes perspectives that consider, who is learning, how it is being learned, what design variables are needed to ensure learning takes place in different learning environments, and societal and technological influences on learning.

LMS 6019 New Technologies in Oral Medicine (Credits: 3)

This course seeks to facilitate a better understanding of new technologies initiatives by providing a leadership information technology concepts and terminology and demonstrating their application in the oral medicine delivery arena. The most modern devices and tools related to technologies are described.

LMS 6020 Scientific Basis of Dentistry (Credits: 3)

This course focuses on technological and scientific innovations that have increased exponentially over the past years in the dentistry profession. These developments are evaluated both in terms of clinical practice and their place in the educational program. The effect of the biologic and digital revolutions on dental education and daily clinical practice are also reviewed.

LMS 6021 Information quality resources for Dentists (Credits: 3)

The course focuses on the analysis of the most important bibliographic resources for dentistry field, and how searches effective information as well. The literacy competencies are developed

MBA 5001 Decision Making and Problem Solving (Credits: 3)

This course examines the decision-making and problem-solving role of the manager/facilitator/leader considering personal, organizational, and societal needs judged by standards of effectiveness and ethics. Decision making and problem-solving processes in organizations, utilizing logical and creative problem-solving techniques. Application of theory is provided by experiential activities such as small group discussions, case

studies, and the use of other managerial decision aids.

MBA 5002 International Finance (Credits: 3)

This course offers a study of the international dimensions of finance on both developed and underdeveloped nations, the role of multinational corporations, foreign exchange rates and markets, international sources of funds, the cost of capital, financial structure, and capital budgeting for foreign projects.

MBA 5003 Project Management (Credits: 3)

This course introduces participants to Project Management as a business tool, developing skills and abilities to solve problems, organize and present projects, ensuring that the proposal relates to an idea based on entrepreneurship. This course focuses on creating high performance teams and developing the leadership of Project Managers.

MBA 5004 Managerial Accounting (Credits: 3)

This course examines the corporate dimension of financial reporting and analysis. It provides an in-depth look at the enterprise and the preparation and presentation of financial statements. Topics covered include corporate taxation, transfer pricing, foreign currency translation, financial disclosure, and accounting harmonization. The course promotes the quantitative skills and the understanding of accounting and financial management in the complex situation.

MBA 5005 Management Information Systems (Credits: 3)

This course explores the use of technologies both to build innovative systems to gain competitive advantage and to optimize operations for competitive advantage, particularly using enterprise information systems. The implementation and use of these systems to build strategic partnerships and customer relationships are also discussed.

MBA 5007 Human Resources and Knowledge Management (Credits: 3)

This course prepares Human Resources Managers to participate in the organizational knowledge management efforts and facilitates management of knowledge. The course using case studies of many organizations shows the various aspects of Knowledge Management and how the three aspects, Strategy, Technology and HRM need to be aligned together to manage knowledge management.

MBA 5008 Business Perspectives (Credits: 3)

This course provides a general outline of the nature of business, including ownership, management, and organization. Business operations such as finance and decision-making controls are emphasized. The legal and regulatory environment in which business operates is examined.

MBA 5009 Tools for Business Statistic (Credits: 3)

This course analyzes statistics as the science of learning from data to support decision making. The objective of this course is to explore and apply statistical concepts and procedures that are used to collect, analyze, summarize, and report data in typical business situations. The main content emphasizes descriptive and inferential statistics,

and hypothesis testing and probability.

MBA 5010 Competitive Intelligence (Credits: 3)

This course pays fundamental attention to the understanding of CI, its resources and scope. Special attention is given to the identification of the kind of problems that CI can solve, the methods to do it and the ethical constraints of this discipline. The course has a practical approach, with a particular focus on the utilization of CI resources by any organization.

MBA 6011 International Competitiveness (Credits: 3)

This course is a special study of international competitiveness with an emphasis on cultural diversity and an overview of cultural similarities and differences among developing and developed countries. The course develops a global orientation and assesses situations and devices solutions.

MBA 6013 Global Business Law (Credits: 3)

This course provides a survey of international laws and regulations affecting the international business arena. A special emphasis will be placed on the evolving changes in international regulation and its impact on multinational companies. This course promotes a solid business judgment and desire to tackle complex business problems, and a creative/conceptual way of thinking.

MBA 6014 Global Business Environments (Credits: 3)

This course offers an integrative, interdisciplinary view for more specialized courses and self-directed learning. It takes a global view on business, investigating why and how companies go international, providing students a conceptual tool by which to understand how economic, social, cultural, political, and legal factors influence both domestic and cross-border business. Globalization is considered as the process by which national economies are becoming more integrated. International dimensions of business functions and operations are offered, with consideration of their global interactions.

MBA 6016 Global Marketing: Case Analysis (Credits: 3)

This course lays the foundation to gaining competitive advantage in the global marketplace by providing a hands-on understanding of the competitive implications affecting global marketing strategies, as well as covers the factors that govern the decision to enter export marketing and analyzes planning, organizing, and managing an international business marketing strategy. Topics include foreign market surveys; understanding trade barriers, pricing, distribution channels, and cultural differences that affect marketing strategies; and how to create a global marketing strategy. Students should leave the course with a comprehensive understanding of global competitive marketing core concepts and how global marketing strategies can affect a company's future performance.

MBA 6019 MBA Capstone (Credits: 4)

This Capstone course is the culminating course/event for all the other courses and content a student has undertaken to achieve the MBA degree. In this course the students will

bring to bear all the learning and knowledge from the previous courses to show competence in the field of Business Administration.

Specifically, students are expected to submit a comprehensive work, developing a Business Plan, Proposal (for Project, Program, Process, etc.), or any other comparable work.

MBA 6022 Marketing Research and Analysis (Credits: 3)

This course provides the study of research procedures and techniques for problem solving in marketing. Concepts are explored, and the incorporation of information resources into the management function demonstrated. Promote coordination/project management skills, presentation skills, ability to recognize key factors in extensive data.

MBA 6024 Marketing Strategy and Planning Credits: 3)

This course discusses the process of creating a marketing plan including analyzing the environment, establishing marketing objectives, and developing customer and marketing mix strategies. The course promotes the ability to motivate others, strategic thinking, multi-functional team experience and creativity.

MBA 6030 International Trade for Entrepreneurs (Credits: 3)

This course provides graduates with key concepts and skills to identify international opportunities/threats, analyze their impact, formulate appropriate strategies, and implement applicable action plans to achieve company goals. It will help graduates to understand today's competitive global environment, marketing, finance, and policy. The course also examines legal, logistical, organizational, and cultural issues.

MBA 6031 International Entrepreneurship: Case Studies (Credits: 3)

This course provides students the knowledge to start and manage a new business understating that it is a risky albeit potentially rewarding undertaking. The complexity and challenges (as well as the potential payoffs) facing entrepreneurs and business managers vary across different countries and are even greater when their business ventures are international in scope. This course addresses the issues specific to international venturing including search and identification of opportunities in foreign markets, logistics of international business expansion, cross-cultural business communication, and international sourcing, international deal-making, and networking.

MBA 6032 Creating New Ventures (Credits: 3)

This course provides students the knowledge to master today's most effective corporate finance tools and techniques for successful entrepreneurial ventures. Creating New Ventures course follows a "life cycle of the firm" as it introduces the theories, knowledge, and financial tools any entrepreneur needs to start, build, and eventually harvest a successful business venture. Students will focus on sound financial management practices, such as how and where to obtain financial capital, the stages of financing, business cash flow models, and strategic positioning. Also, students even will gain important insights into effectively interacting with the financial institutions and regulatory agencies that are central to financing ventures. The course provides the knowledge and insights needed for entrepreneurial success.

DOCTORATE COURSES**DBA 8000 Issues and Trends in Business** (Credits: 3)

This course affords the opportunity to perform research on international, multicultural, multidiscipline, and multigenerational organizations. Several aspects will be examined; culturally leadership skills, styles, practices, and trends will be reviewed. Applications of theory and conversion to practice will be examined using case studies, demonstration, and practice. The latest organizational theories will be reviewed as well as team leadership, collaboration, facilitation, and ethical considerations.

DBA 8001 Leadership to Shape the Future (Credits: 3)

This course allows students to explore and examine the role of leadership in shaping learning organizations in the 21st century. Leadership is examined as the capacity of individuals and groups to generate and sustain significant organizational purposes and processes needed to shape the organization's future. It is presented as a multifaceted discipline of diverse roles and responsibilities. Major themes of study are theoretical frames of organizational leadership, personal frames of leadership learning, and futuristic frames of organizational leadership.

DBA 8002 Creating and Leading in Effective Organization (Credits: 3)

This course explores the development of organizations with a purpose from the leader's perspective. Various leadership theories and research related to both leadership and organizational cultures are examined. Students will discuss the particular challenges and responsibilities encountered in shaping and creating an intentional organization. Major topics of study include leadership theories; leader-related skills and styles including team building; the role of ethics and ethical decision making in organizational settings; and managing organizational diversity.

DBA 8003 Knowledge Management and Intellectual Capital (Credits: 3)

This course introduces the students to some of the critical issues and debates in knowledge management. The course stresses the human and business aspects of knowledge management. It will be taught from the perspective of the user of technical tools and method. Currently, a company who does not care for its human capital, not motivating it and not training it is determined to failure. Following the philosophy of the HIU learning model this course combines knowledge management and human capital with the application of research methods. The course introduces students to the ways in which organizations create, identify, capture, and distribute knowledge, i.e., knowledge management (KM). Topics include knowledge management principles; new organizations and human capital; integration of intellectual capital, and how to measurement it.

DBA 8004 Organizational Theories and Processes (Credits: 3)

This course analyzes the interactive process and functions between leaders and groups utilizing concepts, generalizations, theories, and frames of reference to analyze organizations and requisite leadership for improving organizational operations.

DBA 8005 Economics and Competitive Intelligence (Credits: 3)

This course introduces participants to Economic and Competitive Intelligence (CI) as a management tool, contributing to developing skills and abilities to solve organizations' problems by the students. Economic and Competitive Intelligence pays fundamental attention to the understanding of CI, its resources, and scope. Particular attention is given to the identification of the kind of problems that CI can solve, the methods to do it and the ethical constraints of this discipline. This course has a practical approach, with a particular focus on the utilization of CI resources by any organization.

DBA 8006 Theoretical Foundations of Macroeconomic (Credits: 3)

This course examines the main bodies of economic theory that have been used to guide economists' and policymakers' understanding of the macroeconomy. Macroeconomics is the study of economic aggregates, of national and international economies, and of the economic management role played by governments and international organizations. The course provides a comprehensive survey of modern macroeconomics. It covers the determination of output and the price level, labor markets and unemployment, savings and investment, financial markets, monetary economics, the public sector, macroeconomic policy, and international economics.

DBD 9012 Dissertation Project (Credits: 3)

This course focuses on formulating the research problem, it proposes and develops a preliminary literature review, and formulates research questions for the dissertation project. The dissertation project paper represents the first stage in the dissertation process that ultimately will allow the student to demonstrate mastery of a chosen field of study and make an original contribution to that field.

DBD 9013 Dissertation Proposal (Credits: 6)

Dissertation Proposal emphasizes the formulation and writing of the dissertation proposal and the process for IRB approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic.

DBD 9014 Dissertation Applied Research (Credits: 6)

This stage presents, in sufficient detail, the research findings and data analyses, and describes the systematic and careful application of the research methods. Additionally, this stage discusses the findings and expounds on their importance, meaning, and significance. Dissertation Applied Research involves the dissertation final report approval.

DBR 9008 Information Search for Research (Credits: 6)

This course introduces participants to the concepts and techniques of information search for scientific researchers. It also contributes to creating skills for conducting information searches in a proper way as well as to correctly report the results, based on literature search.

The course puts the focus on abilities for locating information sources, and on the evaluation and selection of those information sources appropriate in specific science fields. Attention is given as well to bibliographic formats and reference management systems to allow researchers create their own bibliographies.

DBR 9009 Design and Research Methodologies (Credits: 6)

This course is centered in offering the opportunity to survey the different alternatives to conducting research in the business environments. The participant should gain a solid understanding of conducting and evaluating research. A set of activities is established to get the desired learning outcomes to successfully conduct a study to solve or look for possible answers to investigation questions. In this arena, the scientific method is widely accepted as an approach to systemically collect, analyze, and report data to increase the understanding of a specific topic.

DBR 9010 Applied Statistics in Research (Credits: 6)

This course emphasizes the use of statistics in the context of research in the field of business administration. It is oriented to the development of competences in the use of descriptive, experimental and correlateral research methods with the corresponding support of associated statistical techniques, such as descriptive measures, inferential statistical techniques, and simple and multiple correlation/regression measures. Students participate in the data collection and analysis processes with the support of appropriate statistical software and perform the interpretation of the results which are integrated in APA-style research reports.

DBR 9011 Collection and Analysis of Research Data (Credits: 6)

This course offers commonly used statistical analysis for evaluating research data, selection of appropriate analysis procedures, evaluation and reporting of information, and application to problems. The phrase "field data collection & analysis" reflects the course's broad concern with the principles and problems related to designing (including proposal writing), planning, and implementing surveys; data analysis; and reporting research results.

DOE 8000 Issues and Trends in Education (Credits: 3)

The course describes analyses and presents the most relevant aspects related to megatrends, new learning models, the impact of technologies, and the application of new quality frameworks in education.

DOE 8002 Theoretical Foundations of Educational Environments (Credits: 3)

This course is an overview of classic and contemporary theories of learning and their applications in educational technology and emerging orientations, implications for practice. Explores foundations, history, perspectives, and literature in the field. Enables students to think more critically about their efforts and career goals.

DOE 8003 Technology and Leadership in Educational Institutions (Credits: 3)

This course examines how companies, governments and other groups should change with the changing economic and technological conditions, as do educational institutions.

We live in a time of transition from education at a time when businessmen, politicians, academics, and the wider community are defining what should be the education of the future. This course analyzed the main trends influencing education, and approaches, how teaching and learning institutions change with the development of information technologies.

DOE 8004 Knowledge Management Process in Education (Credits: 3)

In contrast to conventional education, an alternative education system would be based on knowledge management and rationalized by a practical learning theory based in a natural learning process. This practical learning theory can be used to build an alternative education system that transcends diversity and creates equal opportunity of learning for everyone. The system would be based on knowledge management and used to rationalize the design of programs, the development of curriculum and the facilitation of learning. It would also provide the basis for a practical teacher training program to provide teachers with clearly defined professional teaching competencies.

DOE 8005 Policy Analysis in Education (Credits: 3)

This course examines the ways in which educational policies influence the organization, form, and content of teaching and learning. It relates social and educational thought about the goals, purposes, and methods of schooling to federal, state, and local policy initiatives, and it explores how politics, social conditions, educational philosophies, and research frame these initiatives. Students will analyze policies and their implementation, as well as the theories about education, teaching, learning, and human behavior that underlie different policy paradigms.

DOE 8006 Cross-National & Cross-Cultural Perspective in Education (Credits: 3)

The main goal of this course is to help students understand the effect of such variation on the way that people think -- and feel. A secondary goal is to alert students to the ways in which those effects can be measured and to underline the contribution that different methods -- experiments, large scale surveys, and participant observation -- can make to our understanding of such effects. The final goal is to underline how educational provision and its impact vary dramatically across the globe. The course will teach students to describe and analyze cultural phenomena in our practices seem natural to us. Using sources from anthropologists, historians, and their own lives. Through a study of samples from a variety of cultures, students will examine the fluidity and multiplicity of cultural identities and borders. Ways in which cultures change, how cultures shape and are shaped by individuals, how misunderstandings and tensions arise between cultures, and how those differences evolve are central issues in the course. Understanding some of the dynamics of cultural identity and difference is essential for becoming a global citizen.

DOE 8007 Foundations of Instructional Leadership (Credits: 3)

This course examines relationship among curriculum, instruction, and assessment of student learning the use of data for instructional decision making and encouraging educators' reflection on their practice; and the development of comprehensive, educational structures for the improvement of student achievement through a systemic

process of planning, designing, implementing, and evaluating curriculum, instruction and assessment.

DOE 8008 Curriculum and Instruction

(Credits: 3)

The purpose of this course is to learn how to apply school information appropriately to instruction and curriculum development in practical settings. An integral part of this course is to provide students with the opportunity to develop skills related to developing an appropriate curriculum. As students gain a broader understanding of the behavior of schoolchildren, this knowledge will be reflected in their curriculum planning.

DOE 8009 Leadership Assessment and Development

(Credits: 3)

The course focuses on developing and assessing school leaders who require clearly defining their responsibilities, providing access to appropriate professional development throughout their careers and acknowledging their pivotal role in improving school and student performance. Additional examines what are the different roles and responsibilities of 21st-century school leaders and how have countries succeeded in developing effective school leaders at scale local and global.

APPENDIX A



Date:

From:

**To: Carlos Montes de Oca
Executive Director**

Ref: Student Grievance

Purpose: *Humboldt International University has a grievance policy for students who feel that they are victims of discriminatory practices or sexual harassment. The grievance policy is also intended for students who are dissatisfied with any other academic or administrative aspect of the university's activities. To lodge a complaint, the student must complete and submit to the Executive Director a "STUDENT GRIEVANCE FORM." See Appendix B. Immediately after the claim has been received, the Executive Director will initiate the appropriate investigation. The student(s) that has (have) lodged the claim will be informed about the progress of the investigation within seven (7) days from the day the claim has been received. Once the investigation has been completed, the complainant(s) will be notified of the final determination.*

Please explain in your own words why you are writing a student grievance.