CATALOG

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Tallahassee, FL 32399
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1.01   MISSION STATEMENT

Humboldt International University offers quality undergraduate and graduate online degrees and professional development programs that promote student learning and achievement in a real context, competency-based, problem-solving, 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 focuses on international networking development with other autonomous institutions to create a constructive collaboration 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; a 100% 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. The city of Miami was chosen as the site for our Campus because of its multicultural setting and its ever-increasing economic base. Its faculty and student body resides outside of the United States. **HIU** started its first class in June 2013, and our motto is, "Navigating the Future Together."

1.04 DESCRIPTION OF FACILITIES & EQUIPMENT

Humboldt International University (HIU), 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@hiuniversity.edu. Business hours from Monday to Friday from 0900 – 1700hrs, (9 am to 5 pm Miami time) for Staff personnel. The University is a completely online delivery platform. The delivery is either synchronous and/or asynchronous, and since HIU is a 100% online university it is available 24 hours a day via a computer internet connection.

The 5th floor has no classrooms since HIU is an online university. There are eight offices for the President, Vice-President, Executive Assistance, Registrar, Academic Dean, Student Services Director, Administrative / Financial Assistance Rep, Admissions Rep, and the Humboldt Group Foundation Director. There are three bathrooms (male, female, and executive). There are two storage rooms and a kitchen. The total square footage of the 5th floor is 5,000 sq. ft**.**

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 ORGANIZATIONAL CHART

Humboldt International University can provide any student with a copy of its Organization Chart to show the various channels of communication. 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, email, or in person and request a copy.

German L. Prieto	President
José Vázquez	Vice-President
Dariena Pérez	Executive Assistant
Carlos Montes de Oca	Executive Director
Javier Garcia	Academic Dean
Aleida Cervino	Instructional Design Coordinator
Manuel Prieto	Research Coordinator
Jose J. Andux	E-Learning Ecosystem Coordinator
Mary O'Dell	Librarian
Arthur Reyes	Director of Administration
Sindy Martinez	Registrar
	Admissions Representative
Evelys Gonzalez	Administrative/Financial Assistant
	Student Services Representative

1.07 UNIVERSITY STUDENTS

The students at **Humboldt International University (HIU)** are a mixture of individuals from over thirty-five countries. Many have selected **HIU** for its diversity of culture, educational credibility, Research capabilities, and future employment prospects. HIU offers programs from Associate to Doctoral degrees in Business Administration, Information Technology, Organizational Leadership and Education. As a 100% online educational institution the senior management has over 60 years' experience in the educational field not only in the United States, but in countries like Spain, Panama, and Venezuela. HU motto is, "Navigating the Future Together!"

1.08 UNIVERSITY FACULTY

Most of our faculty are contractual employees. Many reside overseas. All forms of communication are performed via Google Suite, in particular Google Meet and Classroom. Training and administrative requirements are also performed in this manner. Turnover is a fact, and with that in mind this list fluctuates as the need arises. It is the responsibility of the Academic Dean to maintain both active and substitute list of instructors current. It is the responsibility of the Director of Administration to post the active instructors on both the catalog and website on a yearly basis.

Alfonzo, Jenia
PhD - Curriculum and Instruction, University of Tennessee, Knoxville
MS - Curriculum and Instruction, University of Wisconsin, Madison

Arbesu, Mabel
BS – Universidad de La Habana, Cuba

Bergallo, Jorge
PhD - Political Science, Universidad de Belgrano, Buenos Aires, Argentina
MS - International Relations, Universidad de Belgrano, Buenos Aires, Argentina
BA - History, Universidad Nacional de Mar del Plata, Buenos Aires, Argentina

Bigai, Eliana
Ed.D - Latin American and Caribbean University, Valencia, Venezuela
MS - Biochemistry, Andres Bellow Catholic University, Caracas, Venezuela
MS - Distance Education in E-Learning, Caribbean International University, Curacao

Camarena, Thelma
Ed. D - Universidad Nacional Pedro Henriquez Urena, Santo Domingo, Dominican Republic
MS - University Management, Universidad Alcala de Henares, Madrid, Spain

Christopher, Diomedes
Ed. D - Nova Southeastern University, Ft. Lauderdale, Florida
MBA - University of Puerto Rico, San Juan, Puerto Rico
MS - Higher Education, Insituto Tecnologico de Santo Domingo, Santo Domingo, Dominican Republic
BS - Psychology, Universidad Autonoma de Santo Domingo, Santo Domingo, Dominican Republic

Coton, Carlos
DBA - International Studies, Nova Southeastern University, Ft. Lauderdale, Florida
MS - Adult Education Administration, and Human Resource Development, Florida International University, Miami, Florida
BA - English, Florida International University, Miami, Florida

De La Cruz, Alejandro
Ed. D - Applied Learning Sciences from the University of Miami, Miami, FL
MS - Mathematics from the Universidad de Havana, Havana, Cuba
BS - Statistics from the Universidad de Havana, Havana, Cuba

Edel, Ruben
PhD - Psychology, Universidad Iberoamericana, Mexico City, Mexico
MS - Education, Tecnologico de Moneterrey, Obregon, Mexico
BS - Psychology, Universidad Autonoma del Estado de Mexico, Toluca, Mexico

Fernandez, Viviana
PhD - Library and Information Science, Universidad Carlos III de Madrid, Madrid, Spain
BS - Library and Information Science, Universidad de la Havana, Havana, Cuba

Fernandez, Viviana
PhD - Library and Information Science, Universidad Carlos III de Madrid, Madrid, Spain
BS - Library and Information Science, Universidad de la Havana, Havana, Cuba

Garcia, Javier
PhD - Mechanical Engineering, Donetsk State University of Technology, Donetsk, Ukraine
MS - Mechanical Engineering, Donetsk State University of Technology, Donetsk, Ukraine

Garcia Lopez, Ramona
Ed. D - Nova Southeastern University, Ft. Lauderdale, FL
MS - Teaching an Educational Research from Instituto Tecnologico de Sonara, Obregon, Sonoa, Mexico
BS - Education from Instituto Tecnologico de Sonara, Obregon, Sonoa, Mexico

Garcia, Tatiana
MBA - Humboldt International University, Miami, Florida
MS - Economics, Donetsk State National Technical University, Donetsk, Ukraine
MA - French Language, and Literature, Donetsk State University, Donetsk, Ukraine

Gomez Barrios, Jose O.
Ed. D - Universidad Pedagógica Experimental Libertador, Aragua, Venezuela
MS & BS - Mathematics from la Universidad de Carabobo, Carabobo, Venezuela

Guerrero Posada, Martin
Ed.D - Nova Southeastern University, Ft. Lauderdale, FL
MS - Computer Engineering from Universidad Autnoma de San Luis Potisi, San Luis Potisi, Mexico
BS - Computer Systems from Universidad Autnoma de San Luis Potisi, San Luis Potisi, Mexico

Ivannikova, Maryna
PhD - Economics, Kyiv National Economic University, Kyiv, Ukraine
MS - Finance, Poltava University of Economics and Trade, Kyiv, Ukraine
MA - Philology, Luhansk Taras Shevchenko National University, Starobelsk, Ukraine

Martinez, Rene
PhD - Optical Physics, University of Guanajuato, Guanajuato, Mexico
MS - Mathematics, University of West Florida, Pensacola, Florida
MS - Physics, University of Havana, Havana, Cuba
MS - Digital Systems, University of Havana, Havana, Cuba

Martinez, Sindy
MS - Universidad Iberoamericana in Mexico City, Mexico
BS - Social Studies from the University of Habana, Habana, Cuba

Montes, Jose
MA - Spanish as a Second Language, Universidad de Alcala de Henares, Madrid, Spain
MA - English as a Second Language, University of Miami, Miami, Florida
BA - Spanish Language and Literature, Universidad de la Havana, Havana, Cuba
BS - Economics, Universidad de la Havana, Havana, Cuba

Muniz, Lilian
PhD - Applied Mathematics, University Paul Sabatier Toulouse III, Toulouse, France
MS - Mathematical Science, University of Havana, Havana, Cuba
BS - Mathematics, University of Havana, Havana, Cuba

Orozco, Eduardo
DBA - Humboldt International University, Miami, Florida
MS - Competitive Intelligence, Higher Institute of Technology and Applied Science, Havana, Cuba
MS - Nuclear Reactor Physics, Institute of Nuclear Physics, Havana, Cuba
BS - Physics, University of Havana, Cuba

Paientko, Tetiana
DrSc - Finance, Kyiv National Economic University, Kyiv, Ukraine
PhD - Economics, National University of the State Tax Service, Irpin, Ukraine
MS & BS - Auditing and Accounting, Kyiv National Economic University, Kyiv, Ukraine

Pech, Silvia
PhD - Education University Complutense of Madrid, Spain
EdD - Autonomous University of Yucatán, Merida, Mexico
BS - Psychology, Autonomous University of Yucatan, Merida, Mexico

Prieto, Edgar
PhD - Management Sciences, Dr. Rafael Belloso Chacin University, Maracaibo, Venezuela
MS - Human Resources Management, Dr. Rafael Belloso Chacin University, Maracaibo, Venezuela

Prieto, Manuel
PhD - Mathematics and Computing, Universidad de la Havana, Havana, Cuba
MS & BS - Applied Mathematics and Computer Science, Universidad de La Habana, Havana, Cuba

Reyes, Arthur
MBA - International Business, St. Thomas University, Miami, Florida
BS - Technical Management, Regis University, Denver, Colorado

Sanchez Santiago, Gladys
EdD - Humboldt International University, Miami, FL
MA - Education from University of Phoenix, Phoenix, AZ
BS - Physics from the University of Puerto Rico, Mayaguez, PR

Soto Villaverde, Andres
Ph.D. - Computer Science from Castilla La Mancha University, Cuidad Real, Spain
BS - Mathematics from Havana University, Havana, Cuba

Tardio, Maria A.
MS - Applied Informatics from la Universidad de Ciencias Informatica's in Havana, Cuba
ME - Information Technology and Telecommunications from la Escuela de Organization Industrial in Madrid, Spain
BS - Computer Systems Engineering from Technological University in Havana, Cuba

Ulloa, Rosa
PhD - Information Technology, Universidad de Guadalajara, Guadalajara, Mexico
MS - Higher Education Management and Policies, Universidad de Guadalajara, Guadalajara, Mexico
BS - Education from El Universidad de Guadalajara, Guadalajara, Mexico

Urias, Maricela
MS - Nova Southeastern University, Ft. Lauderdale, FL

Valdes Cuervo, Angel
PhD – Centro de Investigacion en Alimentacion y Desarrollo, Cuidad de Mexico, Mexico

Varela, Tatiana
MS – Education Florida International University, Miami, FL
BS - Arts from Florida International University, Miami, FL

Verde, Sandra
PhD - Distance Learning, Interamerican Educational University of Panama, Panama City, Panama

Zych, Stanley
DBA & MBA – Humboldt International University, Miami, FL
BS – University of Puerto Rico, Rio Piedras, Puerto Rico

1.09 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 a significant widespread change at all levels.

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

- Submit a request to the Registrar.
- Final approval is the Dean of Academic.
- Pass the English Proficiency Test as outlined in sub-paragraph 2.4.
- All assessments during the course will be performed in English.
- If the student fails, the course can be repeated in the original language.

Disclaimer: Pursuant to Chapter 6, Florida Administrative Code, Section 6E-2.004 Standards and procedures for Licensure, Subsection (11) Standard 11: Publication and Advertising, Sub-Subsection (b) Catalog, Point ee. **- If the institution offers courses/programs taught in any language other than English,** then the catalog must contain the following disclosure: **COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.**

1.11 CLASS SCHEDULE

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

1.12 CAMPUS SECURITY

The institution is providing the following information to all its staff and faculty as part of **Humboldt International University's (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 co-located 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 in 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

1.13 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.

1.14 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 **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 teaching of the English language in a virtual environment.

1.15 ACADEMIC CALENDAR

Winter
BEGINNING OF TERM - January 6, 2025
LAST ADD/DROP DAY - January 20, 2025
LAST DAY OF CLASS - February 28, 2025

Spring
BEGINNING OF TERM - March 17, 2025
LAST ADD/DROP DAY - March 31, 2025
LAST DAY OF CLASS - May 9, 2025

Summer
BEGINNING OF TERM - May 26, 2025
LAST ADD/DROP DAY - June 9, 2025
LAST DAY OF CLASS - July 18, 2025

Fall I
BEGINNING OF TERM - August 4, 2025
LAST ADD/DROP DAY - August 18, 2025
LAST DAY OF CLASS - September 26, 2025

Fall II
BEGINNING OF TERM - October 13, 2025
LAST ADD/DROP DAY - October 27, 2025
LAST DAY OF CLASS - December 5, 2025

Winter
BEGINNING OF TERM - January 5, 2026
LAST ADD/DROP DAY - January 19, 2026
LAST DAY OF CLASS - February 27, 2026

Spring
BEGINNING OF TERM - March 16, 2026
LAST ADD/DROP DAY - March 30, 2026
LAST DAY OF CLASS - May 8, 2026

Summer
BEGINNING OF TERM - May 25, 2026
LAST ADD/DROP DAY - June 8, 2026
LAST DAY OF CLASS - July 24, 2026

Fall I
BEGINNING OF TERM - August 10, 2026
LAST ADD/DROP DAY - August 24, 2026
LAST DAY OF CLASS - October 2, 2026

Fall II
BEGINNING OF TERM - October 19, 2026
LAST ADD/DROP DAY - November 2, 2026
LAST DAY OF CLASS - December 11, 2026

WINTER
BEGINNING OF TERM - January 4, 2027
LAST ADD/DROP DAY - January 15, 2027
LAST DAY OF CLASS - February 26, 2027

Spring
BEGINNING OF TERM - March 15, 2027
LAST ADD/DROP DAY - March 26, 2027
LAST DAY OF CLASS - May 7, 2027

Summer
BEGINNING OF TERM - May 24, 2027
LAST ADD/DROP DAY - June 4, 2027
LAST DAY OF CLASS - July 16, 2027

Fall I
BEGINNING OF TERM - August 2, 2027
LAST ADD/DROP DAY - August 13, 2027
LAST DAY OF CLASS - September 24, 2027

Fall II
BEGINNING OF TERM - October 11, 2027
LAST ADD/DROP DAY - October 22, 2027
LAST DAY OF CLASS - December 3, 2027

1.16 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 a catalog is a contract between **Humboldt International University** and students.

Trustees of **Humboldt International University** reserve 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 the information.

1.17 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.

1.18 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, the earnestness of purpose, or active cooperation in all requirements for the acceptable scholarship.

1.19 Disclaimer – Office Hours

Staff office hours are Monday – Friday from 0900 – 1700hrs, (9 am to 5 pm EASTERN STANDARD TIME Miami Time). Communication from staff to faculty and/or students has a maximum turnaround time of 24 – 48 hours. The primary mode of communication is via email. The secondary mode of communication is via the telephone. The University switchboard number is (305) 440-7454, and the fax number is (305) 476-8430. The University website is www.hiuniversity.edu. 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, and any other app approved and 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.

1.20 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 (D.Ph..); 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 <u>first professional</u> 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 the year. At the post-secondary 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 an English language learner.

Master's degree: A degree awarded for successful completion of a program 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. The second 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 returned 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 educational institution. No distinction is made between the term "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.

1.21 MINIMUM TECHNOLOGY REQUIREMENTS FOR STUDENTS

All students are required to have regular and reliable access to a computing device like a regular desktop on 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 a screen of at least 5", with speakers (internal or external) and a microphone (internal or external). The University provides cloud storage.

Hardware Requirements
- **Device Type**: Laptop, Desktop, or Chromebook (Tablet with keyboard acceptable)
- **Processor (CPU)**: Dual-core 2.0 GHz or faster (Intel i3/Ryzen 3 minimum)
- **Memory (RAM)**: 4 GB (8 GB recommended for multitasking)
- **Storage**: 32 GB minimum; cloud storage (Google Drive) preferred
- **Camera**: Built-in or external webcam (minimum 1.3 MP or 720p HD)
- **Microphone**: Built-in or external
- **Headphones or Earbuds**: Recommended for classes and meetings
- **Internet Access**: Reliable broadband connection
  - Minimum: 10 Mbps download / 2 Mbps upload
  - Strongly Recommended: 25 Mbps+ for streaming and video calls

Software Requirements
- **Operating System** (Latest version recommended):
  - Windows 10 or later
  - macOS 12 or later
  - ChromeOS
  - Android 11+ or iPadOS 16+ (for tablet use)
- **Web Browser**:
  - **Google Chrome** *(Recommended)*
  - Mozilla Firefox
  - Microsoft Edge (Chromium version)
  - Safari (for macOS/iOS)
- **Productivity Tools**:
  - Google Workspace: Docs, Slides, Sheets (Provided)
  - Optional: Microsoft Office or LibreOffice
- **PDF Viewer**:
  - Google Drive Viewer (built-in) or Adobe Acrobat Reader
- **Security**:
  - Antivirus software (for Windows/macOS)
  - Automatic OS and browser updates enabled

Additional Notes
- Students are expected to maintain their devices in working order.
- All coursework and communication are conducted through **Google Classroom** and **Google Workspace apps**.
- Internet outages or technical issues must be communicated to instructors immediately.

1.22 INSTITUTIONAL OUTCOMES, GOALS, AND STRATEGIC INITIATIVES

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%

1.23 GOALS AND STRATEGIC INITIATIVES

Considering 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

1.24 DISTANCE EDUCATION ACCREDITATION COMMISSION (DEAC)

The Distance Education Accrediting Commission (the Commission) met on June 21, 2024, and considered January 26, 2024, a decision to defer action on the application for initial accreditation submitted by Humboldt International University (HIU). I am pleased to report that, upon review of the May 1, 2024, Progress Report, the Commission voted to grant HIU accreditation for a period of three years through June 2027.

Accreditation by DEAC is a reliable indicator of the value and quality of the distance education that an institution offers. In receiving this initial grant of accreditation, HIU has demonstrated its commitment to educational standards and ethical business practices that assure quality, accountability, and improvement in higher education.

2   ADMISSIONS INFORMATION

2.01 GENERAL REQUIREMENTS

Humboldt International University (HIU) 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 coursework. 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 the HIU Admissions Representative (AP) either in person, via phone 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.

Since HIU offers programs in English and Spanish the university can accepts applications from domestic and foreign applicants. Each applicant has a series of documents that must be provided during the Admissions Process **(refer to 2.02 – Admissions Process)**

Domestic applicants with prior post-secondary attendance must provide official transcripts, submitted directly from the granting institution(s), indicating all previous work. Students requesting transfer credit for prior post-secondary education must submit official transcripts before credits are awarded. An unofficial evaluation of transfer credit may be provided pending receipt of official transcripts. Students qualifying for educational transcripts must come from an appropriately accredited institution. These applicants (US-based education and Home School) must be from an institution that is accredited by an accrediting agency that is approved by the U.S. Department of Education and/or the Council for Higher Education Accreditation. Prior education completed outside of the United States must be completed at similarly accredited/approved institutions, according to the accreditation or approval process in place for the country of origin.

Foreign (International) applicants can present an official educational transcript to the Admissions Representative (AR). Once received a photocopy of the official transcript must be made and stamped, "Copy from Original" and signed by the AR. The Foreign applicant must forward a copy of an original educational transcript to a third-party governmental authority recognized by the State of Florida, Department of Education/Commission for Independent Education (FLDOE/CIE) for validation and translation.

HIU Admissions department can only accept from a foreign applicant a validated and translated (into English) transcript. This document(s) will be reviewed by the HIU Registrar and placed in the Student Educational Folder. The original transcript can be mailed back to the applicant (at the applicant's expense) once they are admitted to the university. Students who wish to enroll in English courses and programs must be native English speakers or meet the criteria of the English Proficiency Test policy below. Students who wish to enroll in Spanish courses and programs must be native Spanish Speakers.

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 will take some time to complete, 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 the 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 high school graduation or its equivalent must include an official high school transcript, or 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 have their original copy with an Apostille government stamp sent as proof of completion. 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 contact online or in person the university's Admissions Representative (AR) who will provide all the necessary information related to the University and the program of study under consideration. The following are documents that candidates must present to the Admissions department prior to being admitted into any program offered.

For Domestic candidates they must present the following:
- All applicants must be 18 years old or older.
- Complete Admission Form.
- Two (2) photo IDs.
- Domestic applicants with prior post-secondary attendance must provide official transcripts, submitted directly from the granting institution(s), indicating all previous work. Students requesting transfer credit for prior post-secondary education must submit official transcripts before credits are awarded. An unofficial evaluation of transfer credit may be provided pending receipt of official transcripts. Students qualifying for educational transcripts must come from an appropriately accredited institution. These applicants (US-based education and Home School) must be from an institution that is accredited by an accrediting agency that is approved by the U.S. Department of Education and/or the Council for Higher Education Accreditation. Prior education completed outside of the United States must be completed at similarly accredited/approved institutions, according to the accreditation or approval process in place for the country of origin.

- Submit official transcripts and a copy of the diploma from a previous educational institution in a sealed envelope addressed to the Registrar or Admissions Rep.
- Social Security card
- For Graduate Students – they must submit a current Resumé.

For International candidates they must present the following:
- All applicants must be 18 years old or older.
- Complete Admission Form.
- Foreign applicants must present a copy of an official educational transcript to the Admissions Representative (AR). The Foreign applicant must forward a copy of an original educational transcript and diploma to a third-party government authority recognized by the State of Florida, Department of Education/Commission for Independent Education (FLDOE/CIE) for translation and evaluation "course by course" (course analysis).

HIU Admissions department can only accept from a foreign applicant a validated and translated (into English) transcript and diploma. The original transcript must be sent by postal service to our office at: 4000 West Flagler Street, 5th Floor, Miami, FL 33134, USA. In the name of: HUMBOLDT INTERNATIONAL UNIVERSITY / Registrar office.
- Document(s) will be reviewed by the HIU Registrar and placed in the Student Educational Folder. The original transcript must be kept in the mentioned folder for up to 5 years.
- If the candidates wish to receive their courses in English, they will need to pass the English Proficiency Test, refer to subsection 2.05 in the catalog.
- An international candidate shall be allowed no more than an 8-week "Grace Period", the period for the "Mastering E-Learning (no credits)" course to wait for their original transcript reception, and the official translation and evaluation course by course to arrive from the third-party evaluation agency. If the referred documents take longer than 10 weeks to arrive the candidate cannot start any official classes until then.
- Identification documentation that includes at least two of the following:
  - -Passport.
  - -Employment Authorization Card.
  - -Driver's License.
  - -State Identification card.
  - -Social Security Card (if applicable).
  - -Alien Resident Card/Alien Parole (if applicable).
  - -Birth Certificate/Naturalization Certificate (if applicable)
- Updated resume (graduate applicants only)

Doctoral degree applicants (international and domestic) must present the following requirements:
- Letter of Endorsement from an Academic Institute (Recommendation from a researcher and/or institutional endorsement).
- Accreditation of the level of reading and understanding of the English language (Level "B" of the European standard).
- Curriculum (with emphasis on publications or educational research experiences, academic and professional career based on a shared template).

- Admission essay based on a shared template.

The Admission Rep, the Registrar, and the Financial and Administrative Assistant (FAR) work together to give precise information about the cost of the program and the month-to-month payment as well as any information regarding the credits to finish the program in the case of re-entering students. Once all admission requirements have been completed, the Admissions Rep sends the Humboldt International University Catalog via the web link and schedules an interview via Google Meet or Zoom to verify the information retrieved before entering it into the SIS and informing the prospective student about the final steps to reach an agreement in terms of a date to complete the process. Collected documents are reviewed using the "Admissions and Enrollment Disclosure Checklist" which becomes part of students' permanent digital record in the University's Student Information System.

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.rep@hiuniversity.edu

Once all documents are verified, the Admissions representative will then prepare a student file folder. The first document is entitled, "Admissions and Enrollment Disclosure Checklist." When documents are received the admissions coordinator shall check off the corresponding box. Not until all the boxes are checked off can a student be allowed to start the desired program. Below is an example of the "Admissions and Enrollment Disclosure Checklist" used by the Admission's department for each student file folder.

Admissions and Enrollment Disclosure Checklist

Student Name: _____

Student Program: _____

Start Date: _____

Student Application Form

Student Enrollment Agreement

Statement of understanding (English Disclaimer)

Acknowledgment Catalog receipt and Freedom of Information Act

Code of Ethics

Acknowledgment Language

Previous Degree/ Diploma: _____

Foreign Transcript validated and translated into English by a third-party governmental agency recognized by the LDOE/CIE. Date requested: _____
Date Received: _____

Credential Evaluation for International Students

Identification Documents:
Passport
Employment Authorization Card (if applicable)
Driver's License   State ID

Social Security Card (if applicable)
Alien Resident Card / Alien Parole (if applicable)
Birth Certificate / Naturalization Certificate
Other

Resumé (Master and Doctorate Degree)

Evaluation Interview (Doctorate Degree)

Scholarship Application

Student ID #

Other_____

Verified by _____ Date_____

2.03 STUDENT'S RIGHTS AND RESPONSIBILITIES

Humboldt International University (HIU) is here to provide all students with an opportunity to gain experience in an online environment that is functional and easy to use. Students also hold responsibility for 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 of
  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 EVALUATION OF TRANSCRIPTS & DEGREES FROM FOREIGN INSTITUTIONS

The State Board of Education is responsible for prescribing "procedures related to the acceptance of transfer work and credit for students" as required by s. 1003.25(3), 6A-1.09941, F.A.C. Florida. Transcripts from foreign institutions must be evaluated and courses will be posted as indicated according to the following procedure:

1. All foreign transcripts must be submitted with all stamps and apostils from the Ministry of Education of the foreign country.

2. If the foreign transcript is not in English, a certified translation by an organization or professional member of the American Translators Association (ATA) is required.

3. HIU reserves the right to require the National Association of Credential Evaluation Services (NACES) evaluations for any foreign transcript when we are unable to verify the authenticity or legitimacy of the document provided.

4. Students who are unable to provide their foreign transcripts will have the opportunity to request a waiver of this requirement. This is a one-time privilege, and students may not request an evaluation of those foreign transcripts in the future.

5. HIU will award credit for courses with passing grades, i.e., A, B, C., and other grades deemed necessary to pass by the issuing institution if they are applicable to the student's program of study.

6. HIU may or may not award credit for courses with a **"D"** grade if they are applicable to the student's program of study.

7. All grades earned in published transfer courses will be considered used in the calculation of the combined cumulative average and the Cumulative Transfer Grade Point Averages.

8. Students holding a foreign degree must provide a course-by-course evaluation by one of the agencies approved by the Commission on Independent Education of the Florida Department of Education.

9. For more information, please visit the Florida Department of Education website at https://www.fldoe.org/teaching/certification/foreign-trained-grads/index.stml.

2.05 ENGLISH PROFICIENCY TEST

Applicants whose native language is not English but who desire to take a degree program in English must demonstrate college-level proficiency in English through <u>one</u> 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 masters 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: ESL Language Use: Score of 85; ESL Listening: Score of 80; ESL Reading: Score of 85; ESL Sentence Meaning: Score of 90; ESL Write Placer: Score of 4; 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.

2.06 UNDERGRADUATE PROGRAM REQUIREMENTS

Associate Degree Programs - **Humboldt International University** requires an official 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. The transcript and diploma must be translated into English by a State of Florida authorized translator. 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 an official 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 Registrar of the educational institution to the admissions department for verification. The transcript and degree must be translated into English by a State of Florida authorized translator. 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 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. The last level of education transcript and degree must be translated into English by a State of Florida authorized translator. 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. The last level of education transcript and degree must be translated into English by a State of Florida authorized translator. 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.

2.08 TRANSCRIPTS AND DOCUMENTATION EVALUATION (TRANSFER OF CREDITS)

As part of the admissions process, prospective students must send an official transcript to either the Admissions Rep and/or the Office of 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. All transcripts MUST be translated into English at the candidate's expense. The State of Florida shall only accept translation from a list of authorized translators. Once the candidate sends their official transcripts to the Admissions Rep, the rep will send them to an authorized translator at the candidate's expense.

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 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 incoming student credit can be accepted for the master's program.

-A maximum of **25%** 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.

-Specific Conditions: Some academic programs may have limitations on credit acceptance, particularly those related to specializations, which will be defined at the discretion of 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 outweigh the acceptance of credits from other Institutions.

The following policy has been established to streamline the Transfer of Credit procedures. These steps allow a natural flow of information between the Admissions Rep (AR) and the prospective candidate.

1. **Eligibility Criteria**
   - **Accreditation of Institutions**: Verify that the institutions of origin are officially accredited by competent bodies in the countries where the student originates.
   - **Course Relevance**: Courses must have academic equivalency in terms of content, difficulty level, study load, and the number of credits. They must also align with U.S. credits as established by international databases, such as:
     -European Credit Transfer and Accumulation System (ECTS)
     -WES (World Education Services)

-UNESCO Global Convention on the Recognition of Qualifications
-NARIC (National Academic Recognition Information Centers)

2. **Required Documentation**
   - **Official Academic Transcript**: The student must submit a certified copy of the transcript, translated by an agency validated by the Florida Department of Education.
   - **Course Descriptions**: The students must provide course descriptions to assess their equivalency once the courses to be evaluated are identified.

3. **Credit Equivalency Evaluation**
   - **Content Analysis**: An academic committee will review the course content to determine its similarity with the courses offered at the receiving institution.
   - **Comparison Criteria**: Clear criteria must be established for comparing study programs. The student must have achieved a grade of A or B according to the U.S. grading scale and must not have taken the course more than once for it to be transferable.

4. **Deadlines and Administrative Procedure**
   - **Application Deadline**: The request must be submitted within the timeframe that follows the admission process. No applications will be accepted after this deadline.
   - **Review and Approval**: Determine the execution timeline by the relevant departments, such as the Registrar and the Academic Department.

5. **Communication of Results**
   - **Presentation of Results**: The result of the credit transfer will be provided in an established format, signed by the Admissions Representative, the Lead Evaluator, and the Academic Dean of HIU.
   - **Student Notification**: The student will be informed of the decision regarding the acceptance or rejection of credits, with reasons provided in the case of rejection.
   - **Record of Transferred Credits**: Accepted credits must be entered into HIU's SIS by the Registrar.

2.09 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 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.

2.10 DEGREE PROGRAMS IN OTHER LANGUAGE TRACK

Humboldt International University (HIU) offers degree programs in English or Spanish. If a candidate desires to take a degree in English, they must be a native English speaker or meet the English Proficiency Test policy requirements above. If a candidate desires to take a degree program in Spanish, they must be a native Spanish speaker. If a student wishes to change language track from Spanish to English or English to Spanish, they must meet the language admissions requirements of that program, and a new enrollment agreement must be signed.

2.11 DOCTORAL DEGREE ADMITTANCE REQUIREMENTS

People 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 (Request from the Admissions Rep the Template).
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 degrees by one of the agencies approved by the Commission on Independent Education of the Florida Department of Education's.
6. Writing and presentation of an essay of no more than three pages justifying the research topic of your interest. (Request from the Admissions Rep the template).
7. Interview prospective students with a HIU doctoral committee on aspects related to the doctoral program and the submitted essay.
8. Letter of Endorsement from an Academic Institute (Recommendation from a researcher or an institution).
9. Accreditation of the level of reading and understanding of the English language (Level "B" of the European standard).

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**

2.12 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 with 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.

2.13 VALIDATING HIGH SCHOOL DIPLOMAS

The Admissions policy at **Humboldt International University (HIU)** requires that all students provide an original copy of their domestic or international high school diploma, or the equivalent General Education Diploma (GED) and their transcripts. From here on the term "paperwork" will be referred to original copies of either a High School diploma, GED, and or their transcripts. There are 3 distinct procedures to follow to validate/authenticate the 'Paperwork'.

1. Original "paperwork"
2. Original "paperwork" missing transcripts
3. Photocopy of "paperwork" (photocopy of high school diploma or GED with transcripts).

Original "paperwork"

A potential candidate shall bring in their original "paperwork" upon request to the Admissions Representative. The Admissions Representative will conduct a verification process to ascertain the "paperwork" originality. This is done by going online and verifying the school legitimacy to the Florida Department of Education. Its website: www.floridaschoolchoice.org., will be used for this purpose. Once verified as a licensed institution the Admission Representative prints out the school's data sheet.

The "paperwork" and the data sheet are turned over for authentication to either: Director of Admissions (DOA), Registrar, or the Director of Administration (DA). The authentication process is like the verification process in that the "paperwork" originality is checked. The process is performed by the DOA, Registrar or DA. Once authenticated a photocopy of the original "paperwork" is made. The original "paperwork" is returned to the candidate, and the photocopy is signed by both the Admissions Representative and individual performing the authentication process and kept on file.

Original "paperwork" missing transcripts

A potential candidate shall bring in their "paperwork" upon request to the Admissions Representative. The Admissions Representative notices that the original domestic or international high school diploma, or the equivalent General Education Diploma (GED) is present, but their transcripts are missing. The Admissions Representative will have the candidate complete a "Transcript Request" form. The form will be given to the Registrar who will mail the request to the school from which the candidate graduated. Any follow-up requests pertaining to the candidate's transcript shall be performed by the Admissions rep until the needed documents are received and placed in the candidate file. The admissions process shall continue as mentioned in procedure 1 pending the confirmation of the candidate's transcript.

Photocopy of "paperwork"

(Photocopy of high school or GED diploma with transcripts). A potential candidate shall bring in their "paperwork" upon request to the Admissions Representative. The Admissions Representative notices that their domestic or international high school diploma or the equivalent General Education Diploma (GED) is a photocopy. The Admissions Representative shall make a valiant attempt to acquire the original "paperwork" by mailing a request to the school from which the potential candidate graduated from. If time permits the Admissions Representative shall wait until the original 'paperwork" arrives and then continues with procedure 1.

2.14 USE OF RECRUITMENT MATERIALS

The Director of Admissions (DA) is responsible for verifying that recruitment materials comply with applicable state, federal and accrediting agency requirements. Recruitment materials comprise the University's website and catalog, are reviewed and updated periodically by the Director of Administration (DOA). The DOA has a working knowledge of applicable state, federal and accrediting agency policies & procedures as it relates to the use of recruiting materials and their compliance. Applicable rules issued by the Florida Department of Education's Commission on Independent Education (FLDOE/CIE) include Rule 6E-2.004: Licensing Rules and Procedures and Standard 5: Recruitment and Admission Related to All Educational Institution Admission and Recruitment Activities, as well as compliance with other fair use practice provisions of Sections 1005.04 and 1005.34, F.S., and Rule 6E-1.0032, F.A.C. **Humboldt International University** is not eligible to participate in Title IV funding and is therefore not subject to federal recruitment requirements.

Florida Department of Education / Commission for Independent Education (FLDOE/CIE)
In accordance with 6E-1.0032 Fair Consumer Practices (page 5 of 44),
Point 4 states, "All advertising and promotional literature shall be accurate and not misleading to the public.

A copy of each advertisement shall be available to the Commission upon request for an inspection at each location providing administrative services. A copy of the recruitment material is forwarded to FLDOE/CIE as part of the annual licensure packet. The level of educational programs provided shall be disclosed. The recruitment material used does reflect the various levels of educational programs offered. Compliance with subsection 6E-2.004(5) and paragraph 6E-2.004(11)(c), F.A.C., regarding recruitment, admissions, and advertising, is required of all institutions operating or soliciting students in Florida. See paragraph (6)(j) of this rule for requirements for statements regarding job opportunities. If any information is provided to students regarding salaries, such information shall be limited to accurate and unexaggerated representations of entry level salaries reflective of employees having the same skills, education, and experience as the students will have upon graduation. The recruitment material used does not mention anything about entry level salaries reflective of employees having the same skills, education, and experience as the students will have upon graduation.

If advertising violations occur, the Commission shall require an institution to receive prior approval of future advertising copy before publication or broadcasting. Continued advertising violations shall result in probation with conditions and fines, or revocation of licensure pursuant to Sections 1005.34 and 1005.38, F.S.

Any placement claims, employment predictions, or salary projections used by the institution in its recruiting efforts shall be accurate and based upon reliable statistical data which shall be provided to all prospective students and to the Commission upon request. The recruitment material used does not mention anything about placement claims, employment predictions, or salary projections used by the institution in its recruiting efforts should be accurate and based upon reliable statistical data which should be provided to all prospective students and to the Commission upon request. It is the responsibility of the institution to ensure that all such claims are kept up to date and reflect actual current conditions and job market projections, considering the anticipated needs in the local community. Advertisements shall contain citations of the source of such claims. The institution shall maintain backup documentation to support the citations.

Point 5 - Any licensed institution offering a program which does not make the graduate eligible to take required professional examinations in that field or to practice regulated professions in that field in Florida must publish a disclosure statement to inform prospective students clearly and unambiguously of this fact. The recruitment material used only reflects the level of degree offered and the equivalency of credit hours in compliance with United States educational requirements.

Point 6 - Each prospective student shall be provided with a written copy, or shall have access to an electronic copy, of the institution's catalog prior to enrollment or the collection of any tuition, fees, or other charges. The catalog shall contain the following required disclosures, and catalogs of licensed institutions must also contain the information required in subsections 6E-2.004(11) and (12), F.A.C.:

Each potential student is provided with an online copy of our catalog that demonstrates our programs, fees, and other charges. No student is allowed to sign any contractual agreement until they fully acknowledge what they are signing.

HIU's Admissions Rep, is required by the State of Florida to pass an annual online, four (4) credit hour Admission training and test. This certification is valid for one year and it must be repeated so that the rep is up to date on Admission policies & procedures.

HIU's Admissions rep is training primarily on Admissions policies & procedures. She is also cross trained in Registrar and Student Services procedures. Because of the size of our staff and the number of active students tis training allows us to move staff where it is needed during times of emergencies.

HIU does not differentiate between domestic and international students. The requirements and fees are the same.

2.15 ADMISSIONS FREQUENTLY ASK QUESTIONS (FAQ)
1. How can I apply for admission to the University?
You can apply to our university by visiting our website and filling out the online application form or by accessing the admission form directly. For further information, please contact the Admissions Department via email admission.rep@hiuniversity.edu or via WhatsApp at the following telephone number (305) 4487454. Be sure to review the admission requirements and submit all necessary documents.

2. What are the admission requirements and how much does it cost to enroll?
Specific admission requirements vary depending on the program and level of study. In general, you will need to submit the admission form, two photo identification documents, degree and grades of the last academic degree obtained. For the Master's and Doctoral programs, an updated *curriculum vitae* must be submitted and in the specific case of the Doctoral programs, an essay must be submitted, the instructions for which will be provided by the Admissions Department.

The Florida Department of Education requires that submitted transcripts must be original documents. The University gives a deadline of 10 weeks for the submission of grades, which must be sent to the following mailing address:

HUMBOLDT INTERNATIONAL UNIVERSITY
c/o Admissions Department
4000 W Flagler ST, 5th Floor, Miami, FL 33134, USA.

The registration fee is $130, which is broken down as follows:

Registration Fee	
Registration	100.00 USD
Technology rate for the period	30.00 USD
Total payable:	130.00 USD

3. What programs does the university offer and how long do they last?
The University offers Associate's, Bachelor's, Master's, and Doctoral programs. You can consult all the information corresponding to each program on our website. For pricing information, please contact the Admissions Department via email admission.rep@hiuniversity.edu or via WhatsApp at the following telephone number (305) 4487454.

4. Is there a possibility of face-to-face classes?
No, the university operates entirely in virtual mode.

5. Does the University keep my transcript?
Whether the student graduates or is withdrawn from the program, keeps the official documentation in the student's academic record for 5 years. After that period, if the student needs any official documentation, he/she may request it directly from the Registrar's Department.

2.16 REGISTRAR FREQUENTLY ASK QUESTIONS (FAQ)

1. Can credits from other schools be validated?
Yes. Applicants who have been accepted to HIU and who have taken courses at other institutions and/or who have special qualifications or developed skills may request a transfer of credit hour(s)

and/or skills assessment. Credit may be accepted and/or awarded for the student's academic program at the discretion of HIU.

The cost of the credit transfer process is $150.

% of Approved Credits

Approval			
Career	Total Cost		% of Maximum Approved Credits
Associate	$150		75%
Bachelor	$150		75%
Master	$150		50%
Doctor	$150		25%

2. What documentation can the Registrar's Office provide for students?
The Registrar's Office can provide several types of official documents as requested by students as provided in the University's Policies and Procedures. The transcript is included in this documentation and can only be submitted once the initial Mastering E Learning course is completed and once you have started your programs. You can also request your transcript, either as a personal procedure or for another institution. To request documents, students should contact the registration office by e-mail at registrar@hiuniversity.edu.

3. How can I update my personal information, such as my address or phone number?
To update your personal information, you must contact the registration office directly. They will guide you through the process. You can contact the registration office by emailing registrar@hiuniversity.edu.

4. How are subjects and credits assigned per term?
The subjects are assigned by the academic body in each term based on the supply and demand that exist at the time to complete the corresponding quotas.
Special attention is paid to their distribution in relation to the curricular map of their program. During the academic year, which consists of 5 terms of 8 weeks of work each term, our students receive assignments ranging from 3 to 6 credits.

Undergraduate and Master are distributed in two subjects for each period, while the Doctorate program may offer either two courses (3 credits each) or a single course of (6 credits). The University can be flexible based on the needs and particularities of each student. One week before the beginning of each term, the student receives an e-mail notification of his/her assignments corresponding to that period. The first 15 days of the term are available for any necessary adjustments to be made to the course offerings and records. More information can be found in the university catalog, Section 10. Course Description.

5. What are the types of subjects that can be assigned to me?
There are three ways in which a course can be opened during a term:
Regular: Course consisting of 5 or more students enrolled and developed with weekly activities and Forums that receive continuous feedback from the designated instructor and classmates, based on the online education environment.
By Competences: Open course for 1-3 students as a special learning module that allows them to continue their curricular itinerary from individual work with the preparation of a final integrative work.
By Tutoring: Open courses for 1-3 students where, given the level of complexity of the subject matter, the systematic support of a tutor is necessary to guide the learning process throughout the weeks.

6. How can I check the grades of my courses?
At the end of a course the student has the classroom platform open where he/she can review the grade of a particular course. To see a student unofficial transcript, they will have to access the SIS with his username and password https://sis.hiuniversity.edu). In the upper section it shows "My menu", "Forms" and then "final grades". You can also request an **Unofficial transcript** from the university to track your GPA.

7. What happens if I fail a subject?
If the student fails a subject, he/she will have the opportunity to repeat it in subsequent periods, if it is not a prerequisite to be able to take a subsequent subject. A warning and follow-up will be given to keep the students' GPA within the allowed margins. If he/she fails a second time, he/she will be placed on Academic Probation during the following term and if he/she continues to fail, his/her continuity in the program will be evaluated.

8. Would it be possible to take a temporary break without unsubscribing from the program?
If due to medical or personal reasons you need to pause your studies or withdraw from the program, the university offers you the opportunity to do so for at least one semester.

Your status would then become *"Leave of Absence"*. To obtain a leave of absence, the student must submit a request in writing or by telephone to the Registrar's Office. The request must specify the reason for the absence, the effective date, the start date, and the date on which the student expects to return to the University. During this period, the student's academic load will be withdrawn and reinstated for the next available period where the student's exception concludes. For more information, please contact the Registrar's Office at the following email registrar@hiuniversity.edu

9. Can I unsubscribe from an academic year? What is the procedure for this?
Yes, it is possible, but you must consider the deadlines for adding or dropping courses, as they may vary depending on the academic calendar and established policies. A student who wishes to withdraw from a course may do so without penalty during the add/drop period (fourteen days after the start date).

However, if a student withdraws after the add/drop period has ended, but before the beginning of the third week of classes, he/she will be given a grade of "W" in that course, which means that in the future he/she will have to retake the subject. A student who does not comply with the drop procedure will be given a grade of **"F"** and will be dropped from the course. Humboldt International University reserves the right to withdraw courses due to unexpected circumstances.

3   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 Financial Assistance representative who in turn will discuss the situation with the Executive Director. Once the candidate has finished the preliminary conversation with the Admissions Rep on which program to accept, the candidate will need to talk with the Financial Assistance Representative to determine which payment plan best suits their needs.

The Financial Assistance Representative will contact the student via email or in person and discuss the various payment plans available (Monthly, Program, and/or Semester). Once the candidate has selected the payment plan, the Financial Assistance Representative will send the document via email to the candidate who shall sign it electronically via DocuSign. Once the Payment Plan is signed the student will continue talking with the Admissions rep until the student signs the program Enrollment Agreement. Once signed the full tuition payment is due.

3.02 TUITION & FEES

Registration Fee (*Non-refundable)*	$100
Re-Enrollment Fee (*Non-refundable)*	$150
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 (*includes Diploma and Official Academic Transcript)*	$100
English Proficiency Remedial training and test	$450
Processing Fee for evaluation of transcripts to establish credit course transferability for previous education	$150
Duplicate Official Academic Transcript, and/or Other Official Correspondences	$50
Apostille Fee (*Optional*)	$75

The technology fee covers e-learning materials and access to the online library. In addition to tuition and fees, students might spend an estimated amount ranging 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 INDIVIDUAL SCHOLARSHIPS (IS)

Objective: Humboldt International University (HIU) is committed to supporting equitable access to higher education and fostering academic success by offering individual scholarships to eligible students based on various established agreements.

Purpose: The individual scholarship (IS) program is to encourage the educational development of a student in a virtual online environment. Any student can apply for an individual scholarship if he or she meets the minimum eligibility requirements mentioned below.

Humboldt Group Foundation Undergraduate Scholarship Fund (HGFUSF)
The Humboldt Group Foundation Scholarship Fund provides scholarships to students that desire to have influence 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 have influence 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 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.

In either case the student must apply for the individual scholarship to the eligible. A letter addressed to **Humboldt Group Scholarship Selection Committee** (HGSSC) must contain the who (is applying), the what (which scholarship they are applying for) the why (provide their current

financial status example – monthly expense for rent, food, phone, light, transportation.) The committee shall review the request and determine the scholarship amount. The committee can also recommend not providing a scholarship if it is determined that the applicant is responsible enough to take care of their personal finances and study at the same time.

DISCLAIMER - This procedure is based on the applicant's financial situation. It is intended solely to support the applicant in their financial need to achieve a degree.

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. *The Frederica Wilson Undergraduate Scholarship* provides up to $11,000 for a bachelor's degree.

Requirements for the Scholarship are:
1. Individuals must fill out an Application Form.
2. Provide a Photo ID.
3. Be a graduate high school senior.
4. Demonstrate dedication to community service.
5. Be an 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 PLANS

A student who applies for financial assistance at Humboldt International University (HIU) must speak with a Financial Assistance representative and select an appropriate individual payment plan. Once approved, all payments shall be due on the Semester start date. The University accepts students' payments in the form of checks, money orders, bank transfers, and online payments through PayPal. A "Grace period" of one week shall be extended for payment purposes. Failing to meet the assigned Semester start date and the extended "Grace Period" the student shall be denied access to the platform and be placed on "Administrative Hold" for the duration of the Semester. A student who is delinquent in their financial obligations to HIU will not be issued an academic transcript or diploma.

To collect delinquent accounts the Financial Assistance representative shall contact the student in writing requesting prompt cancellation of all monies owed to the Institution, reminding them that according to the university's policies they may be suspended or even dismissed from the Institution due to non-payment of an established financial contract.

If the student refuses to fulfill their obligations to the university, HIU reserves the right to use collecting agencies and any other legal action that may be appropriate. Students who apply for financial assistance must select a payment plan that meets their financial obligations and does not

place any undue burden on their ability to pay for their educational degree. A conversation with the financial assistant representative would better serve the student in determining which PAYMENT PLAN option to follow. A student can select from the following 3 types of Payment Plans - Monthly, Program, and Semester.

The Monthly Plan – allows the student to pay every month on a specific date chosen by the Financial Assistance department until the program is completed. There are two scenarios that must be considered.

Scenario 1 - The monthly payment plan is followed until the student finishes their desired program.

Scenario 2 - If a student pays the 1st month of the Semester but fails to meet the next two consecutive installments, the student shall be placed on "Administrative Hold". Administrative Hold means that the grade will be held until payment is received. The Registrar places the student on "Administrative Hold" after the Semester (two consecutive installments) they did not pay and can stay on this status for a period no longer than 5 months total (2 consecutive monthly installments + another Semester [3 monthly installments]). The student shall not have access to the platform until all financial obligations are met. If the student does not pay what is owed (2 consecutive monthly installments + another Semester [3 monthly installments]) the Registrar shall take the student off the active roles and shall be considered a "Drop". As a "Drop" the student who is delinquent in their financial obligations to the University will not be issued an academic transcript or diploma until all financial obligations are met.

To collect delinquent accounts the administration will contact the student via email requesting prompt cancellation of all monies owed to the Institution. If the student refuses to fulfill their obligations with the university, HIU reserves the right to use collecting agencies and any other legal action that may be appropriate. A diagram of the Monthly Plan looks like this:

MONTHS	1	2	3	4	5	6
PAYMENT Yes/No	Y	N*	N**	N***	N****	N*****
ACTION TAKEN						

* Send a reminder to students 30 days after starting date.
** Send a reminder to students 60 days after starting date. If the student does not pay, he/she is placed on Administrative Hold no grade is provided until payment is received.
*** Send reminder to student, next class start Access to Google Classroom is denied if the student goes another month without payment.
**** Send reminder to students, 2nd month of next quarter.
***** Send reminder to students, 3rd month of next quarter. If the student goes another quarter without payment, he/she will be DROPPED from the active roles.

The effective "Drop Date" is the last date the student accesses the platform. As a "Drop" the student will be entitled to their transcript. If the student desires to continue their education at HIU they must:
1) Pay the 5 months backpay, this entitles the student to receive any pending grades.
2) Pay a Re-Enrollment Fee of $150.00.
3) Pay the next month's installment.

The Program Plan - the student must pay the entire cost of the program prior to the Program Start Date. This one-time payment ensures that the students' financial obligations are satisfied and thus can concentrate on their educational goals. The University accepts students' payments in the form of checks, money orders, bank transfers and on-line payment through PayPal.

The Semester Plan - the student must pay the entire cost of the Semester prior to the Semester's Start Date. A "Grace period" of one week shall be extended for payment purposes. Failing to meet the assigned Semester start date and the extended "Grace Period" the student shall be denied access to the platform and be placed on "Administrative Hold" for the duration of the Semester. The Registrar places the student on "Administrative Hold" for that Semester. If the student desires to continue their studies with HIU, they will only need to contact the Registrar and pay for the next quarter of classes.

The diagram of the SEMESTER Plan looks like this:

SEMESTER	1	2	3
PAYMENT Y/N	Y	N*	N**
ACTION TAKEN			

*Payment must be made prior to the SEMESTER start date. A "Grace period" of one week shall be extended for payment purposes. Failing to meet the assigned Semester start date and the extended "Grace Period" the student shall be denied access to the platform and be placed on "Administrative Hold" for the duration of the Semester.

**If the student fails to return after a 6-month period, the Registrar shall consider the student a "Drop" and remove them from the active student rolls. The effective "Drop Date" is the last date the student accesses the platform. As a "Drop" the student will be entitled to their transcript.

If a student wishes to continue their education at HIU they must:
1) Pay a non-refundable "Re-Enrollment fee of $150.00.
2) Pay the next semester's installment, this entitles the student to receive their pending grade.

3.05 CORPORATE SCHOLARSHIPS

Objective: Humboldt International University (HIU) is committed to supporting equitable access to higher education and fostering academic success by offering a corporate scholarship to eligible "well-defined" organizations for specific and bona fide purposes based on various established criteria and agreements.

Purpose: The corporate scholarship programs' purpose is to encourage the educational development of organizational members in a virtual online environment. Any "well-defined" organization can apply for a scholarship if they meet the minimum eligibility requirements mentioned below.

Criteria for the Corporate Scholarship:
Official Agreements
- Corporate scholarships shall be offered to members coming from educational institutions, professional associations, non-profit organizations, and ministries of education, according to official agreements signed between HIU and the "Well-defined" organization involved.

*Procedure***:**
- Those educational institutions, professional associations, non-profit organizations, and ministries of education must first have an affiliation agreement signed with Humboldt International University (HIU) before they can apply for the corporate scholarship. These agencies shall be hence considered as "well-defined" organizations.
- The Corporate Scholarship committee consisting of the HIU President, Vice-President and Executive Director shall review the application and evaluate the eligibility according to the established criteria.
- It shall be the decision of the "Well-defined" organization to determine the name of the individuals entitled for the program. The "Well-defined organization can have a maximum 35 members per program cycle.
- HIU shall perform the academic training and follow the established administrative protocols needed to prepare the members to obtain their desired degree.
- The SAP policy shall be strictly enforced throughout the program cycle. If a member fails to meet the minimum standards they shall be removed from the program. No replacement shall be accepted after the start of the training program. The corporate scholarship must indicate the actual reduction in the costs that would otherwise be charged by the institution to a "Well-defined" organization.
- The corporate scholarship must indicate the actual reduction in the costs that would otherwise be charged by the institution to a "Well-defined" organization.
- The corporate scholarship must identify the specific costs for a course or program.
- The corporate scholarship must comply with DEAC's advertising and promotion standards.
- The corporate scholarship must designate a specific expiration date and do not extend beyond the expiration date.
- This policy and procedure are subject to modification and updated on a yearly basis between the two parties.
- If any party desires to end the agreement the time for termination is at the last approved contract date.
- Organizations can access detailed information about the criteria and application process through designated university channels.

4   CANCELLATION, REFUND & WITHDRAWAL

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. **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 cancels 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 canceled 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 cancels 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 drop 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. Cancellations 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 <u>except</u> 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 (not show), all applicable refunds will be made within 30 days of the first scheduled day (start date) <u>except</u> 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 the applicable tuition and Technology Fee charged for the canceled course. Students who drop a course, after their applicable tuition and fees are paid, may be eligible for 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 an 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 the 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 starts), 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 an 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.

SAMPLE REFUND

Student A enrolls in two three-credit Master's degree courses in his first term. He pays the University $1,780 prior to the start of the term, which covers his $100 enrollment fee, $1,650 tuition (6 credit hours x $275 master's per-credit-hour rate), and $30 technology fee. He drops out of both courses on day 10 of the term. Since the student dropped out of his courses during the drop/add period he is refunded $1,680, which is all monies paid minus the $100 non-refundable enrollment fee.

Student B enrolls in three three-credit Undergraduate degree courses in her third term. She pays the University $1,380 prior to the start of the term, which covers her $1,350 tuition (9 credit hours x $150 bachelor's per-credit-hour rate), and a $30 technology fee. She dropped out of all three courses on day 24 of the term. Since the student dropped out of her courses after the drop/add period she is not entitled to a refund.

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 Commission for Independent Education requirements. The refund will be less than the One Time Non-Refundable *Registration* fee of $100.00 (see TUITION & FEES). The tuition includes books, supplies, equipment, and laboratory fees, which 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 students' 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 with a pro-rata refund through the last day of attendance of the last course completed, less than 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 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@hiuniversity.edu, 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 the 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 such as: McGraw Hill, Cengage Learning, EBSCO Services, Springer, E-Library and OCEANO.

Humboldt International University has a full-time Librarian on-call. Any student needing assistance is to send an email to library@hiuniversity.edu and it shall be answered within 24-48 hours.

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

A weekly report is sent by the instructors to the **Academic Dean and Registrar**, notifying them of any student irregularities in their attendance or personal issues.

5.05 STUDENT RECORDS

The Office of the Registrar is principally accountable for managing 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 cloud.

5.06 RIGHT TO REVISE

Humboldt International University reserves the right to make changes to the 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 an appropriate investigation. The student(s) that has 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) satisfied with the final decision, the complaint may be submitted to the Commission for Independent Education, Florida Department of Education at the following addresses:

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

Distance Education Accrediting Commission
1101 17th Street, NW, Suite 808
Washington, D.C. 20036
Telephone: 1-202-234-5100

5.08 STUDENT GRIEVANCE LETTER

The following is an example of a Student Grievance letter from a student to the Executive Director, of Humboldt International University. Refer to Appendix A at the end of the catalog for instructions:

Date:

From: (Your Name)

To: Executive Director
        Humboldt International University
Ref: Student Grievance

Dear Sir,

(Please explain in your own works 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 within seven (7) days of the day the claim is 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 to all graduates/students regardless of where they reside. The Student Services Department, in conjunction with the Office of the Registrar, and faculty members join in efforts to help students reach their employment goals. This is achieved by assisting students with the preparation of job-related documents including resume preparation, 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 annual scientific conferences. Participation in HIU conferences and seminars is offered to alumni at highly 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 accommodation in their instructional activities, as mandated by Federal and State law and by university policy. The fundamental principles of non-discrimination 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 people 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, the 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**, the Director of Administration has the primary functions of:

1. Advising the University about policies and procedures related to the provision of academic accommodation for students with disabilities.
2. Recommending steps to be taken by the University related to the provision of accommodation 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.
4. Assisting the University in resolving any disagreements with faculty that might arise concerning accommodation in an academic setting.

The Director of Administration is the senior administrative officer responsible for the University's policies affecting people 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 academic accommodation, the Director of Administration consults with the Executive Director to make a final determination on 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, accommodation will be designed to assist students in successfully completing coursework. This accommodation 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 accommodation must be able to establish that they appropriately requested, in a timely manner, the desired accommodation. The students should refer to the University's Complaint Policy for filing complaints regarding disability accommodation 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@hiuniversity.edu 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 accommodation you feel is 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:

5.13a VERIFICATION OF EMPLOYMENT

For every graduate a **Verification of Employment** form must be filled out and placed in the student folder.

Rationale: **Humboldt International University (HIU)** ensures the value and effectiveness of their program(s) by regularly assessing, documenting, and validating the quality of the training services provided through completion rates and student/graduate satisfaction as job placement rates. Credible completion and placement rates serve the students' best interests and, in turn, enhance public confidence in **HIU** and the accreditation process.

Overview: As established in this policy document, the requirements are to be considered as the minimum for meeting this standard. **HIU** encourages this form of a progressive policy and procedure that enhances the completion and, where applicable, job placement prospects of their graduate/students. **HIU** has made a commitment to the use of measurable outcomes as objective criteria for addressing the Standards for Accreditation. Accordingly, **HIU** must carefully review documented completion rates and training-related job placements for eligible graduate/students of all degree seeking programs. The completion and placement benchmarks give institutions a guideline by which to evaluate and improve the performance of the programs they offer. These benchmarks are 67% for completion and 70% for placement.

Policy Requirements: **HIU** should document completion rates for each program. Additionally, **HIU** offering professional degrees should provide job placement assistance to all eligible graduates and document the results to demonstrate clear and positive outcomes from their degree. Completion and placement records will be maintained in an orderly, comprehensive, and accurate manner for all graduate/students and must be verifiable. The Student Services Director shall regularly review reported completion and placement statistics, along with supporting documentation, and may direct an external audit of the completion and placement records, as warranted, to ensure that the data is accurately reported. The completion and placement data must include sufficient information for regularly calculating the percentage for completion and educational-related job placements in a prescribed format and time frame. In the absence of a Student Service Director the Registrar shall assume this responsibility.

Procedures: **HIU** should clearly communicate the requirements, conditions, and results in terms of completion and/or placement rates, data must be collected, documented, and analyzed by institutions on a regular basis.

Reporting Requirements: Data collection shall be maintained at least quarterly and should be utilized as a management tool no earlier than four months after the last graduating cohort of each program of that year.

Data for professional degree programs should be for cohorts graduating at least four months prior to submission to allow 120 days after graduation for graduates to secure and maintain 30 days of paid educational-related employment. The supporting documentation utilized by **HIU** shall be referred to as the **"Verification of Employment Form."**

Completion Definition: The number of participants who successfully complete the program for which they enroll.

Completion/Job Placement Benchmarks: The evaluation of the benchmarks applies to each program. If any **HIU** programs fall below the stated benchmarks of 67% for completion and 70% for placement the Student Services Director or Registrar shall be required, at a minimum, to complete a narrative report with a detailed analysis and explanation of the reasons for the below-benchmark rates to the Director of Administration who will intern present it to the Senior Management Team. This report should provide any mitigating circumstances that are pertinent to the program(s) offered which do not meet the benchmarks. The report must also include an

Operational Improvement Plan for improving these rates within a designated time frame. **HIU** Student Service Director or Registrar shall prepare this plan and seek the approval of the Director of Administration prior to submitting the plan to the Senior Management Team.

The completion and placement data and statistics, accordingly, verified and documented, may be used by **HIU** to inform the public of the contributions made through quality undergraduate and graduate's online degrees and professional development programs that promote student learning and achievement in a real context, competency-based, problem-solving, project development, student-centered model. Information used for this purpose, relating to completion and placement rates of **HIU** in a particular degree program, must provide the statistics for the prior year. No guarantee of employment may be stated or implied. All such uses of this information will be carefully monitored by the university to assure high ethical standards and the promotion of good will for **Humboldt International University** and the accreditation process.

Criteria for Defining and Validating Job Placement: A graduate is considered placed when employed for 30 days in a paid degree-related position. Degree-related is defined by the degree competencies and student outcome objectives within the program for which the graduate was enrolled, consistent with the program length, job title, and responsibilities. For example, a graduate of Associate of Science in Business Administration program will be considered placed if he/she was employed for 30 days in a business-related (supervisory or non-supervisory) position. He/she will not be considered placed if employed as a clerk, bookkeeper, stockroom, custodian, or laborer unless they are awaiting a promotion within the organization. Supporting documentation, including the job description of the graduate must demonstrate that the placement is degree-related and consistent with the degree objectives, content, and length of the graduate's program. A graduate must also meet all required state and federal requirements (if located in the United States), including licensure, as appropriate.

If the graduate resides oversees then it must meet the governmental standards for employment in a degree-related field. Further, the institution is prohibited from paying any compensation or subsidy to an employer for hiring a graduate of the institution.

There are five (5) possible areas that a graduate must qualify to be considered as employed. These are:

a) **Continuing Employment as a Placement:** In addition to employment verification, the graduate must sign an attestation as required. No sooner than 30 days following graduation, after which a graduate communicates his/her intention to continue employment at the same company in a degree-related position, the graduate must attest that he/she is satisfied with continuing employment as a _____ (e.g., Pastry Chef) and that he/she is making training-related income.

b) **Full-Time Employment as a Placement:** A graduate is considered placed upon the completion of 30 days of continuous full-time employment which is in a degree-related field.

c) **Self-Employment as a Placement:** Students enrolling in a program for which self-employment is a common vocational objective must be so informed and acknowledge their understanding in writing, as follows:

-At the time of enrollment, students must acknowledge their understanding in writing that self-employment is a common vocational objective of the program.

-In addition to employment verification, a student signed attestation is required. No sooner than 30 days after graduation, a graduate must acknowledge in writing that he/she is satisfied with self-employment as a_____ (e.g., massage therapist) and that he/she is making training-related income.

Students in any program for which self-employment is not a common vocational objective and who at the conclusion of the program seeks self-employment related to the program must meet the above requirements noted in # 2 above.

d) **Part-time or Temporary Employment as a Placement**: In addition to an employment verification, a graduate must sign an attestation as required. After 30 days of employment on a part-time basis (as defined by the employer or graduate) or a temporary basis (working multiple sites through a temporary agency), the graduate must acknowledge in writing that he/she is satisfied with part-time or temporary employment as a (e.g., computer help desk technician) and that he/she is making training-related income.

e) **Available for Employment:** The graduate has not yet agreed to any employment opportunities and is still available for employment. The Student Service/Job Placement department or the registrar shall continue to assist the graduate during this period and provide additional training via the internet if needed to ensure gainful employment.

5.13b VERIFICATIOJ OF EMPLOYMENT - TEMPLATE

The verification of employment template is in the Student Service department and is used by the staff to verify all graduate gainful employment status as required by the Florida Department of Education/Commission for Independent Education (FLDOE/CIE).

5.14 GRIEVANCE POLICY FOR EMPLOYEES

Our goal is to maintain a comfortable working environment for all employees. We do this in several ways:

1. By treating each employee as an individual and encouraging your maximum development.
2. By recognizing that each employee is essential to the success and growth of **Humboldt International University (HIU).**
3. By maintaining direct communication with all employees and ensuring that everyone can speak directly and openly with our management team.

We believe that this type of communication, without interference from any outside party, is best for all concerned. Therefore, when you wish to express your concerns, opinions, or suggestions, you will always find an open door and an attentive ear. As time goes by and HIU grows, we will continue to listen and respond to your questions and comments.

6   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 a 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 AN E-LEARNING ENVIRONMENT

Attendance in all distance education courses is mandatory. All courses are offered in an 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, and live discussions to prove student attendance. An active student is one who is enrolled on 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 the program version they have enrolled in, they cannot 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 an 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, and live discussions 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 a willing disregard for this policy and students become eligible for being unregistered from any future courses and withdrawn from the university. No charges will be incurred, 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 MAKEUP 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, at 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 are 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 temporarily interrupt 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 the 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 should be at the beginning of the next term in which the courses that he/she requires are offered. In addition, the students' 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 students' 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 TRANSFERING 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 one hundred and fifty dollars ($150.00). 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 OFFICIAL / UNOFFICIAL TRANSCRIPT & DEGREE

Students may request one *Unofficial Academic Transcript* per semester free of charge. Upon Graduation a student pays $100.00 (Graduation fee) for a *Final Official Academic Transcript and Diploma.* If the graduate requests a *Duplicate Final Official Academic Transcript* they must submit a request in writing and pay a fee of $50.00. If a student drops from any program where they receive credit, they must submit a request in writing for a copy of an *Unofficial Academic Transcript* at no cost. If the student requires an *Official Academic Transcript*, they must submit a request in writing and pay a fee of $50.00

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 the 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 consistently with the best interests 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 for information. This information will be released from the Director's office or designer 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 innocent, unintentional infringement violates the law. Anyone found to have infringed 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 have 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. Students who are found cheating or committing plagiarism will be given an **"F"** in the assignment for the first offense.
2. Students who are found cheating or committing plagiarism will be given an **"F"** for the course of the second offense.
3. Students who are found cheating or committing plagiarism will be expelled from the school for the third offense. Transcripts will reflect expelled status.

6.18 NETIQUETTE

In the virtual classroom, the student communicates with peers and the instructor primarily, through 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 classroom course. Some examples of appropriate netiquette are:

- Avoid writing messages in CAPITAL letters. This is usually understood as SHOUTING.
- Be careful what you put into 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 of people.

- 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 criticizing others in an inappropriate way is known as "Flaming".
- Use it with caution and 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 area of the virtual classroom to 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 entirety 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 a maximum of three times. If they pass on the last attempt the last grade shall be counted 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 the maximum time frame to complete the course. If a student fails the same course 3 times, he/she will be considered for an immediate drop. The Academic Dean does have the right to review the student situation on a case-by-case basis.

6.21 ACADEMIC PROBATION

Any student who fails for the first time to maintain 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 the software package "EduTrac". This program performs 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 the Institution 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.

6.25 COMPETENCE BASED COURSES CREDIT

Competence based course credit approval is a special learning modality that allows students to continue their efficient program progress.

Who applies
Applicants must demonstrate at least one of these conditions:
- Students that have an acceptable GPA (2.5 in undergraduate programs and 3.0 in graduate programs) and want to accelerate their timeframe for program completion.
- Students who have pending course requirements and wish to potentially complete them before the course is next available.

Methodology
- Based on the course syllabus the student should prepare an integration/final work demonstrating the domain of student learning outcomes.
- The student must review the syllabus in the classroom (Classwork Section).
- The student should be prepared for the final work from the first week and have 7 weeks to submit it to the platform.
- The Student Services Department oversees answering students' questions and will make a reminder about the delivery of the final work in week 7.
- Instructors will be notified by the academic department of the competency-based courses in week 1 and if they accept the course, they will receive the corresponding Memo and Contract in week 7.
- The document must comply with a project structure and the APA style. (See the Appendix).
- The instructor must study the document, evaluate it, and prepare questions about it if applicable before 9 weeks.
- The instructor must assess the student's final work and assign a grade to the student in the Information System following the procedure established for regular courses.

Results

- The student must earn an evaluation grade of over 70% to pass.
- The grade earned will be accredited as the grade for the course and will be registered in the student's profiles.

Note: Any exception to this policy must be approved by the Academic Dean.

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Appendix Nº 1
Structure Final Work
</div>

Topic: Final Work
Objective: Present the final project of a competency-based class for approval.
Introduction: The final step of this course is to obtain approval for the project presented. This means that it can have a continuation and possible successful results.
Instructions: The final work report, considering the course syllabus, should include
1. Introduction.
2. Problem statement.
3. Participants and stakeholders.
4. Background.
5. General and specific objectives.
6. Phase and deliverables.
7. Breakdown, Programming, and Budget.
8. Final considerations.
9. References.
Recommendations: Use of the format that has been studied and the APA style.
Evaluation Criteria / Rubric: Use of established formats. Quality of presentation and inclusion of all well-defined products.
Bibliographic support and learning objects: Use academically accepted literature from the HIU Virtual Library.

6.26 REQUESTING TUTORING

Once an instructor has identified a student who is falling behind the rest of the class, the instructor should recommend tutoring for the student. The instructor will discuss it with the students, informing them of the availability of tutoring, dates, and times. After the student has agreed to the tutoring the instructor shall inform the Registrar. The student shall continue attending tutoring until their grades have improved enough to be taken off. If the student does not maintain satisfactory progress the university's policy on Satisfactory Progress will be implemented as for any other student. Because HIU offers 8-week courses it is imperative that tutoring sessions do not disrupt the flow of the other courses. Both students and the instructor must make time to ensure that the student is provided with ample time to improve. If the student is unable to comply with the tutoring session, then the instructor in conjunction with the Registrar should consider informing the student that at its current rate the student will fail the course and offer alternative measures to the student like:

A. Dropping the course.
B. Request a Leave of Absence (LOA) until such time as the student is in a better position to resume their studies.

In either case it is the decision of the student that matters. The students should make their knowledge in writing to the Registrar and the said document should be placed in the student file.

7 E-LEARNING ENVIRONMENT 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 creating a Learning Community. HIU starts with 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 setup 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 of 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 educational learning 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 integrated apps together to make your 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 act in the environment with purposes according to their contexts and competences.
3. The system establishes the relationship between the subjects and the objects of their action, and the subjects among themselves.

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. Intra-learning.
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 I 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 meets 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.

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 of searching 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 ORIENTATION

The Mastering E-Learning orientation is a prerequisite to starting any degree program at HIU. This orientation helps students become acquainted with the university and acquire essential academic skills related to the online platform and course organization such as online behavior, time management, evaluation process, and online ethics that enhance their academic integration and success at HIU. This orientation is eight weeks long and designed to help new students acquire basic academic competencies such as online behavior, time management, academic writing systems, online ethics, information search, and other important issues. The orientation will guide students to a better understanding of how to handle the online education process.

A candidate can fail the Mastering E-Learning course up to three times per calendar year. After each failed attempt the candidate must wait one (8-week) semester before they are eligible to retake the course. Each time they retake the course they must pay the $150.00 cost as outlines in subsection 2.15 Registration fee.

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 meetings are 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 needed 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 state-of-the-art condition. The academic groups of **Humboldt International University** are:

- Business & Marketing
- Information Technology
- 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 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 credits accreditation by competencies is a variable module that allows students to accredit credits due to experience, personal knowledge, or to advance courses that the students may need to graduate. This is assessed using the learned method as to *who applies, methodology, and results.*

Who applies:
- Students who have completed 90% + of their total credits and have personal experience in the field will complete the remaining.
- Students that have ample experience in the field of a specific course.
- Students that have an acceptable GPA (3.0) and want to advance their career in time.
- Students with just one course to graduate from and the University will not offer the course for more than a year.
- Applicants must demonstrate at least one of these conditions.
- Every case that applies to credit by competencies must be approved by the Academic Dean.

Methodology:
- Based on the syllabus competencies, the student should prepare an integration document demonstrating the development of learning competencies. This is done considering the contents of the syllabus. The paper must reflect all or most of the learning outcomes contained in the syllabus.
- The student must check the syllabus in the classroom (Classwork Section).
- The student will have 8 weeks to prepare the document.

- The Student Services Department will make a reminder about the delivery of the final paper in week 7 and will make sure that the instructor receives it.
- The document must comply with a project structure and the APA style.
- Once presented, a tribunal or evaluation team of 2 to 5 HIU professors must study the document, evaluate it and prepare questions about it if applicable.
- The student will present the document to the evaluation team/ tribunal and must answer the questions prepared by them if applicable.
- This is like the defense of a final paper as described in a capstone but limited to the scope of the course.
- The defense will be oral and private.

Results:
- The student must earn an evaluation grade of over 80% to pass.
- The grade earned will be accredited as the grade for the course and will be registered in the students' files.
- As a result, a Certificate of Completion will be issued and signed by the Instructor, the Coordinator of Student Services, and the Academic Dean.

Example

Course in 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.

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. 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 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 problem-solving skills and creating them 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 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 to each learning activity. Likewise, the student must understand what the final objectives will be and what their goals and accomplishments will be 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 at the 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 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 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 principal 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 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	
	UNDERGRADUATE	
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 defined as a verb are the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.

Learning Outcomes: A learning outcome is an 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 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 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 **HIU** is shown in the following table:

Table 2: Credit Hour Calculation

Week	Online Platforms	**Asynchronous Interaction**	Hours
		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 Total	6 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 eLearning 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 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 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 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 on 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	80-89
C	2.0	AVERAGE	70-79
D	1.0	PASSING **	60- 69
F	0.0	FAILURE * / **	59-0

      *   Undergraduate course
      ** Graduate course

<div align="center">Transcript status:</div>

AH	Administrative Hold	CR	Transferred/Tested
FR	Failed/Retaken	W	Withdrew

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 (C grade) 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 (B grade) and must always be maintained.

An **"F"** grade is not acceptable for any program. The student must repeat the course at the 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 (C' average) for all courses attempted. A 'W' grade 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 (B' average) for all courses attempted. A 'W' grade has no effect on the student's cumulative grade point average.
2. Quantitative Measure (Credit Hour Progression)
   Students must successfully complete at least 67 percent of the semester credit hours attempted. Credit hour progression is defined as the cumulative total of earned semester credit hours divided by the total number of semester credit hours attempted. For example, if a student enrolled for 12 semester credit hours is required to successfully complete a minimum of 8 term credit hours (12 x .67 = 8) for the term.

The Registrar monitors Satisfactory Academic Progress (SAP). She/he receives weekly grade reports from faculty, which inform student support, as needed. At the conclusion of each term, the Registrar completes a formal SAP review. The Registrar verifies students' SAP at the conclusion of each term. Faculty inform students throughout the term if their course grades are unsatisfactory.

Students who are not maintaining SAP at the conclusion of a term are informed of their status and are informed of academic disciplinary measures at that time by the Registrar. Any student who fails to maintain satisfactory academic progress for the first time will be placed on Academic Warning during the next term. A student who fails to return to good standing during the warning term will be placed on Academic Probation during the next term. A student who again fails to return to good standing during 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 business days before the beginning of next term.

The Academic Dean will review the request and send a written notice to the student stating the final decision regarding the academic dismissal. Students who are unable to maintain SAP are subject to academic probation for one semester. If they are unable to reestablish SAP at the conclusion of that semester, they are dismissed unless they can successfully appeal their dismissal. An appeal may be granted for one additional academic probation semester. This written

notification will be sent to the student within seven business days after receipt of the appeal. If unforeseen complications delay the completion of the appeal process, the student will be notified of such.

A student who successfully appeals will be reinstated for an additional term and will remain on academic probation for that term. Students are expected to regain minimum academic progress during the appeal term, or they will be dismissed without opportunity for appeal. If a student needs more than one term to regain satisfactory academic progress standing, his or her circumstances will be considered on a case-by-case basis. If appropriate, an individual SAP plan will be put in place for the student's continued enrollment, if the student still has a statistically significant chance of regaining minimum SAP standing prior to program completion.

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. For Undergraduate students' successful completion of a course is defined as earning a grade of A, B, C or D if the GPA is 2.00 or higher. A grade of **"F",** the student MUST repeat the course.

For Graduate students' successful completion of a course is defined as earning a grade of A, B, or C if the GPA is 3.00 or higher. A grade of **"D or F"** the student MUST repeat the course.

Students who earn a failing grade must repeat the course prior to graduation. Once the course is repeated and a passing grade is earned, the prior failing grade is removed from the transcript. No student can fail the same course more than twice (2x) before they are dropped from the program.

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

7.14 SAP APPEAL FORM

Humboldt International University (HIU) requires that you meet Satisfactory Academic Progress (SAP) standards to maintain your eligibility for financial assistance. You must make progress toward a degree/certificate according to two standards: GPA and Maximum Timeframe Credits. You can see a copy of **HIU's** Satisfactory Academic Progress Policy in the catalog subsection 7.12 or on the website. **HIU** allow for exceptions to the Satisfactory Academic Progress Policy, documented in a written appeal, only when extenuating circumstances existed that caused a student to fail to meet one or more of the standards.

<div align="center">

STUDENT INFORMATION

_____ _____ ____ _____ _____
Last Name   First Name   M.I.   Student ID   Email Adress

SEMESTER AND YEAR
</div>

Last Attended HIU:_____   Requesting Financial Assistance for:_____

<div align="center">

APPEAL INSTRUCTIONS
</div>

1. Complete SAP Appeal Form.
   All portions of the form must be complete. Your appeal may be denied if all sections are not complete.
2. Submit a detailed letter describing the extenuating circumstances (examples below) that prevented you from meeting SAP Standards. Explain what led to your difficulty and the specific dates, how the situation has been resolved, and what steps you will take to achieve success (Example: tutoring, fewer credits, check-ins with your advisor, etc.). If this is not your first appeal, explain how this one is different. Examples of extenuating circumstances: hospitalization or medical condition of the student, unexpected death or hospitalization of an immediate family member, house fire, victim of a violent crime, etc. While employment is not considered extenuating, work issues beyond your control may be considered on a case-by-case basis.
3. Attach support documentation (if necessary). Provide all documentation available (Example: medical statements, hospitalization records, accident reports, etc.).
4. Meet with and/or contact the Registrar to complete their portion of the appeal.
5. Submit your complete appeal packet by email, fax, or in person to the Registrar.

FOR MAXIMUM CREDIT APPEALS

Explain why you have exceeded the credit limit and provide all documentation available. (Example: military credit transferred in, changes in major and reasons for change, additional credits needed for catalog year or credential, etc.)

STUDENT CERTIFICATION

Indicate your agreement to the terms of the appeal by signing and dating below.

• I understand that approval is not guaranteed. If my appeal is denied I am responsible for all charges on my **HUMBOLDT INTERNATIONAL UNIVERSITY** student account, even if the decision is received after the date to drop for a refund of fees.

• I understand that if my appeal is approved, my financial assistance will be conditionally reinstated, and my progress carefully monitored. In addition, I must achieve all the SAP standards based upon my semester GPA and successful completion of all registered courses.

• I understand that if my appeal is approved, any grade of **"F",** "I", or "W" is a violation of my Academic Plan and may make me ineligible for future financial assistance.

• I understand that if my appeal is approved, I must maintain a semester GPA at or above the GPA required for graduation listed on this appeal form (and approved by my advisor). A semester GPA below the requirement listed on this appeal is a violation of my Academic Plan and may make me ineligible for future federal financial aid.

• I understand that if my appeal is approved, I must follow my Program and Academic Plan developed with the Registrar and that if I wish to change my Program and/or Academic Plan, I must contact the Registrar and Academic Dean to do so.

• I understand that if my appeal is approved, only coursework that is applicable to my program of study will be considered for financial assistance eligibility. Registering for courses not required

for graduation and/or not included in my Academic Plan will result in the cancellation of my SAP approval and I will be ineligible for future financial assistance.

• I understand that an appeal will only be approved once for the extenuating circumstances listed above. Re-appealing a "denied" appeal is only allowed once during a single semester and only if additional information or documentation is not provided in the first appeal.

• I certify that the information contained in this SAP form, supporting documentation, and statements, are accurate and complete to the best of my knowledge. I understand any false information is cause by the reduction, denial and/or repayment of financial assistance.

Student Signature _____   Date: _____

REGISTRAR SECTION

Program of Study:
Major Change Submitted (Y or N):
Catalog Year:
Student Plan Date:
Total Program Credits Required:
Credits Attempted prior to Current Semester:
Credits Remaining including "In Progress Credits":
Remedial Credits Attempted:
Remedial Credits Needed:
List of Repeating Course (s):

I have reviewed and outlined the remaining credits required for this student's graduation plan. The number of credits indicated on this request is correct according to the student's catalog year and Program Evaluation. Only credits needed to complete the student's degree program have been included in the total remaining credit count.

Registrar Signature: **Date:**

FIANCIAL ASSISTANCE REPRESENTATIVE

Suspended Semester:

Referred to SAP Appeal:

Appeal: [ ] Approved   [ ] Denied

Plan Term Requirements:

Completion Rate Percentage:

OK for Maximum Credits:

Greater than 150% Credits:

Max Credits:

Remaining / In-Progress (+):

Previously Attempted (-):

Remedial (-):

Excluded:

Total:

Financial Assistance Representative Signature:

Date:

7.15 EXAMINATION AND EVALUATION OF STUDENT WORK

Evaluation and assessment of learning are systematic and formative. Monitoring 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 comments on the achievement of competencies by students.

7.16 PROCTORING POLICY FOR STUDENTS

Introduction to Proctoring

Proctoring in online universities refers to the methods and practices used to supervise and ensure the integrity of assessments in a digital learning environment. It is a crucial component for maintaining academic standards, verifying student identities, and upholding the credibility of online education.

Proctoring Requirements

- **General Rule:** Proctoring must be conducted for at least two-thirds (2/3) of the students in each course.
- **Small Groups:** If the group consists of 3 or fewer students, all must be proctored.

Purpose of Online Supervision

Online supervision involves one-on-one interactions between instructors and students and online meetings to:

1. **Authenticate Student Identity:** Verify that the person taking the exam is a registered student.
2. **Assess Soft Skills Development:** Evaluate the development of essential soft skills as outlined in the appendix.
3. **Review Academic Papers:** Check for discrepancies between the submitted academic papers and their presentation.
4. **Discuss Learning Improvement:** Explore new actions to enhance the learning experience.

5. **Qualitative Evaluation:** Evaluate the interaction and discussion during the proctoring session.

Proctoring Schedule and Notification
- **Timing:** Proctoring takes place between weeks 4 and 7 of the course.
- **Notification:** The instructor will inform you of the proctoring date and time via the Proctoring HIU System email and in the Latest News section of the course platform.

Evaluation Report for Students
You will be evaluated based on the following aspects during the proctoring session:
1. Proctoring Authenticity and Compliance
2. Evaluation of Soft Competencies
3. Academic Paper Submission Review (If needed)
4. Discussion and Learning Enhancement

Please review the feedback provided and any proposed measures for improvement.

List of Soft Competencies to be evaluated
- Effective Communication
- Teamwork
- Empathy
- Conflict Resolution
- Critical Thinking
- Time Management
- Adaptability
- Leadership
- Creativity
- Interpersonal Skills

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, portfolios, 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 journals, 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.

7.19 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.

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

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

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

a. Promote learner autonomy and is aware of individual differences.
b. Use relevant and current information to transmit knowledge.
c. Research the curriculum and provide concrete up-to-date examples constantly.
d. Gives importance to students' thoughts of and promotes student research, evaluation, discussion, and reporting.
e. Is aware of individual student differences.
f. Is aware of student prerequisite skills and knowledge and uses this foundation to build new knowledge.
g. Is aware of how each learner can learn.
h. Initiate student-professor interaction and have communication and technological skills to implement distance education effectively.
i. Construct student-centered learning with opportunities for interaction.
j. Encourages students to be responsible for learning and for contacting the professor when needed.
k. Collaborates with students in self-development and responsibility.
l. Provides environment, materials, and guidance for collaborative learning, interactive discussion groups, individual learning, and research.
m. Provides prompt and accurate feedback to students to facilitate learning.
n. Promotes the approach of "learning by doing."

8 TECHNOLOGY ECOSYSTEM INFORMATION

8.05 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.

8.06 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.

8.07 ACCESS TO THE WORKING PLATFORM

Access to these platforms can be gained from the University website at www.hiuniversity.edu. More direct access can be gained with the following links:

- Email: http:/mail.humboldtiu.com
- Drive: http:/drive.humboldtiu.com
- Student Information System and Learning Platform: https:/sis.humboldtiu.edu

8.08 STUDENT INFORMATION SYSTEM

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

8.09 LEARNING MANAGEMENT SYSTEM

The LMS or Learning Management System is based on Google Sites, Google Classroom and Google Drive. Google Sites is the platform on which the content of the courses is displayed; here the students 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 a 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

Bachelor of Science in Nursing

9.01.1   ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION

Program Objective: 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.

Program Outcomes:
- Demonstrate and apply informed decision-making, team building, negotiation, and communication skills.
- Demonstrate and apply effective communication within the context of business (oral and written communication).
- Identify and make use of business administration tools (i.e., market research, statistical analysis, comparative ratios).
- Identify and apply the functions of running a business, such as management, marketing, accounting, finance, human resources, information technology, ownership, and production.
- Define and apply the best practices of business administration in the functional areas of business.
- Identify and explain the external forces that affect the business world, and the business concepts involved with international commerce.
- Explain the importance of workplace ethics and diversity.

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

Course Number	**Course Name**	**Semester Credits**
	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 Mgmt.	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

Program Objective: The purpose of the Associate of Science in Information Technology program is to offer 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.

Program Outcomes:
- Explain and make use of Information Technology tools in business organizations.
- Explain the numbering system theory and understand symbolic logic reasoning using propositional calculus.
- Explain and make use of modern operating systems.
- Acquire practical experience using the integrated programs of Google Office Productivity Tools.
- Develop operational roles/responsibilities and processes and procedures for customer support.
- Explain and apply general-purpose computer language programming.
- Construct a computer and its components to match specific requirements.
- Organize and employ database management systems within a business organization.
- Explain and make use of best practices, architecture, model, and protocol for operating computer networks.
- Design and develop websites, including site definition and planning, information architecture, site design, and construction.
- Present, plan, and develop an integrative learning project that offers a successful solution to a practical problem.

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

Course Number	Course Name	Semester Credits
	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

Program Objective: 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.

Program Outcomes:
- Demonstrate and employ critical thinking, speaking, and writing skills to address organizational issues.
- Identify, analyze, and function within the legal and cultural environment of international business.
- Review and evaluate the laws and regulations affecting the international business arena.
- Explain and employ ethical analysis, argumentation, discussion, writing, and the justification of ethical positions.
- Explain and apply innovative management in organizations.
- Explain, analyze, and apply the concepts of leadership theory and methodology to improve skills in entrepreneurial management.
- Identify and apply financial management to organizations. Discuss and assess international financial management and international trade.
- Explain and develop processes for creating a strategic marketing plan.
- Interpret and employ basic elements of statistical probability to the business organizations.
- Conceptualize and analyze the information explosion, the globalization of economies, and the increased competition resulting from information technology (IT).
- Explain and apply the principles of financial accounting and the accounting techniques applied in the United States.
- Identify and apply human resources theories, including the new concepts of human capital.
- Present, plan, and develop an integrative learning project that offers a successful solution to a practical problem.

There are three main concentrations in the BSB program:

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

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.

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.

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

Course Number	Course Name	Semester Credits
	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	Origins of Western Civilizations	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 Mgmt.	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 Applications	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
	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

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 3039	International Business Negotiations	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

9.01.4   BACHELOR OF SCIENCE IN NURSING
(RN to BSN)

Program Objective: The RN to BSN program is designed for registered nurses with an associate's degree or diploma in nursing. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner RN, and to maximize strengths that the working RN possesses. A bridge course facilitates the transition of the working RN into the baccalaureate program. Courses are taught by experts in their respective fields who share knowledge and experience in the areas of clinical patient care, health care management, and professional nursing practice and leadership. Opportunities are provided to apply concepts, theories, and research in the RN's clinical practice. Both the science and art of nursing are integral components of the program and are woven throughout. Graduates of the program are prepared to become leaders in the nursing profession.

Program Outcomes: A Bachelor of Science in Nursing (RN to BSN) program prepares graduates to provide high-quality care to patients across their lifespan. Graduates should be able to:
1. Apply knowledge of liberal education into nursing practice.
2. Demonstrate interprofessional leadership and communication skills to effectively implement safe and quality care in an evolving healthcare delivery system.
3. Integrate evidence, clinical judgment, interprofessional perspectives, and client preference in planning, implementing and evaluating outcomes of care.
4. Use technology to assist in effective client care in a variety of healthcare settings.
5. Explore the impact of socio-cultural, economic, legal and political factors influencing healthcare delivery and practice.
6. Use interprofessional communication and collaboration skills to deliver evidence-based, client-centered care.
7. Use evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan.
8. Demonstrate the professional standards of moral, ethical, and legal conduct.
9. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.

Total Number of Semester Credit Hours / Clock Hours: 57 / 2565
Credential award: Bachelor of Science

Course Number	Course Name	Semester Credits / Hours
	General Education (24 Credits)	
ENG 1102	English Composition II	3.0 / 135
SPC 1017	Fundamentals of Oral Communications	3.0 / 135
WHO 2012	Origins of Western Civilization	3.0 / 135

PSY 1012	General Psychology	3.0 / 135
ESC 1000	Principles of Earth Science	3.0 / 135
PHI 2604	Critical Thinking & Ethics	3.0 / 135
STA 2014	Introduction to Statistics	3.0 / 135
CCS 1030	Introduction to Information Technology	3.0 / 135
	Sub Total	**24.0 / 1080**

Core Courses (33 Credits)

HLT 3620	Applied Statistics for Healthcare Professionals	3.0 / 135
NUR 3300	Healthcare Informatics and Technology	3.0 / 135
NUR 4150	Nursing Leadership & Interprofessional Collaboration	3.0 / 135
NUR 4200	Health Assessment	3.0 / 135
NUR4250	Health Promotion & Population Health	3.0 / 135
NUR 4450	Nursing Research & Evidence Based Practice	3.0 / 135
NUR 4550	Pathophysiology	3.0 / 135
NUR 4600	Complex Disease Management	3.0 / 135
NUR 4650	Applied Evidence-Based projects & Practicum	6.0 / 270
PHI 4130	Ethical & Spiritual Decision Making in Healthcare	3.0 / 135
	Sub Total	**33.0 / 1485**
	Program Total	**57.0 / 2565**

Textbooks & Learning Resources

CCS 1030 - Introduction to Information Technology* - *Introduction to Information Systems: People, Technology and Processes*, 4th ed. Published by Pearson. ISBN-13: 9780137500338

ENG 1102 - English Composition II* - *The Language of Composition: Reading, Writing & Rhetoric*, 3rd Ed. Publisher - Bedford/St. Martin's. ISBN-13:978-1319056148

NCC 3311 - Advanced Writing & Research* - *Writing Matters: A Handbook for Writing and Research (Comprehensive Edition with Exercises)*, 4th Edition by Rebecca Moore Howard, MaGraw-Hill. ISBN13: 9781260860306

SPC 1017 - Fundamentals of Oral Communications* - *Fundamentals of Oral Communications*, 3rd Ed. Publisher - Kendall/Hunt Pub. Co. ISBN13: 9781465299321

PHI 1635 - Biomedical Ethics* - *Biomedical Ethics*, 7th Ed. By David DeGrazia, Thomas Mappes and Jeffrey Ballard. ISBN13: 9780073407456

PHI 2604 - Critical Thinking & Ethics* - *Critical Thinking: A Students Introduction*, 7th Ed. By Gregory Bassham, William Irwin, Henry Nardone and James Wallace Publisher MaGraw-Hill. ISBN13: 9781264296064

PSY 1012 - General Psychology* - *The Science of Psychology: An Appreciative View*, 6th Ed. By Laura King Publisher MaGraw-Hill. ISBN13: 9781264194957

STA 2014 - Introduction to Statistics* - *Introductory Statistics: Exploring the World Through Data*, 3rd ed, Published by Pearson. ISBN-13: 9780135163146

(*) DENOTES GENERAL EDUCATION COURSES

HLT 3620 - Applied Statistics for Healthcare Professionals - *Statistics for Healthcare Professionals: An Introduction*, 2nd Ed. by: Scott, Ian; Mazhindu, Debbie, Publisher: Sage Pubs Ltd. ISBN 13: 978144620892

NUR 3300 - Healthcare Informatics & Technology - *Informatics and Nursing*, 6th Ed. by Jeanne Sewell. Publisher: LWW. ISBN-13: 978-1496394064

NUR 4150 - Nursing Leadership & Interprofessional Collaboration - *Nurse Leadership and Management: Foundations for Effective Administration*, 1st Ed. By Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN and Celeste M. Alfes, DNP, MSN, MBA, RN, CNE, CHSE-A, FAAN. Publisher: Springer Publishing Company. ISBN-13: 978-0826177940

NUR 4200 - Health Assessment - *Nursing Health Assessment: A Clinical Judgment Approach*, 4th Ed. by SHARON JENSEN Publisher: LWW; Fourth, North American edition.
ISBN-13: 978-1975176822

NUR 4250 - Health Promotion & Population Health - *Health Promotion and Disease Prevention for Advanced Practice: Integrating Evidence-Based Lifestyle Concepts*, 1st Ed. By Loureen Downes, PhD, APRN, FNP-BC, DipACLM, FAANP, NBC-HWC; Lilly Tryon, DNP, APRN, FNP-BC, DipACLM, NBC-HWC, ACSM-EP Publisher: Jones & Bartlett Learning, DipACLM, NBC-HWC, ACSM-EP. ISBN-13: 9781284249200

NUR 4450 - Nursing Research & Evidence Based Practices - *Nursing Research*, 10th Ed., by Geri LoBiondo-Wood, PhD, RN, FAAN and Judith Haber, PhD, RN, FAAN. Publisher: Elsevier. ISBN-13: 9780323762915

NUR 4550 - Pathophysiology – *Pathophysiology*, 8th Ed. By Kathryn L. McCance MS PhD and Sue E. Huether MS PhD, Publisher: Mosby. ISBN-13: 978-0275972486

NUR 4600 - Complex Disease Management - *Essentials of Human Diseases and Conditions*, 7th Ed. by Margaret Schell Frazier RN CMA BS, Tracie Fuqua BS CMA (AAMA). Publisher: Saunders. ISBN-13: 978-0323712675

NUR 4650 - Applied Evidence-Based Projects & Practicum - *Evidence-Based Practice Improvement: Merging Evidence-Based Practice and Quality Improvement*, 1st Ed. by Rona Levin PhD RN, Bonnie Lauder BSN MIS PMHNP CPHQ Publisher: Springer Publishing Company. ISBN-13: 978-0826182135

PHI 4130 - Ethical & Spiritual Decision Making in Healthcare - *Ethics for Life*, 8th Ed. By Judith Boss, Publisher: MaGraw-Hill. ISBN13: 9781264741595

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

Master of Science in Artificial Intelligence

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

Program Objective: 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 the 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 students 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.

Program Outcomes:

- Examine and analyze the diverse aspects of starting, acquiring, and operating different types of business enterprise.
- Develop digital competency with Information Technology (IT) and make use of it in business and company management operations.
- Apply statistical tools for business improvement and analysis.
- Examine and assess Human Resource systems to contribute to organizational knowledge management efforts.
- Examine and evaluate the decision-making and problem-solving roles of management.
- Analyze and evaluate costs and revenues, budgets, the use of information technology in accounting and finance, and the role of accounting information as a tool for managerial decision-making.
- Examine and discuss the core concepts of competitive global marketing and how global marketing strategies can affect a company's future performance.
- Analyze and evaluate the foundation of current laws and regulations that determine modern business and examine how this has affected students' personal experience.
- Develop a global view of business, investigating why and how companies go internationally.
- Examine and evaluate international business with an emphasis on cultural diversity.

- Plan, develop, and execute an integrative learning project that offers a successful solution to a practical problem.

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
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: Master of Science

Course Number	Course Name	Semester Credits
	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 Mgmt.	3.0
MBA 5008	Business Perspectives	3.0
MBA 5009	Tools for Business Statistics	3.0
MBA 6019	MBA Capstone	4.0
	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 & Negations	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

Program Objective: 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.

Program Outcomes:
- Explain and evaluate the connection between theory and practice in current leadership settings.
- Discuss and develop a business plan with the leadership and ethical practices required to succeed.
- Identify and develop basic management coaching and mentoring skills.
- Explain and apply effective leadership competencies for managerial-level positions.
- Discuss and make use of best practices for relationships, conflicts, and business standards considering multicultural differences.
- Plan, develop, and evaluate an integrative learning project that offers a successful solution to a practical problem.

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

Course Number	Course Title	Semester 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

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

9.02.3 MASTER IN ARTIFICIAL INTELLENGENCE

Program Objective: The Master of Science in Artificial Intelligence and Machine Learning degree will advance the knowledge of professionals in the areas of programming, artificial intelligence, computer vision, and machine learning. Students will gain a detailed understanding of software development, artificial intelligence, and machine learning principles, and how they can be used to create a representation of our world for deeper critical analysis. They will also gain the ability to study scenarios and apply appropriate techniques for data analysis and processing, and an understanding of the principles associated with applying machine learning techniques to various areas in computer science and information technology. Additionally, students are provided with the technical capabilities to apply mathematical, statistical, and programming techniques in the realm of artificial intelligence and machine learning.

Program Outcomes: There are seven (7) Learning Outcomes unique to this program. They are -
1. **Building Knowledge-Based Systems**: Students will master different Knowledge Representation Techniques that they can use to design and build Knowledge-Based Systems, in any area of knowledge in their educational or work environment.
2. **Application of Core AI Concepts:** Graduates will demonstrate proficiency in foundational AI principles, including supervised and unsupervised learning, knowledge-based systems, and deep learning techniques, and apply these to solve real-world problems in healthcare, finance, and manufacturing.
3. **Data Processing and Analysis:** Students will learn to collect, clean, and transform large datasets, preparing them for analysis through Python and AI frameworks. They will ensure data quality to support reliable AI model performance.
4. **Mastery of AI Tools and Frameworks:** Graduates can effectively utilize leading programming tools such as Python, TensorFlow, and PyTorch to develop and deploy AI models, including machine learning and deep learning solutions.
5. **Ethical and Responsible AI:** Students will be equipped to critically assess the societal impact of AI technologies and apply ethical considerations when designing and implementing AI systems, ensuring transparency, fairness, and accountability.
6. **Advanced Problem-Solving with AI:** The program will foster the ability to innovate and create AI-driven solutions for complex challenges, leveraging techniques like knowledge representation, automated reasoning, and AI-based decision-making processes.
7. **Industry-Ready Skills in AI:** Through practical projects and industry collaboration, students will develop the capability to translate AI theory into practice, delivering solutions that improve business processes, enhance decision-making,

Total Number of Semester Credit Hours / Clock Hours: 40 / 400
Credential awarded: Master of Science

Course Number	Course Name	Semester Credits / Hours
CAI 6005	Introduction to Artificial Intelligence	3.0 / 135
CAI 6676	Knowledge Representation Techniques	3.0 / 135
CAP 6680	Building Knowledge-Based Systems	3.0 / 135

CAI 6107	Unsupervised Machine Learning	3.0 / 135
CAI 6105	Supervised Machine Learning	3.0 / 135
CAI 6220	Mastering Prompt Engineering	3.0 / 135
CAI 6010	Python for Data Processing	3.0 / 135
CAP 6741	Data Visualization	4.0 / 180
CAP 6752	Data Science	4.0 / 180
CAI 6210	Deep Learning	3.0 / 135
CNT 6425	Cloud Computing	4.0 / 180
CET 6939	Capstone: Master's Final Project	4.0 / 180
	Total Credit / Hours	**40.0 / 1800**

Textbooks & Learning Resources

CAI 6005 - Introduction to Artificial Intelligence - *Artificial Intelligence: A Modern Approach*, 4th ed. Published by Pearson (December 21, 2021). ISBN-13: 9780134610993

CAI 6676 - Knowledge Representation Techniques - *Knowledge Representation Techniques: A Rough Set Approach (Studies in Fuzziness and Soft Computing)*, Publisher - Springer; *2006th* ed by Patrick Doherty, Witold ukaszewicz, Andrzej Skowron, Andrzej Szalas.
ISBN-13: 978-3540335184

CAP 6680 - Building Knowledge-Based Systems - *Knowledge-Based Systems*, Paperback by Akerkar, Rajendra; Sajja, Priti Sriniva. Publisher - Jones & Bartlett Learning, LLC. Published in 2009. ISBN-13 9780763776473

CAI 6107 - Unsupervised Machine Learning - *Supervised and Unsupervised Learning for Data Science*, Book © 2020. Editors: Michael W. Berry, Azlinah Mohamed, and Bee Wah Yap. Publisher - Springer Cham. ISBN-13: 978303022474-5

CAI 6105 - Supervised Machine Learning - *Supervised Machine Learning for Text Analysis in R*, (Chapman & Hall/CRC Data Science Series), 1st Ed. by Emil Hvitfeldt and Julia Silge. Publisher - Chapman and Hall/CRC. ISBN-13: 978-0367554194

CAI 6220 - Mastering Prompt Engineering - *Prompt Engineering for Generative AI: Future-Proof Inputs for Reliable AI Outputs*, 1st Edition by James Phoenix, Mike Taylor. Publisher: O'Reilly Media. ISBN-13: 978-1098153434

CAI 6010 - Python for Data Processing - *Intro to Python for Computer Science and Data Science: Learning to Program with AI, Big Data and The Cloud*, 1st ed. Published by Pearson (February 15, 2019). Paul Deitel, Deitel & Associates, Inc., Harvey M. Deitel, Deitel & Associates, Inc. ISBN-13: 9780135404676

CAP 6741 - Data Visualization - *Data Visualization: Exploring and Explaining with Data (MindTap Course List)*, 1st Ed. by Jeffrey D. Camm, James J. Cochran, Michael J. Fry, Jeffrey W. Ohlmann. Publisher - Cengage Learning. ISBN-13: 978-0357631348

CAP 6752 - Data Science - *Analytics, Data Science, & Artificial Intelligence: Systems for Decision Support*, 11th ed. Published by Pearson (February 11, 2019) Ramesh Sharda, Dursun Delen, and Efraim Turban. ISBN-13: 9780135192016

CAI 6210 - Deep Learning - *Deep Learning: Foundations and Concepts*, Ed. by Christopher M. Bishop and Hugh Bishop. Publisher - Springer; 2024th edition. ISBN-13: 978-3031454677

CNT 6425 - Cloud Computing - *Cloud Computing*, 2nd Ed. By Kris Jamsa, MBA, PhD, Publisher – Jones & Bartlett Learning. ISBN 13:9781284233971

CET 6939 - Capstone: Master's Final Project - Projects assigned by instructor to individual students.

9.02.4 DOCTOR OF BUSINESS AMINISTRATION

Program Objective: 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.

Program Outcomes:
- Discuss and contrast business issues and trends and analyze how to conduct business research in new global contexts.
- Analyze, compare, and evaluate advanced knowledge and competencies considering the latest academic business theories, new technological tools, financial analysis, and the use of operations research in the global field of business administration.
- Explain and apply effective research skills including formulation of research problems; integration of previous publications into an appropriate literature review; design of a research study; data analysis; and an ability to summarize and present the results.
- Generate and assess the ethical and social obligations and responsibilities of business for the purpose of responsible management.
- Discuss and combine the integration of business and non-business disciplines to generate novel ideas, strategies, and practical approaches to address the business problems faced by senior management in organizations.
- Evaluate complex industry challenges using the framework of industry rules and regulations to prescribe conclusions in real world environments.
- Analyze and develop techniques and ethical methods of business intelligence to overcome competitive barriers.
- Analyze and develop knowledge management principles and research methods in leading organizations in the world market.
- Complete final thesis such as a research study, presenting detailed results and analyses. Present careful synthesis and evaluation of the work done and the findings obtained and project where future investigations lines may be.

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

Course Number	Course Title	Semester Credit
	Core Courses (21 Credits)	
DBA 8000	Issues and Trends in Business	3.0
DBA 8001	Leadership to Shape the Future	3.0
DBA 8002	Creating and Leading in Effective Organization	3.0
DBA 8003	Knowledge Mgmt. and Intellectual Capital	3.0
DBA 8004	Organizational Theories and Processes	3.0
DBA 8005	Economic and Competitive Intelligence	3.0
DBA 8006	Theoretical Foundations of Macroeconomics	3.0
	Research Courses (24 Credits)	
DBR 9008	Information Search for Research	6.0
DBR 9009	Design and Research Methodologies	6.0
DBR 9010	Applied Statistics in Research	6.0
DBR 9011	Collection and Analysis of Research Data	6.0
	Dissertation (15 Credits)	
DBD 9012	Dissertation Project	3.0
DBD 9013	Dissertation Proposal	6.0
DBD 9014	Dissertation Applied Research	6.0

9.02.5 DOCTOR OF EDUCATION

Program Objective: 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.

Program Outcomes:

- Discuss and contrast issues and trends and analyze how to perform educational research on international, multicultural, multidisciplinary, and multi-generational organizations.
- Compare and evaluate classical and contemporary theories of learning and their applications in different educational process-based technologies.
- Analyze and develop knowledge management processes for the application of research methods in educational institutions.
- Develop and apply modern instructional technologies in different learning environments.
- Discuss and make use of psychological and social theories in the field of education.
- Explain and apply effective research skills including formulation of research problems; integration of previous publications into an appropriate literature review; design of a research study; data analysis; and an ability to summarize and present the results.
- Complete final thesis such as a research study, presenting detailed results and analyses. Present careful synthesis and evaluation of the work done and the findings obtained and project where future investigations lines may be.

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

Course Number	Course Name	Semester Credits
	Core Courses (12 credits)	
DOE 8000	Issues and Trends in Education	3.0
DOE 8002	Theoretical Foundations of Educational Environment	3.0
DOE 8003	Technology and Leadership in Educational Institutions	3.0
DOE 8010	Psychological and Social Theories of Education	3.0
	Research Courses (24 credits)	
DBR 9008	Information Search for Research	6.0
DBR 9009	Design and Research Methodologies	6.0
DBR 9010	Applied Statistics in Research	6.0
DBR 9011	Collection and Analysis of Research Data	6.0

Dissertation Courses (15 credits)

DBD 9012	Dissertation Project	3.0
DBD 9013	Dissertation Proposal	6.0
DBD 9014	Dissertation Applied Research	6.0

Educational Systems & Environment Courses (9 credits)

DOE 8004	Knowledge Management Process in Education	3.0
DOE 8005	Policy Analysis in Education	3.0
DOE 8006	Cross-National & Cross-Cultural Perspective in Ed.	3.0

Instructional Leadership (9 credits)

DOE 8007	Foundations of Instructional Leadership	3.0
DOE 8008	Curriculum and Instruction	3.0
DOE 8009	Leadership Assessment and Development	3.0

10   COURSE DESCRIPTIONS

10.01 GENERAL EDUCATION COURSES

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 the 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, 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 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 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 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 extinction, and the Ice Age.

CCS 1030* Introduction to Information Technology (Credits: 3)
This course presents a combined approach to computer concepts and productivity applications. Topics include word processing, spreadsheets, and electronic presentations. Also included in the course are concepts related to information literacy and computer technology, such as internet capabilities, basic hardware components, and end-user computer functions.

ENG 1102* English Composition II (Credits: 3)
This course develops skills in written analysis, interpretation, and evaluation of texts and emphasizes critical thinking skills, increased stylistic sophistication, and the application of advanced research methods.
Prerequisite: ENGL 1101

NCC 3311* Advanced Writing & Research (Credits: 3)
This course teaches the techniques for writing prose, in which student essays are evaluated, criticized, edited, and discussed. Provides instruction in the concepts and methods of critical response and argumentation, and in the formulation, analysis, and presentation of original research in academic papers.

PHI 1635* Biomedical Ethics (Credits: 3)
This course will provide the basic concepts and principles of law and its relationship with health care practice. Students will be instructed on the basic principles of ethics and morals in medical practice.

PHI 2604* Critical Thinking & Ethics (Credits: 3)
This is a foundation course in philosophy. Students will learn critical thinking skills and will study major theories of ethics. Students will use methods of effective reasoning to reflect critically upon their values, ethical standards, and the ethical permissibility of topics such as euthanasia, animal rights, and environmental ethics**.**

PSY 1012* General Psychology (Credits: 3)
A comprehensive survey of the diverse and rapidly expanding field of human psychological research. Emphasis is placed on understanding the dynamics of the human nervous system and how it affects our day-to-day behavior.

SPC 1017* Fundamentals of Oral Communications (Credits: 3)
This course provides the students with the oral communication skills necessary for success in personal, professional, and educational settings. Through the study and practice of interpersonal communication, presentational speaking, and group dynamics students will understand the concepts and principles of communication and be able to use them effectively.

STA 2014* Introduction to Statistics (Credits: 3)
This is an introductory course in statistics. Students are introduced to the fundamental concepts involved in using sample data to make inferences about populations. Included are the study of measures of central tendency and dispersion, finite probability, probability distributions, statistical inferences from large and small samples, linear regression, and correlation. The primary General Education Learning Outcome for this course is Quantitative Reasoning, which is to understand and apply mathematical concepts and reasoning and analyze and interpret various types of data.

10.02 UNDERGRADUTE COURSES

AIH 2015 Principles of Organizational Psychology (Credits: 3
This course explores organizations from a 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 studies 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 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 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, organizing 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 students 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 physical movement of goods (trade flows) or 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 the design and shape of the global political economy. This course analyzes economic globalization from 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 proportional 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 on 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 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 fundamental 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 significant investments 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 small businesses. Retailing, whole- selling, 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 satisfactorily solutions 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 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 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. The 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 to do 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 the 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, 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 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.

HLT 3620 Applied Statistics for Healthcare Professionals (Credits: 3)
Project-oriented overview of major statistical techniques commonly used in problems encountered in health professions. Students will learn to use a major statistical computing package. Hypothesis testing, t-tests, regression, analysis of variance, analysis of covariance, categorical data analysis, and nonparametric statistics.

NUR 3300 Healthcare Informatics and Technology (Credits: 3)
This course explores the use of information technology in healthcare. Nursing contributions and roles in healthcare informatics will be discussed.

The impact informatics and technology have on health outcomes in various settings will be examined. Students will engage in various informatics and technology platforms.

NUR 4150 Nursing Leadership & Interprofessional Collaboration (Credits: 3)
Provides the registered nurse with the opportunity to synthesize theory and concepts required to advance leadership and collaboration skills. A systems approach to deliver nursing care, manage and lead change, ensure quality and safety, and facilitate health promotion will be explored. Focus is placed on developing appreciation for the diversity of expertise in interprofessional collaborative teams as well as establishing basic concepts of effective teamwork.

NUR 4200 Health Assessment (Credits: 3)
The term "health assessment" denotes the process by which a nurse seeks to gain relevant information about a patient and their condition. This information may provide insight into not just the patient's physical condition but also the state of their mental and emotional health. Nurses arrive at this information by applying a combination of clinical skills, medical knowledge, and critical thinking abilities.

NUR4250 Health Promotion & Population Health (Credits: 3)
This course is designed to prepare the student to utilize evidence-based health promotion, health prevention, and disease management as it applies to diverse individuals, families, groups, communities, and populations. Essential concepts of epidemiology, community-based assessment and evaluation, equity, vulnerable populations, and community resources are introduced. This course leads to an increased understanding of the relationships related to socio-cultural contexts, ethics, and health/illness beliefs and practices. Students will demonstrate an ability to facilitate health care delivery to populations of diverse cultures using effective communication skills that include negotiation, problem-solving skills, and collaboration with various interprofessional health care teams. MRU

NUR 4450 Nursing Research & Evidence Based Practice (Credits: 3)
This course introduces the student to the relationship among nursing research, theory, and evidence-based practice in providing holistic, safe, and person-centered care within a quality caring framework.

NUR 4550 Pathophysiology (Credits: 3)
Explores pathophysiological and pharmacological concepts that guide nursing professionals in providing person-centered care. Course content will focus on foundational pathophysiological and pharmacological concepts and their application for managing clients with simple and stable conditions, as well as health exacerbations, complications, urgent and critical medical conditions, and mental health conditions.

NUR 4600 Complex Disease Management (Credits: 3)
This course is an introduction to emergency planning and disaster management for interprofessional teams at the local, state, national and global levels. Various types of public health and environmental disasters including natural, biological, chemical, radiological, nuclear and other human caused disasters will be explored. Consequences of the event, and roles of public health agencies in preparedness, response, and recovery are outlined to improve population health outcomes following a disaster or public health emergency. The student will apply these concepts

to real-world disasters to identify, evaluate and synthesize the public health response, and form recommendations.

NUR 4650 Applied Evidence-Based projects & Practicum (Credits: 6)
Provides basic information about nursing research problems; principles of evidence-based nursing research, access and retrieval of research literature and databases; reading and critiquing research reports; ethical issues related to research; and individual strategies and organizational mechanisms to promote research-based practice.

PHI 4130 Ethical & Spiritual Decision Making in Healthcare (Credits: 3)
This course introduces a Christian foundation for spiritual assessment and care with specific emphasis on biomedical ethical principles and ethical decision-making within nursing practice. Learners practice assessment and propose holistic interventions that consider the dignity of the human person. These assessments and interventions contribute to the physical and spiritual well-being of individuals across the life span and the health-illness continuum.

10.03 MASTERS' COURSES

CAI 6005 - Introduction to Artificial Intelligence (Credits: 3)
Artificial Intelligence (AI) is a field of research dedicated to the development of computer systems capable of emulating human intelligence. These capabilities include reasoning, learning, problem solving, language understanding, and visual and auditory perception, among others. The evolution of AI has gone through several stages, from expert and knowledge-centric systems to the current rise of deep learning, driven by access to vast data sets and an increase in computational power. This introductory course provides a solid foundation for understanding the basic principles and challenges associated with this rapidly evolving discipline. Key areas such as machine learning, artificial neural networks, expert systems, genetic algorithms, fuzzy logic, natural language processing, and computer vision are covered. The course also addresses the impact of AI on various sectors, such as healthcare, finance, education, manufacturing, entertainment, and government, including AI ethics and governance.

CAI 6010 - Python for Data Processing (Credits: 3)
In today's world, data is more crucial than ever. Businesses collect vast amounts of data about customers, products, and operations, making data analysis one of the most sought-after skills. Python, a high-level programming language, is ideal for data processing due to its ease of learning, power, and flexibility. This course covers essential libraries and tools for data analysis, such as NumPy, Pandas, and Polars. Students will gain the knowledge and skills needed to efficiently retrieve, filter, process, and store data, supporting specific work processes in a cloud environment using Google Collaboratory.

CAI 6105 - Supervised Machine Learning (Credits: 3)
Supervised Machine Learning trains models using labeled data sets to classify or identify new unlabeled objects or patterns. This course covers classification algorithms, regression, clustering, neural networks, model selection, evaluation, and data preprocessing tools for supervised learning.

CAI 6107 - Unsupervised Machine Learning (Credits: 3)
Unsupervised Machine Learning focuses on extracting hidden patterns, complex data, or knowledge from pre-existing unlabeled data sets. This course covers clustering techniques, dimensionality reduction methods, rule-based knowledge generation, and automated hypothesis generation for exploratory data analysis and practical problem solving.

CAI 6210 - Deep Learning (Credits: 3)
Deep Learning, a subcategory of machine learning, uses artificial neural networks to solve complex problems, drawing inspiration from neuroscience. This course covers deep learning techniques for image manipulation, integrating feature extraction and classification into the model architecture.

CAI 6220 - Mastering Prompt Engineering (Credits: 3)
AI tools are transforming our world by enabling natural language interactions as if one were conversing with an expert. To achieve accurate and reliable results, mastering "Prompt Engineering" is essential. This course delves into the science of designing prompts that guide AI tools in learning and generating results, providing essential skills for the effective utilization of AI

tools. Students will learn to create and evaluate effective prompts, tailoring AI outputs to individual needs. Practical applications include chats, image generators, presentation generators, and code generators.

CAP 6676 - Knowledge Representation Techniques (Credits: 3)
Knowledge-based systems are a key domain of AI, focused on representing and processing expert knowledge or databases in computers. This course covers techniques for representing facts, concepts, and relationships in knowledge bases, using HAries (hybrid AI expert systems) for practical prototyping of intelligent systems.

CAP 6680 - Building Knowledge-Based Systems (Credits: 3)
Building on previous knowledge representation concepts, this course moves toward creating complete architectures for knowledge-based systems. It introduces structures for organizing knowledge, controlling system operations, incorporating multimedia, concluding processes, and user interaction environments. Students will design and exploit knowledge-based systems using HAries.

CAP 6741 - Data Visualization (Credits: 4)
Data visualization is essential in contemporary disciplines, allowing for the meaningful interpretation of numbers and the identification of patterns or trends in large data sets. This course focuses on data visualization in Python, exploring popular platforms and choosing appropriate visual representations based on the nature, type of study, structure of the information, and specific questions.

CAP 6752 - Data Science (Credits: 4)
Data science combines expertise from diverse disciplines to analyze and interpret complex data sets. This course covers the process of data science, including data evaluation, preparation, integration, mining, predictive analytics, machine learning, deep learning, and interpretation and visualization of results. Applicable across all industries, data science helps organizations make data-driven decisions, optimize processes, and gain competitive advantage.

CET 6939 – Capstone: Master's Final Project (Credits: 4)
The Master's Final Project allows students to apply their AI knowledge to real-world projects in their work environment, collaborating with industry mentors to develop innovative solutions.

CNT 6425 - Cloud Computing (Credits: 4)
Cloud Computing revolutionizes IT by providing accessible and scalable resources over the Internet, reducing costs and maximizing service availability. This course covers cloud models, services, security, best practices, and AI tools for developing and managing cloud applications.

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 fitness 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 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, lectures 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 with 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 the best practices that should be implemented in the learning environments as part of the teaching and learning process. This course also explores research-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.

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, organizing 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 quantitative skills and the understanding of accounting and financial management in complex situations.

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 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 a 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 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 of more specialized courses and self-directed learning. It takes a global view on business, investigating why and how companies go internationally, providing students with 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 gain competitive advantage in the global marketplace by providing a hands-on understanding of the competitive implications affecting global marketing strategies, as well as covering the factors that govern the decision to enter export marketing and analyze 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 competitive global

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 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 a 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 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 with 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 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 with the knowledge to master today's most effective corporate finance tools and techniques for successful entrepreneurial ventures. The Creating New Ventures course follows the "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 will even 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.

10.04 DOCTORATE COURSES

DBA 8000 Issues and Trends in Business (Credits: 3)
This course affords the opportunity to conduct research on international, multicultural, multidiscipline, and multigenerational organizations. Several aspects will be examined; cultural 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 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 methods. 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 measure 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 of doing 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 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 research problems, 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 analysis, 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 to create their own bibliographies.

DBR 9009 Design and Research Methodologies (Credits: 6)
This course is focused on offering the opportunity to survey the different alternatives to conducting research in 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 correlational 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 design (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 mergers, 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 thoughts 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 that 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 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 relationships 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 accessing school leaders that 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 examinations of what are the different roles and responsibilities of 21st-century school leaders and how countries have succeeded in developing effective school leaders at scale local and global.

DOE 8010 Psychological and Social Theories of Education (Credits: 3)
This course is designed to provide an extensive study of psychological and social theories in the field of education. It will examine the historical/social milieu that gave rise to the theories. In addition, the major tenets of the theories and their implications for educational policy, research, and critical practice. In addition, the strengths and weaknesses of the theories will be questioned.

<center>APPENDIX A</center>

Humboldt
International
University

Navigating the Future Together!

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 an appropriate investigation. The student(s) that has 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.