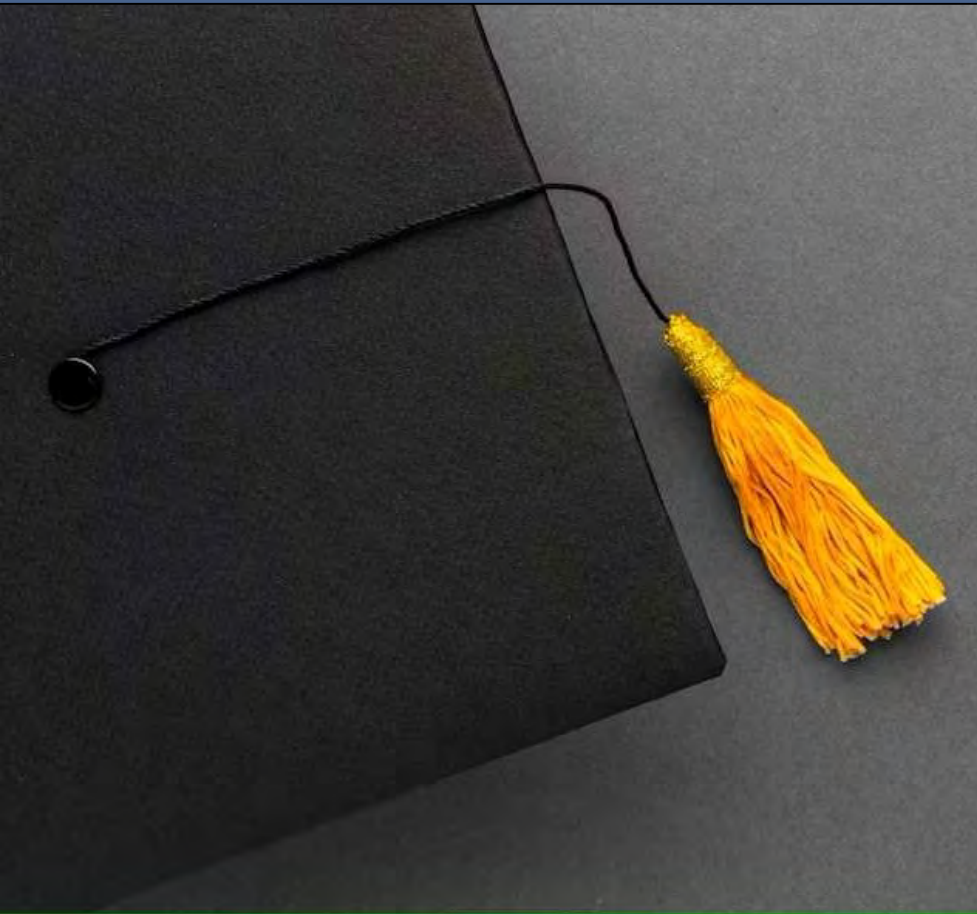


# UNAD FLORIDA



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# ACADEMIC CATALOG

## 2025

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Submitted by  
**Nancy Rodriguez, Ph.D.**  
Executive Director

**UNAD Florida** It is an institution focused on learning and oriented to attend the educational needs of its students, through an academic formation of Undergraduate and Postgraduate committed to its environment and pertinent with its professional and work context.

**Disclosure:** UNAD Florida reserves the right to change programs, start dates, tuition, or to cancel programs. Any changes will be made in accordance with the State Commission for Independent Education rules and regulations and will be attached to this catalog.

**Disclosure:** LICENSE FROM OTHER STATE. UNAD Florida is not accredited by a recognized agency by the US Department of Education. Accreditation may be required in some States for higher educational institutions to obtain licenses or permission to enroll students. As license rules change over time, please consult with the higher education authorities in the State where you reside to verify if UNAD Florida is licensed to operate in your state or if the diplomas it grants are valid for employment.

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For additional information on these and other articulation agreements with national or international institutions, please contact the UNAD Florida Business Office at +1-954-389-2277.

This catalog includes the main terms concerning the formal relationship between students and UNAD Florida. Regardless of its effective date, the Institution reserves the right to admit, readmit or register a student only for a semester or session separately and change policy at any given time. The Institution binds itself only during the semester for which the student has enrolled and paid his/her tuition fees.

It is the student's responsibility to know and comply with the content of this catalog and all of UNAD Florida's rules and regulations. This catalog complies with the institution's bylaws, regulations, administrative orders, and duties under Federal Law. It is subject to subsequent amendments. This Catalog is electronically available to students at least one week prior to enrollment. Students will be informed of any changes or amendments made to the Catalog.

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## UNAD Florida

### HISTORY OF UNAD FLORIDA

UNAD Florida is a private, independent 501 (c) (3) nonprofit corporation registered under the laws of the State of Florida. Its Board of Directors under its bylaws governs the corporation. UNAD Florida is registered with the Florida Department of State, Division of Corporations, to do business in Florida as UNAD Florida.

It was organized as a private university on July 24, 2000, and granted 501(c) 3 tax exempt status on November 3, 2003. It was conceived by UNAD Colombia, a public nonprofit University in Colombia, to serve Colombian, Hispanic, and underserved populations in the United States and throughout the world abroad. It was licensed as an online university on January 26, 2004, by Florida's Department of Education Commission on Independent Education.

UNAD Florida is not accredited by a recognized agency by the US Department of Education. Accreditation may be required in some States for higher educational institutions to obtain licenses or permission to enroll students.

The university is a professionally and professional, academically oriented institution. Their faculties are credentialed in their fields of expertise and meet all standards set by the Department of Education. It is governed by a board of directors headed by the President of UNAD Colombia and by its who supervise and guide the work of the Executive Director in Florida.

UNAD Florida is an institution of higher learning that offers Bachelor's, Master's, and Doctoral degree programs duly licensed by the Commission for Independent of Education. UNAD Florida provides undergraduate studies as well as programs for professionals and entrepreneurs wishing to continue at the graduate level.

UNAD Florida is dedicated to preparing graduates to be competitive professionals in the global workforce. We offer Undergraduate and Graduate programs in various educative and administrative fields utilizing the latest online tools to efficiently deliver a solid yet flexible course load for our students.

All our programs are fully online and operate through virtual means giving our students the flexibility to study remotely at their desired location and time. With full access to electronic content and resources, a complete online library, and support from our highly qualified faculty, the course of study is dynamic, interactive, and participatory.

UNAD Florida is committed to the development of human potential, through an educational methodology based on new information technologies and content, oriented to the most demanded work opportunities. UNAD Florida promotes quality, excellence, efficiency, relevance, and social responsibility for a better present and future of our society.

**STATEMENT OF PURPOSE**

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1. To foster a vigorous, diverse learning environment shaped by contemporary awareness, intellectual inquiry, and a shared search for truth in which students gain knowledge and build skills and values useful in their personal and career development.
2. To cultivate student-centered learning at all levels, supported by technological resources and led by qualified faculty and staff who are guided by contemporary scholarship and professional practice.
3. To promote the development of foundational values relevant to leadership in the 21st century: self-worth, creativity, interdependence, service, integrity, and effectiveness.
4. To foster intellectual and personal growth, sensitivity to diversity and human dignity, effective and responsible leadership, environmental responsibility, and lifelong learning.
5. To offer online degree programs with foundational perspective, breadth and professional relevance for undergraduate and graduate students.

**UNIVERSITY MISSION, VISION, ACADEMIC PILLARS, AND LONG-TERM GOALS**

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The current mission, vision, academic pillars, and long-term goals were written as part of UNAD Florida's Strategic Plan in February 2021.

**MISSION**

UNAD Florida provides accessible virtual education with a focus on the Hispanic community, offering programs that support academic and personal growth. The institution aims to create a diverse and inclusive learning environment while continuously enhancing its online resources and curriculum to prepare students for meaningful contributions in both local and global settings.

**VISION**

It is projected as a leading organization in online education, recognized nationally and internationally for the innovative quality and relevance of its educational offerings and services and for its commitment and contribution to sustainable human development, local and global communities.

## **INSTITUTIONAL VALUES**

At UNAD FLORIDA we believe:

1. In the restorative power of values, ethics, respect, discipline, debate, conciliation between the members of our university community and other social actors in the country.
2. In the strength that generates in people the integration of professional and human quality as a result of a reticular and intelligent work.
3. In the need to qualify our students, teachers, tutors, advisers, and officials at all levels to achieve an equitable, fair and enterprising society.
4. That our institutional commitment is to promote respect as a basic element for personal and professional self-realization.
5. In the creative potential, in the critical attitude, in the hard and honest work of our university community.
6. In the "Education for all": in any place and moment of life, fundamental for the prosperity of all.
7. In institutional excellence and in the capacity of our graduates to generate progress.
8. In freedom action, thought, worship and political ideas as pillars for peaceful coexistence, solidarity, and tolerance.
9. In the idea that our rights must be the result of the proper exercise of our duties.
10. In the importance of working so that social projection and research generate better living conditions.

## **ACADEMIC PILLARS**

UNAD Florida education seeks to instill and develop in the students the following dimensions:

1. Ethics, Social Responsibility, Sustainability  
(environmental, cultural, technological, economic, financial)
2. Economic Development, Entrepreneurship
3. Interdisciplinary Thinking and Integration of Knowledge
4. Critical Thinking
5. Quantitative Thinking
6. Innovation
7. Global Dimension  
(global cultures, religions, political, legal and economic systems, languages)
8. Information Technology

## **LONG TERM GOALS**

- To maintain an excellent online educational process by continuously reviewing and improving the quality standards with the implementation of an organizational evaluation system.
- To apply a systematic design of instruction that guarantees the effectiveness of the instructional process by writing an instructional design handbook and training faculty in the application of the handbook's content.
- To assure a high-quality teaching process by maintaining a faculty with the highest qualifications. To constantly improve our technological resources with modern hardware, software and communications equipment.
- To foster online learning communities with the delivery of academic and social forums and other communication tools.
- To instill in our instructors that human concerns need to be recognized in the classroom and should be dealt with.
- To promote scientific research by organizing specific fields within academic programs.
- To promote educational projects for different populations that contribute to the acquisition of new academic, technical or professional skills.
- To prepare our students for a competitive global market by developing critical and free-thinking leadership training.
- To offer affordable programs in accordance with our commitment to recognizing accessibility to all socioeconomic groups.

## **LICENSE**

UNAD Florida (License #2900) is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines St. Suite 1414, Tallahassee, FL, 32399, Phone number: (850) 245-3200 Toll free: (888) 224-6684 [www.fldoe.org/policy/cie](http://www.fldoe.org/policy/cie)

UNAD Florida is not accredited. Accreditation is a rigorous independent review process taking from three to six years for approval depending on circumstances. Accredited universities offer Title IV federal financial assistance thus we do not offer Title IV assistance.

## THE ORGANIZATION

UNAD Florida is located in the beautiful Sawgrass Corporate Park, just East of the Sawgrass Expressway, North of I-592 in Sunrise, Florida.

### LOCATION

UNAD Florida is located at:

**490 Sawgrass Corporate Parkway  
Suite 120. Sunrise, FL 33325**

Our contact Information number are:

**Phone:** (954) 389-2277

Corporate **WhatsApp:** (954) 260-4998

Our **office** hours are:

9:00 a.m.- 5:00 p.m. M-F (EST)

Our **customer service** hours are:

10:00 a.m.- 4:00 p.m. M-F (EST)



Our Florida office provides administrative support for the university's day-to-day activities as an online school. Its 2,901-sq. ft. space has nine administrative offices, one conference, one classroom meeting room, and one kitchenette area.

### ADMINISTRATIVE STRUCTURE

#### ORGANIZATION

Fulfilling the Mission and Vision of UNAD Florida requires collaboration among the Board of Directors, administration, and faculty. The UNAD model of shared governance recognizes the special role of faculty and ensures that they will be consistently and appropriately involved in the formulation of university policies, especially but not only through the participation in committees, Board of Directors, and other academic activities.

Adequate opportunities for communication are essential if faculty members are to fulfill their roles in institutional governance, namely to oversee the university curriculum (including its outcomes and content), to approve the academic policies that impact how the curriculum is offered to students, to ensure that students have fulfilled the outcomes of the curriculum, and to recommend students for degree conferral to the Board of Directors.

With a geographically dispersed faculty, the university is challenged to design a governance system that gives the faculty its full voice in the governance of the curriculum and bridges the physical gap between faculty members. Faculty governance structures at the university and the school levels ensure that the faculty members fulfill their roles as overseers of the curriculum.

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## UNIVERSITY OFFICIALS

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### BOARD OF DIRECTORS

- Jaime Leal, EdD
- Leonardo Sanchez, MBA
- Andrés Salinas, MBA
- Maria Cristina Parra, PhD
- Jimena del Pilar Reyes, MAE
- Nelson Parra, MBA
- Maria Amador

### UNAD FLORIDA ADMINISTRATIVE STAFF

- Executive Director: Nancy Rodriguez, PhD
- Academic Dean: Guadalupe Bañuls. Ed.D.
- Doctoral Programs: Karla Haro, PhD
- Administrative & Financial Services: Gina Valverde
- Admissions and Student Services: Daniel Bernal
- Recruitment: Luz Ayda Villegas
- Marketing & Customer Service: Joseph Salamanca
- Educational Projects & Continuing Education: (Vacant)
- IT Manager & Webmaster: Ana Luna Mantilla

### FACULTY

UNAD has a policy for maintaining a pool of qualified professors able to teach the courses related to the programs offered. Faculty hiring procedures are based on the general guidelines for hiring distance education faculty policy.

### COMMITTEES

Staff participate in different committees like Academic, Administrative & Financial, Admission & Recruitment, Continuing Education, as well as Staff meetings. Other internal and external stakeholders are invited to attend those meetings as needed.

Faculty also participate in different Advisory Committees as well as Academic, and Curriculum Development Committees in different roles. Please note that for the purposes of this document, the term Faculty representative refers to all faculty members and academic administrators within each school unless the description specifies otherwise. If any committee representatives leave their appointed or elected position on any council or committee prior to the end of their term, the individual responsible for appointing or initiating election for that position will appoint a qualified representative to serve in that capacity for the remainder of the term.

Members of the Committees are regularly updated and [published online](#).



## SEMESTER CREDIT HOUR POLICY

UNAD Florida uses the Semester Credit Hour system for determining and assigning academic units of measurement.

According to item 55(a) of rule 6E-1.003 (Definition of Terms) of the Commission for Independent of Education of Florida states that a Semester Credit Hour means that *“A unit consisting of a minimum of fifteen hours of instruction appropriate to the level of credential sought, during a semester, plus a reasonable period of time outside instruction which the institution requires a student to develop to preparation for learning experiences such as preparation for instruction, study of course material, or completion of educational projects”.*

The distribution of student dedication time is determined following the Carnegie credit hour system for granting academic credits upon successful completion of a course.

**The Carnegie Unit and the Credit Hour**

The standard Carnegie Unit is defined as 120 hours of contact time with an instructor, which translates into one hour of instruction on a particular subject per day, five days a week, for twenty-four weeks annually. Most public high schools award credit based on this 120-hour standard (one credit for a course that lasts all year, or half a credit for a semester course). And, while state and district coursework requirements for graduation vary, most states require a minimum number of units, typically expressed as “Carnegie Units.” A typical high school student earns six to seven credits per year over a four-year program of high school.

In higher education, students receive “credit hours,” a metric derived from the Carnegie Unit and based on the number of “contact hours” students spend in class per week in a given semester. A typical three-credit course, for example, meets for three hours per week over a fifteen-week semester. A student, then, might earn fifteen credit hours per semester (fifteen is standard full-time registration for a semester, thirty for an academic year) en route to a four-year bachelor’s degree requiring a total of 120 credits.

This system determines that each semester credit hour there is 1 hour of active academic engagement activities (instruction/lecture/seminar/discussion) and a minimum of 2 hours of student preparation time per week (readings, preparation for classes, study of course material, completion or assignment). This means that for a 15-weeks course, each semester credit hour requires a minimum of 45 hours of total dedication, distributed in 15 hours of active academic activities and 30 hours of student preparation time:

Dedication Hours : Class plus Preparation (DHours)					
Credit Hours	Academic Engagement DHours / week	Student Preparation DHours / week	Total DHours / week	# Weeks / Program	Total DHours / Course
1	1	2	3	15	45

Carnegie Credit Hour System

UNAD Florida uses this system to determine the time students should dedicate to each course within the program, establishing how much time students should dedicate to academic engagement activities and how much to preparation, according to the credit units of each course and the length of the term.

### Application of Semester Credit Hour System

UNAD Florida undergraduate courses are awarded 3 semester credit hours. The estimated student preparation time is 2 hours per each hour of academic activities. Therefore, each Bachelor level course requires a minimum of 135 hours of student engagement in a 15-weeks term, meaning 45 hours of Active Academic Engagement (instruction/lecture/seminar/discussion), and 90 hours of Student Preparation activities (readings, preparation for classes, study of course material, completion or assignment). That means that the minimum total dedication time for Bachelor Program is 5400 hours:

Dedication Hours : Class plus Preparation (DHours)									
Credit Hours	Academic Engagement DHours / week	Student Preparation DHours / week	Total DHours / week	# Weeks / Program	Total DHours / Course	# Courses / Program	Total Credit Hours / Program	Total Dedication Hours / Program (Academic+ Preparation)	
(A)	(Carnegie Model)				(B)	(C)	(A * C)	(B * C)	
Bachelor Degrees	3	3	6	15	135	40	120	5400	
135 h = 45 hours of Academic Engagement Activities plus 90 hours of Student Preparation for a 15-weeks term									

UNAD Florida master's degrees courses are awarded 3 credit hours. For graduate programs, the estimated student preparation time is expected to be 3 hours per each hour of academic activities, since tasks and assignments are more complex than those in the undergraduate programs. Therefore, each Master level course requires a minimum of 288 hours of student engagement (72 hours of Active Academic Engagement and 216 hours of Student Preparation) for a 8-weeks term. That means that the Master of Art in Education and the Master's in Business Administration programs have a minimum dedication of 1248 hours and 1344 for the Master of Teaching of English as Foreign Language:

Dedication Hours : Class plus Preparation (DHours)									
Credit Hours	Academic Engagement DHours / week	Student Preparation DHours / week	Total DHours / week	# Weeks / Program	Total DHours / Course	# Courses / Program	Total Credit Hours / Program	Total Dedication Hours / Program (Academic+ Preparation)	
(A)	(Carnegie Model)				(B)	(C)	(A * C)	(B * C)	
Masters Degrees	MBA, MAE	3	9	12	8	96	11	33	1056
	(incl Exam)	6	18	24	8	192	1	6	192
						288	12	39	1248
	MATEFL	3	9	12	8	96	12	36	1152
	(incl Exam)	6	18	24	8	192	1	6	192
						288	13	42	1344
288h = 72 hours of Academic Engagement Activities plus 216 hours of Student Preparation for a 8-weeks term									

UNAD Florida Doctoral degrees courses are awarded 4 credit hours. Therefore, each Doctoral level course requires a minimum of 240 hours of student engagement (60 hours of Active Academic Engagement and 180 hours of Student Preparation) for a 15-weeks term. That mean that the total dedication for the Doctor in Business Administration have a minimum dedication of 3840 hours and 3600 for the Doctor of Education:

Dedication Hours : Class plus Preparation (DHours)										
Credit Hours	Academic Engagement DHours / week	Student Preparation DHours / week	Total DHours / week	# Weeks / Program	Total DHours / Course	# Courses / Program	Total Credit Hours / Program	Total Dedication Hours / Program (Academic+ Preparation)		
(A)	(Darrege Model)				(B)	(C)	(A * C)	(B * C)		
Doctor Degrees	DBA	4	4	12	16	15	240	16	64	3840
	EdD	4	4	12	16	15	240	15	60	3600

240 h = 60 hours of Active Academic Engagement plus 180 hours of Student Preparation for each 15-weeks course

## Semester Credit Hour Policy - Summary Table

### Credit Units, Credit Hours and Dedication Hours per Program

Dedication Hours / Class plus Preparation (DHours)										Total Academic Hours	Total Student Prep Hours	
Credit Hours	Academic Engagement DHours / week	Student Preparation DHours / week	Total DHours / week	# Weeks / Program	Total DHours / Course	# Courses / Program	Total Credit Hours / Program	Total Dedication Hours / Program (Academic+ Preparation)				
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)				
Carnegie Credit Hour System												
1	1	2	3	15	45							
(Continued)												
Bachelor Degrees	3	3	6	9	15	135	40	120	5400	45	90	
135 h = 45 hours of Academic Engagement Activities plus 90 hours of Student Preparation for a 15-weeks term												
Masters Degrees	MBA, MAE	3	3	6	12	8	96	11	33	1056	72	216
	See Conf.	6	6	18	24	8	192	1	6	192		
							288	12	39	1248		
	MATEFL	3	3	6	12	8	96	12	36	1152	72	216
	See Conf.	6	6	18	24	8	192	1	6	192		
							288	13	42	1344		
350h = 72 hours of Academic Engagement Activities plus 278 hours of Student Preparation for a 15-weeks term												
Doctor Degrees	DBA	4	4	12	16	15	240	16	64	3840	60	180
	EdD	4	4	12	16	15	240	15	60	3600	60	180
240 h = 60 hours of Active Academic Engagement plus 180 hours of Student Preparation for each 15-weeks course												

UNAD Florida Undergraduate Programs require minimum 2 Student Preparation Hours per each Academic Engagement Hour  
UNAD Florida Graduate Programs require minimum 3 Student Preparation Hours per each Academic Engagement Hour

### Measuring student dedication

There is a process that UNAD Florida uses to measure and document the amount of time it takes the average student to achieve the learning outcomes as a means for assigning academic units of measurement.

UNAD Florida uses a basic structure where activities are comprised of a) **Academic Engagement Activities** that involves interacting with our educational platform, and b) **Preparation Activities** which may happen outside the virtual classroom.

For instance, **Academic Engagement Activities** may include watching or listening to course material, participating in discussion boards, interactive online activities, written assignments, case studies, and taking quizzes or exams. While Preparation Activities usually involve reading textbooks, homework, preparation of presentations, writing papers, and studying.

A set of activities are defined in the syllabus of a determined by the nature of the course, the educational experience of Academic Advisors, and UNAD Florida pedagogical approach. These activities are displayed in the educational platform but also listed in a table in the syllabus, so students can plan their time. These activities have estimated dedication time established. All this information is shared by course developers to assemble and adjust contents and syllabus as needed.

The verification of the validity of the time commitment reflected in the course credits is done via proxy method where faculty estimate the amount of time it should take a student to complete a task based on established standards. For example, an undergraduate course may require activities like discussion boards, online participation, and quizzes. The estimated time of dedication is listed below:

Activities	Minimum hours of dedication
3 Discussion Boards	=> academic time + reading and preparing (24h minimum)
14 online participatory	=> academic time + reading and preparing (70h minimum)
4 evaluation activities	=> academic time + studying (44h minimum)

Faculty evaluates the progress of the students and the time it takes them to deliver the assignments correctly. The faculty can determine if students do so in the foreseen time or request an extension, either because they have not achieved the competence, or the time has not it reaches them.

Faculty also gather feedback that comes from their interaction with students where students manifest their opinions about the assignments and the time it takes to accomplish them.



Another factor to be considered is the total time of dedication detailed in all the activities of the course which must match or surpass the semester credit hour of the type of course, as explained before. For the previous example all the assignments add up to 138 hours which is larger than the minimum of 135 hours of student engagement an undergraduate course of 15-weeks term must have.

At the end of the course, faculty can determine if the activities and the time expectation is accurate or needs to be adjusted and if the times and assignments are consistent for the acquisition of learning. These conclusions are shared with the Academic Dean as part of the continuous evaluation of programs and courses UNAD Florida carries to determine if the activities and the time expectation are accurate or needs to be adjusted.

## ACADEMIC PROGRAMS

### DEGREE PROGRAMS

UNAD Florida offers five Undergraduate degree programs and five Graduate degree programs. These programs are grouped into four Schools: School of Basic Science and Engineering, School of Administrative Sciences, School of Human and Social Sciences, and School of Education.

For degree programs, the school follows the requirements set forth by the Commission for Independent Education, and thus the length of the program varies depending on the degree level.

The program offered by UNAD Florida are:

#### SCHOOL OF BASIC SCIENCE AND ENGINEERING

- [Bachelor of Science in Systems Engineering](#)

#### SCHOOL OF ADMINISTRATIVE SCIENCES

- [Bachelor of Science in Industrial Administration](#)
- [Bachelor of Science in Commercial and Marketing Administration](#)
- [Master of Business Administration](#)
- [Doctor of Business Administration - Management Specialization](#)
- [Doctor of Business Administration - International Business Specialization](#)

#### SCHOOL OF HUMAN AND SOCIAL SCIENCES

- [Bachelor of Arts in Mass Communication](#)
- [Bachelor of Arts in Social Psychology](#)

#### SCHOOL OF EDUCATION

- [Master of Arts in Education - Higher Education Specialization](#)
- [Master of Arts in Education - Online Education Specialization](#)
- [Master of Arts in Teaching English as a Foreign Language \(TEFL\)](#)
- [Doctor of Education in Educational Technology](#)

## Undergraduate Programs

Upon completion of undergraduate programs, students will have the ability to:

Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context, managing theoretical models associated with specific and emerging problems within the scope of their specialty.

The students know how to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study. Also, students can integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments. Similarly, students know how to communicate their conclusions and the information and ultimate reasons that sustain them to specialized and non-specialized audiences in a clear and unambiguous way. At the same time students have the learning skills that allow them to continue studying in a way that will be self-directed or autonomous.

## Graduate Programs

The postgraduate courses offered by UNAD Florida to the student propose the facility to develop competences specific to their level of study which are exhibited in their professional, work, social and personal practice. In the master's degree, the requirements of the appropriate level are maintained, projecting in the doctorate a greater depth of studies focused on research. The student is expected to develop the following competences during his training process.

Upon completion of graduate programs, students will have the ability to:

Postgraduate students will exhibit capacity for abstraction, analysis and synthesis, in each research and action process in which they participate, through the application of knowledge in professional practice, in the same way they can communicate orally and in writing in their native language and another language. Likewise, he/she proposes, participates, and manages projects and programs in its area of performance. He/she is a researcher par excellence, which demonstrates with the ability to obtain and systematize information coming from diverse sources, evaluates the processes with critical and self-critical capacity to emit responsible judgments, optimizing the quality of the processes, capacity to learn and to be permanently updated, creative in the solution of problems, in turn, can work autonomously and in a team for the achievement of objectives, with social-cultural and ethical commitment, decision-making, adapting to changes with an entrepreneur spirit, apart from possess skill in the management of information and communication technologies.

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**SCHOOL OF BASIC SCIENCE AND ENGINEERING**

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**BACHELOR OF SCIENCE IN SYSTEMS ENGINEERING****BSSE PROGRAM DESCRIPTION**

This program provides students with a solid education in computer science and programming. Upon completion of this program, students will demonstrate knowledge of a wide range of engineering principles, computer languages, tools and hardware currently related to the construction of software products. Students will be able to significantly contribute to a team's effort with vision and leadership toward the goal of producing quality software and will be familiar with computer security threats, prevention, and countermeasures. In this program, there is an intense focus on Internet and database programming.

**BSSE PROGRAM OBJECTIVE**

Upon completion of this program, students will have the ability to model and solve problems using the techniques of mathematics, physics, engineering science, operations research, applied probability and statistics, and computer simulation.

**BSSE PROGRAM GOALS**

Upon completion of this program, students will be able to:

1. Demonstrate mastery of the design of systems in networks for the programming of quality software (PG1-1).
2. Model situations and propose solutions to them, through the creation of quality software, taking into account computer security threats.(PG1-2).
3. Work as a team and lead computer systems ventures to produce software, from which they can issue financial budgets and relevant written reports (PG2).
4. Apply their knowledge of algebra, trigonometry, numerical analysis, statistics and probability to the design of systems in the programming of quality software, attending to computer security threats (PG3).

**BSSE PROGRAM OUTCOMES**

The Program Outcomes describe what students will be able to demonstrate in terms of knowledge, skills, and values after the completion of the program. The Program Outcomes for this program are:

<b>ANALYTICAL (PO1)</b>	Students will be able to analyze systems and technologies pertaining to engineering, programming, and computer science.
<b>COMMUNICATIVE (PO2)</b>	Students will be able to communicate problems, solutions, processes, and all issues pertaining to engineering, programming and computer science.
<b>RESEARCH (PO3)</b>	Students will be able to conduct specific product and equipment researchthat will lead to innovative improvements.

**INSTITUTIONAL OUTCOMES**

UNAD Florida Institutional Outcomes are the knowledge, skills, abilities, ideas, values, and qualities that the institution as a whole expects students to acquire from their overall experiences in all areas of the institution, including programs, courses, and student services, throughout their careers. UNAD Florida Institutional Outcomes are:

**Institutional Outcome 1 (IO1) Performance and Knowledge**

The ability to gather and analyze relevant information, evaluate alternatives, and develop creative and effective solutions to issues from the workplace or institutions in local and global communities.

**Institutional Outcome 2 (IO2) Communication and Writing**

The ability to express and exchange ideas through listening, speaking, reading, and writing using credible and relevant sources to support those modes of interpersonal expressions.

**Institutional Outcome 3 (IO3) Dedication, Commitment, and Discipline**

The ability to complete work accurately with attention to detail, give and receive feedback, and become independent learners with the necessary skills for social, economic, and emotional health; ability to use the appropriate reasoning technique to evaluate and clarify real-world problems.

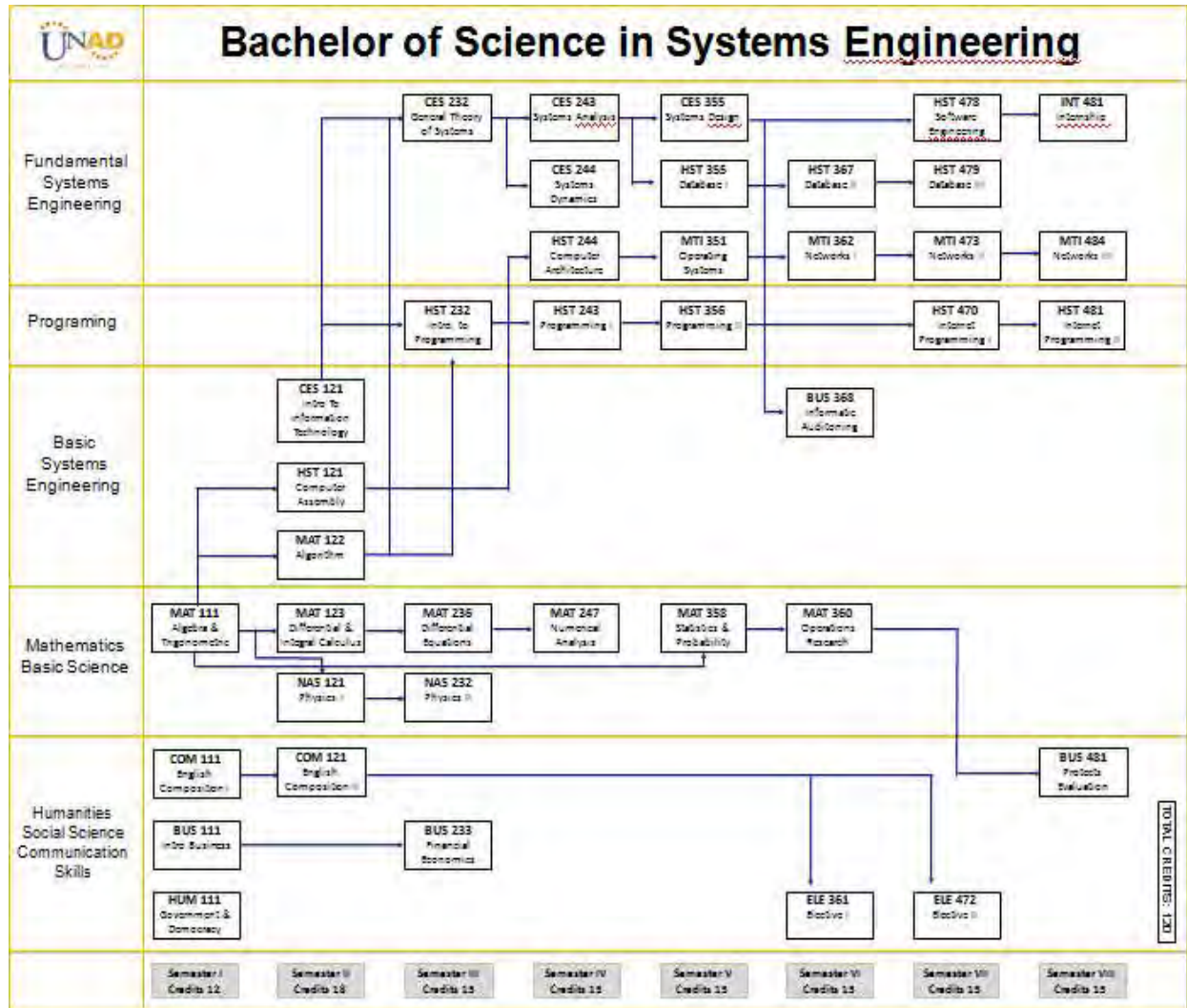
**BSSE EVALUATION INDICATORS**

The activities used to demonstrate students achieved the goals of this program include:

- System design.
- Software programming.
- Modeling and resolution of software programming problems.
- Application of mathematical and statistical operations to software design.
- Control of computer security threats.
- Ability to lead teamwork.
- Management of financial budgets.
- Preparation of written reports.



### BSSE COURSES - PLAN OF STUDY (120 CREDITS)



### BSSE LIST OF COURSES

BSSE General Education Core Courses: 30 Credit Hours			
Course Code	Course	Credits	Pre-Req
BUS 111	Introduction to Business	3	
CES121	Introduction to Information Technology	3	
COM111	English Composition I	3	

COM121	English Composition II	3	COM111
HUM111	Government and Democracy	3	
HST121	Computer Assembly	3	MAT 111
MAT111	Algebra and Trigonometry	3	
MAT122	Algorithms	3	MAT 111
MAT123	Differential & Integral Calculus	3	MAT 111
NAS121	Physics I	3	MAT 111
<b>BSSE Program Courses: 90 Credit Hours</b>			
<b>Course Code</b>	<b>Course</b>	<b>Credits</b>	<b>Pre-Req</b>
BUS233	Financial Economics	3	BUS 111
BUS368	Informatics Auditing	3	CES 355
BUS481	Project Evaluation	3	MAT 360
CES232	General Theory of Systems	3	CES121 MAT122
NAS232	Physics II	3	NAS121
CES243	System Analysis	3	CES232
CES244	System Dynamics	3	CES243
CES355	System Design	3	CES 243
ELE361	Elective I	3	COM 121
ELE472	Elective II	3	COM 121
HST232	Introduction to Programming	3	MAT122 CES 121
HST243	Programming I	3	HST232
HST244	Computer Architect	3	HST121
HST355	Databases I	3	CES 243
HST356	Programming II	3	HST243

HST367	Databases II	3	HST355
HST470	Internet Programming I	3	HST 356
HST478	Software Engineering	3	CES355
HST479	Databases III	3	HST367
HST481	Internet Programming II	3	HST470
INT481	Internship	6	HST 478
MAT236	Differential Equations	3	MAT123
MAT247	Numerical Analysis	3	MAT236
MAT 358	Statistics and Probability	3	MAT 111
MAT360	Operational Research	3	MAT358
MTI351	Operating Systems	3	HST 244
MTI362	Networks I	3	MAT351
MTI473	Networks II	3	MTI362
MTI484	Networks III	3	MAT473
<b>Total</b>		<b>120 U/C</b>	

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**SCHOOL OF ADMINISTRATIVE SCIENCE**

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**BACHELOR OF SCIENCE IN COMMERCIAL MARKETING ADMINISTRATION****BSCMA PROGRAM DESCRIPTION**

This program is a professionally oriented program that emphasizes the competencies required for management careers in business, government, and public or social service organizations. The program prepares students for entering careers with management responsibility by providing in-depth knowledge about organizations and management fundamentals, techniques, processes and competences. Upon completion of this program, students will have knowledge and earning power in e-business, sales, product management, logistics, marketing research and strategies. In addition, students will strengthen their interpersonal and critical thinking competencies, which are essential to influencing organizational effectiveness. Students will be able to assume a variety of leadership positions in business or management.

**BSCMA PROGRAM OBJECTIVE**

The Bachelor's degree in Commercial and Marketing specialization will help students build their knowledge and earning power in e-business, sales, distribution operations, product management, or general business careers. In addition, students will strengthen their interpersonal and critical thinking skills, which are essential to influencing organizational effectiveness. The goal of this program is to develop broadly educated business professionals to assume a variety of careers in business or management.

**BSCMA PROGRAM GOALS**

Upon completion of this program, students will be able to:

1. Carry out market studies to optimally manage the financial management and negotiation of the products (PG1-1).
2. Apply administrative theories and processes, undertaking diagnostics for business planning (PG1-2)
3. Relate the elements of national and international marketing with the economic and administrative aspects for the management of the business (PG1-3).
4. Philosophically base the administration, marketing, and marketing process through an analytical and pertinent discourse (PG2).
5. Apply administration, marketing, and marketing in business, through mathematical operations, probabilities and statistics, either by quantitative or qualitative methods (PG3).

**BSCMA PROGRAM OUTCOMES**

The Program Outcomes describe what students will be able to demonstrate in terms of knowledge, skills, and values after the completion of the program. The Program Outcomes for this program are:

**ANALYTICAL (PO1)**

Students will acquire analytical skills in the areas required for management careers in business, government, public, or social services.

	organizations. They will be able to analyze information in these areas at the managerial level and make decisions based on the analysis.
<b>COMMUNICATIVE (PO2)</b>	Students will be able to provide oral presentations and speak publicly to individuals and organizations in the areas of commercial and marketing.
<b>RESEARCH (PO3)</b>	The students will be able to conduct qualitative research, including personal interviews with individuals involved in the areas mentioned above.

### INSTITUTIONAL OUTCOMES

UNAD Florida Institutional Outcomes are the knowledge, skills, abilities, ideas, values, and qualities that the institution as a whole expects students to acquire from their overall experiences in all areas of the institution, including programs, courses, and student services, throughout their careers. UNAD Florida Institutional Outcomes are:

#### **Institutional Outcome 1 (IO1) Performance and Knowledge**

The ability to gather and analyze relevant information, evaluate alternatives, and develop creative and effective solutions to issues from the workplace or institutions in local and global communities.

#### **Institutional Outcome 2 (IO2) Communication and Writing**

The ability to express and exchange ideas through listening, speaking, reading, and writing using credible and relevant sources to support those modes of interpersonal expressions.

#### **Institutional Outcome 3 (IO3) Dedication, Commitment, and Discipline**

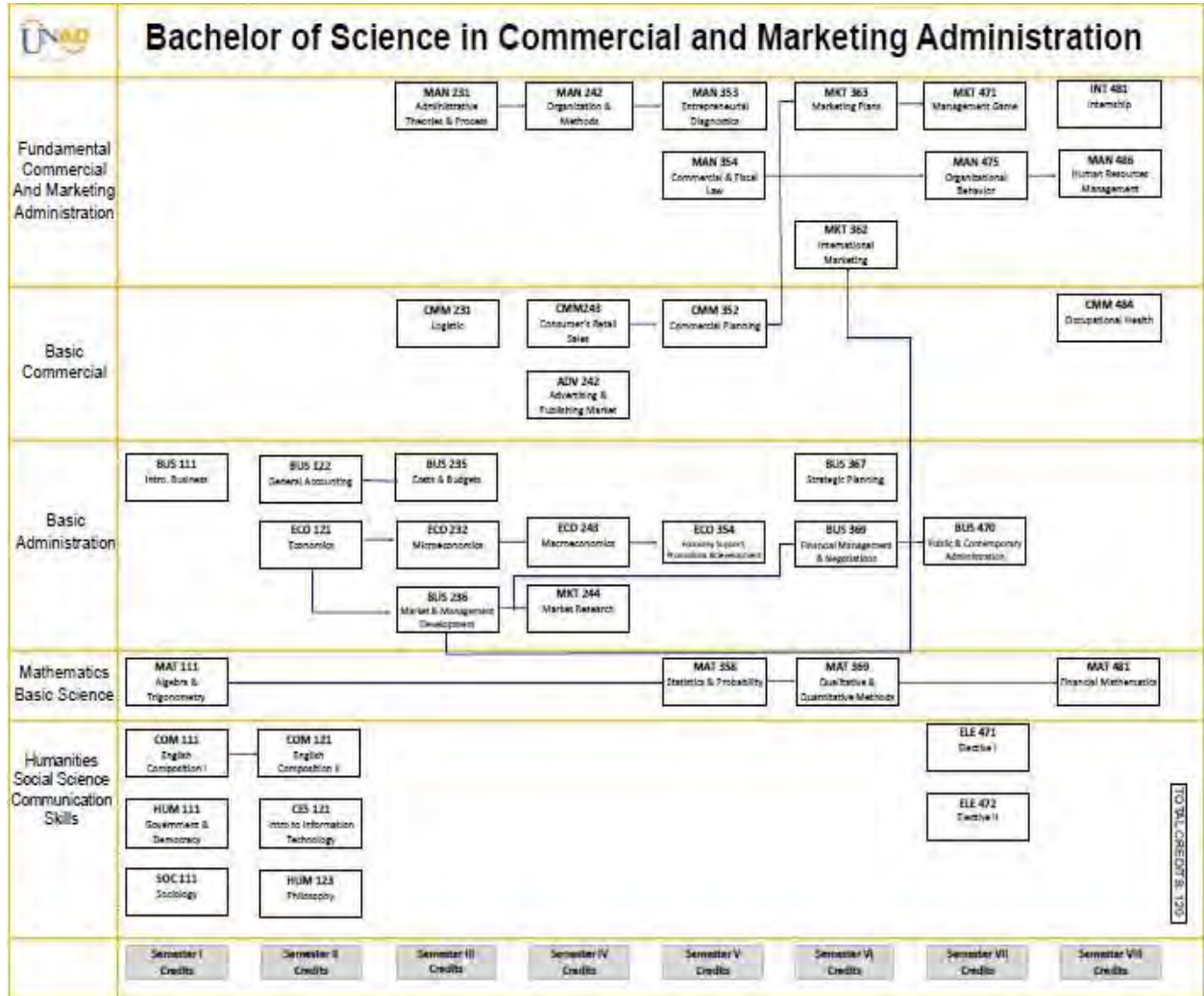
The ability to complete work accurately with attention to detail, give and receive feedback, and become independent learners with the necessary skills for social, economic, and emotional health; the ability to use the appropriate reasoning technique to evaluate and clarify real-world problems.

### BSCMA EVALUATION INDICATORS

The activities used to demonstrate students achieved the goals of this program include:

- Design financial plans.
- Management of national and international marketing.
- Know the economic aspects.
- Realization of market studies.
- Application of mathematical operations, probabilities and statistics to the administration, marketing and marketing processes.
- Use of qualitative and quantitative methods in administrative management, marketing, and marketing

### BSCMA COURSES - PLAN OF STUDY



### BSCMA LIST OF COURSES (120 CREDITS)

BSCMA General Education Core Courses: 30 Credit Hours			
Course Code	Course	Credits	Pre-Req
BUS 111	Introduction to Business	3	
HUM123	Philosophy	3	
COM111	English Composition I	3	
COM121	English Composition II	3	COM111

HUM111	Government and Democracy	3	
SOC111	Sociology	3	
MAT111	Algebra and Trigonometry	3	
BUS122	General Accounting	3	
ECO121	Economics	3	
CES121	Introduction to Information Technology	3	
<b>BSCMA Program Courses: 90 Credit Hours</b>			
<b>Course Code</b>	<b>Course</b>	<b>Credits</b>	<b>Pre-Req</b>
ADV242	Advertising and Publishing Market	3	
CMM231	Logistic	3	
CMM243	Consumer's Retail Sales	3	
CMM352	Commercial Planning	3	CMM243
CMM484	Occupational Health	3	
ELE471	Elective I	3	
ELE472	Elective II	3	
MKT471	Management Game	3	MKT363
MKT362	International Marketing	3	BUS236
MAT358	Statistics and Probability	3	MAT111
MAT369	Qualitative and Quantitative Methods	3	MAT358
MKT363	Marketing Plans	3	CMM352
MKT244	Market Research	3	BUS236
INT481	Internship	6	
BUS235	Cost and Budgets	3	BUS122
BUS236	Market and Management Development	3	ECO121



BUS367	Strategic Planning	3	
BUS369	Financial Management and Negotiations	3	BUS236
BUS470	Public and Contemporary Administration	3	BUS369
ECO232	Microeconomics	3	ECO 121
ECO243	Macroeconomics	3	ECO232
ECO354	Economy Support, Promotion and Development	3	ECO243
MAN231	Administrative Theories and Processes	3	
MAN242	Organization and Methods	3	MAN231
MAN353	Entrepreneurial Diagnostics	3	MAN 242
MAN354	Commercial and Fiscal Law	3	
MAN475	Organizational Behavior	3	MAN354
MAN486	Human Resources Management	3	MAN475
MAT481	Financial Mathematics	3	MAT369
<b>Total</b>		<b>120 U/C</b>	

## BACHELOR OF SCIENCE IN INDUSTRIAL ADMINISTRATION

### BSIA PROGRAM DESCRIPTION

This program is a professionally oriented program that emphasizes the competencies required for management careers in the industrial field. The program prepares students for entering careers with management responsibility by providing knowledge about organizations and management fundamentals, techniques, processes, and competences. Upon completion of this program Students will have the knowledge that matters most in a competitive business environment, such as supply chain management, logistics, administration, negotiation and management adaptability. Students will acquire strong analytical and communication competences, a thorough understanding of business principles and a spirit of creativity and entrepreneurship.

### BSIA PROGRAM OBJECTIVE

The Bachelor of Science in Industrial Administration program is designed for students who seek to develop managerial careers. Students will build the skills that matter most in a competitive business environment such as negotiation and managing change. Students will acquire strong analytical and communication skills.



skills, a thorough understanding of business principles and a spirit of creativity and entrepreneurship. The goal of this program is to develop broadly educated business professionals to assume a variety of careers in industrial administration.

### BSIA PROGRAM GOALS

Upon completion of this program, students will be able to:

1. Differentiate the concepts of industrial goods, industrial management and design and national and international industrial trade (PG1-1).
2. Apply administrative theories and processes in the diagnosis and management of business negotiation (PG1-2).
3. Visualize and analyze fiscal management and negotiation through the sieve of administrative and economic theories (PG1-3).
4. Read and interpret the world of industrial negotiation and act accordingly, as well as assume a coherent and efficient speech, both oral and written, when evaluating various positions in negotiating tasks; within the framework of agreements between the parties (PG2).
5. Analyze through quantitative and qualitative methods, with the help of algebra, trigonometry, statistics and probabilities, the administrative processes of the industries (PG3).

### BSIA PROGRAM OUTCOMES

The Program Outcomes describe what students will be able to demonstrate in terms of knowledge, skills, and values after the completion of the program. The Program Outcomes for this program are:

<b>ANALYTICAL (PO1)</b>	Students will be able to analyze data and material in the areas of accounting, business law, finance, information systems, marketing, operations, and human resources.
<b>COMMUNICATIVE (PO2)</b>	Students will be able to engage in public speaking, oral presentations and written, with the use of appropriate professional vocabulary in the areas administration and marketing.
<b>RESEARCH (PO3)</b>	Students will be able to use mathematical as well as analytical skills to conduct quantitative research in the areas mentioned above.

### INSTITUTIONAL OUTCOMES

UNAD Florida Institutional Outcomes are the knowledge, skills, abilities, ideas, values, and qualities that the institution as a whole expects students to acquire from their overall experiences in all areas of the institution, including programs, courses, and student services, throughout their careers. UNAD Florida Institutional Outcomes are:

#### **Institutional Outcome 1 (IO1) Performance and Knowledge**

The ability to gather and analyze relevant information, evaluate alternatives, and develop creative and

effective solutions to issues from the workplace or institutions in local and global communities.

**Institutional Outcome 2 (IO2) Communication and Writing**

The ability to express and exchange ideas through listening, speaking, reading, and writing using credible and relevant sources to support those modes of interpersonal expressions.

**Institutional Outcome 3 (IO3) Dedication, Commitment, and Discipline**

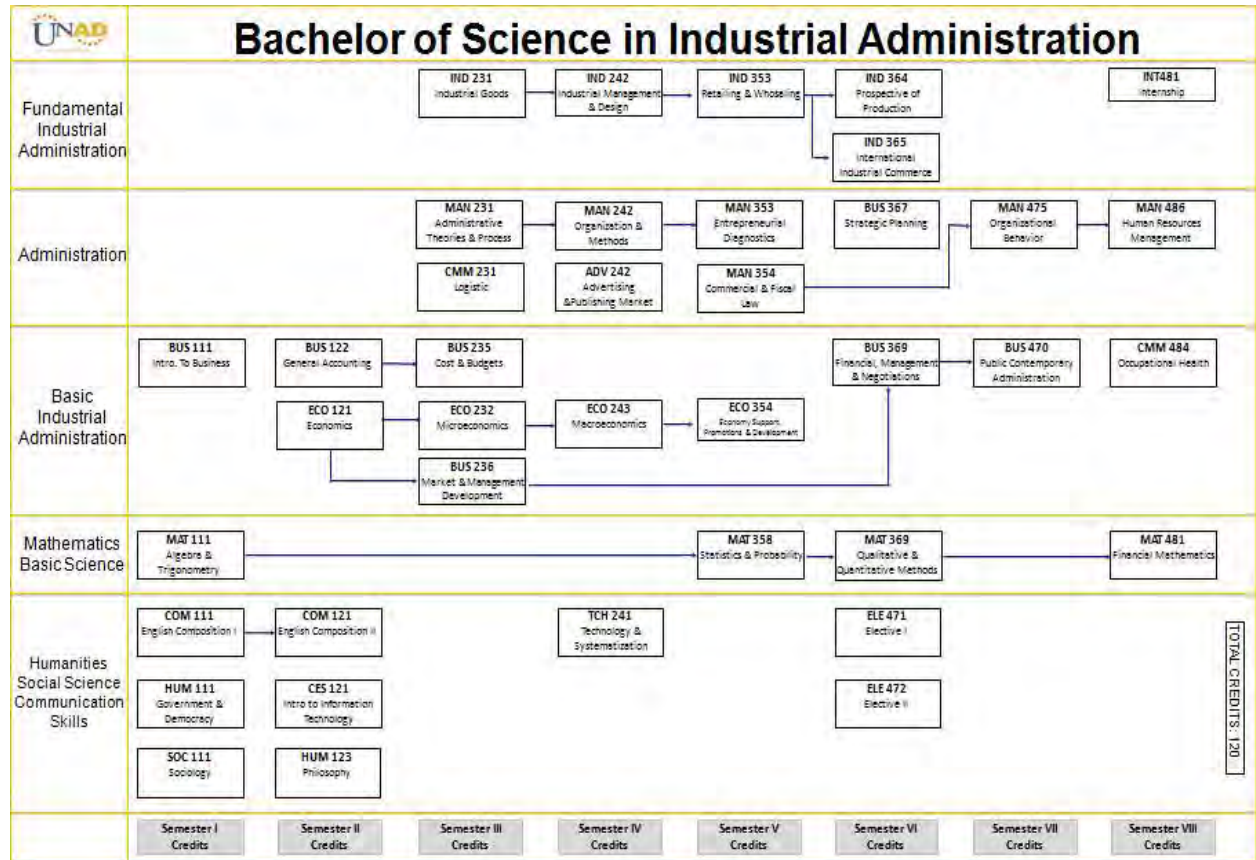
The ability to complete work accurately with attention to detail, give and receive feedback, and become independent learners with the necessary skills for social, economic, and emotional health; the ability to use the appropriate reasoning technique to evaluate and clarify real-world problems.

**BSIA EVALUATION INDICATORS**

The activities used to demonstrate students achieved the goals of this program include:

- Application of industrial administration concepts.
- Diagnosis and management of business negotiation.
- Analysis and interpretation of financial management and industrial negotiation.
- Quantitative, qualitative and mixed analysis of the industrial administration.
- Advice on industrial negotiation
- Assertive oral and written speech regarding the negotiation industry.
- Effective and empathetic communication in the industrial negotiation environment.
- Reading ability and interpretation of the world of industrial administration.

### BSIA COURSES - PLAN OF STUDY (120 CREDITS)



### BSIA LIST OF COURSES (120 CREDITS)

BSIA General Education Core Courses: 30 Credit Hours			
Course Code	Course	Credits	Pre-Req
BUS111	Introduction to Business	3	
HUM123	Philosophy	3	
COM111	English Composition I	3	
COM121	English Composition II	3	COM111
HUM111	Government and Democracy	3	
SOC111	Sociology	3	
MAT111	Algebra and Trigonometry	3	

BUS122	General Accounting	3	
ECO121	Economics	3	
CES121	Introduction to Information Technology	3	
<b>BSIA Program Courses: 90 Credit Hours</b>			
<b>Course Code</b>	<b>Course</b>	<b>Credits</b>	<b>Pre-Req</b>
ADV242	Advertising and Publishing Market	3	
CMM231	Logistic	3	
CMM484	Occupational Health	3	
ELE471	Elective I	3	
ELE472	Elective II	3	
IND231	Industrial Goods	3	
IND242	Industrial Management & Design	3	IND231
IND353	Retail and Wholesaling	3	IND242
IND364	Prospective of Production	3	IND353
IND365	International Industrial Commerce	3	IND353
INT481	Internship	6	
TCH241	Technology and Systematization	3	
BUS235	Costs and Budgets	3	BUS122
BUS236	Market and Management Development	3	ECO121
BUS367	Strategic Planning	3	
BUS369	Financial Management and Negotiations	3	BUS236
BUS470	Public and Contemporary Administration	3	BUS369
ECO232	Microeconomics	3	ECO121
ECO243	Macroeconomics	3	ECO232

ECO354	Economy Support, Promotion and Development	3	ECO243
MAN231	Administrative Theories and Processes	3	
MAN242	Organization and Methods	3	MAN231
MAN353	Entrepreneurial Diagnostics	3	MAN242
MAN354	Commercial and Fiscal Law	3	MAN353
MAN475	Organizational Behavior	3	MAN354
MAN486	Human Resources Management	3	MAN475
MAT358	Statistics and Probability	3	MAT111
MAT369	Qualitative and Quantitative Methods	3	MAT358
MAT481	Financial Mathematics	3	MAT369
<b>Total</b>		<b>120 U/C</b>	

## MASTER OF BUSINESS ADMINISTRATION

### MBA PROGRAM DESCRIPTION

The MBA program of the UNAD Florida is an educational place for the acquisition of knowledge and advanced organizational management skills, clearly focused on innovation, technology, and emerging world trends.

This will allow the future graduate to work as an entrepreneur, partner, consultant in multicultural and multidisciplinary environments, with a vision of a complex way of thinking, permitting the leadership on national, regional and global strategies of any organization.

### MBA PROGRAM OBJECTIVE

Guarantee the integral development of students based on their technical or "soft" skills, enabling them to take on, innovate, or enhance management of their own firm. Give students the knowledge and abilities to succeed as entrepreneurs in the company where they are partners, as well as the tools to advance to managerial positions with medium or high levels of responsibility, and to excel as consultants in any kind of organization.

### MBA PROGRAM GOALS

Upon completion of this program, students will be able to:

1. Evaluate the development of administration, international business, and information technology management within organizational behavior in the global context (PG1-1).
2. Analyze the relationship between marketing, business strategies and electronic commerce (PG1-2).
3. Arguing orally and in writing the involvement of human resources, leadership and legal aspects in administration, marketing, and business in the global context (PG2).
4. Propose research related to administration, marketing, and business in the global context. (PG3).

### MBA PROGRAM COMPETENCIES

- A. Provide the students with skills related to the theories and fundamentals relevant to the managing area to be applied to real world contexts.
- B. To build personal and communicative competencies in the consultancy and managing areas for the strengthening and improvement of the business competitiveness.
- C. To take leadership of transformation processes according to global tendencies, which will allow its implementation to the organizational management.
- D. To develop new and innovative management strategies in order to solve issues in complex contexts.

### MBA PROGRAM OUTCOMES

The Program Outcomes describe what students will be able to demonstrate in terms of knowledge, skills, and values after the completion of the program. The Program Outcomes for this program are:

<b>ANALYTICAL (PO1)</b>	Students will be able to argue possible solutions to subjects of study in the management context to enhance the organization's competitiveness.
<b>COMMUNICATIVE (PO2)</b>	Students will be able to evaluate, from the different theories and management models, programs, projects, and action plans for organizational improvement.
<b>RESEARCH (PO3)</b>	Students will be able to develop different substantial strategies in the knowledge and acquired skills, with the purpose of planning and developing businesses in global contexts.

### INSTITUTIONAL OUTCOMES

UNAD Florida Institutional Outcomes are the knowledge, skills, abilities, ideas, values, and qualities that the institution as a whole expects students to acquire from their overall experiences in all areas of the institution, including programs, courses, and student services, throughout their careers. UNAD Florida Institutional Outcomes are:

#### **Institutional Outcome 1 (IO1) Performance and Knowledge**

The ability to gather and analyze relevant information, evaluate alternatives, and develop creative and effective solutions to issues from the workplace or institutions in local and global communities.

### Institutional Outcome 2 (IO2) Communication and Writing

The ability to express and exchange ideas through listening, speaking, reading, and writing using credible and relevant sources to support those modes of interpersonal expressions.

### Institutional Outcome 3 (IO3) Dedication, Commitment, and Discipline

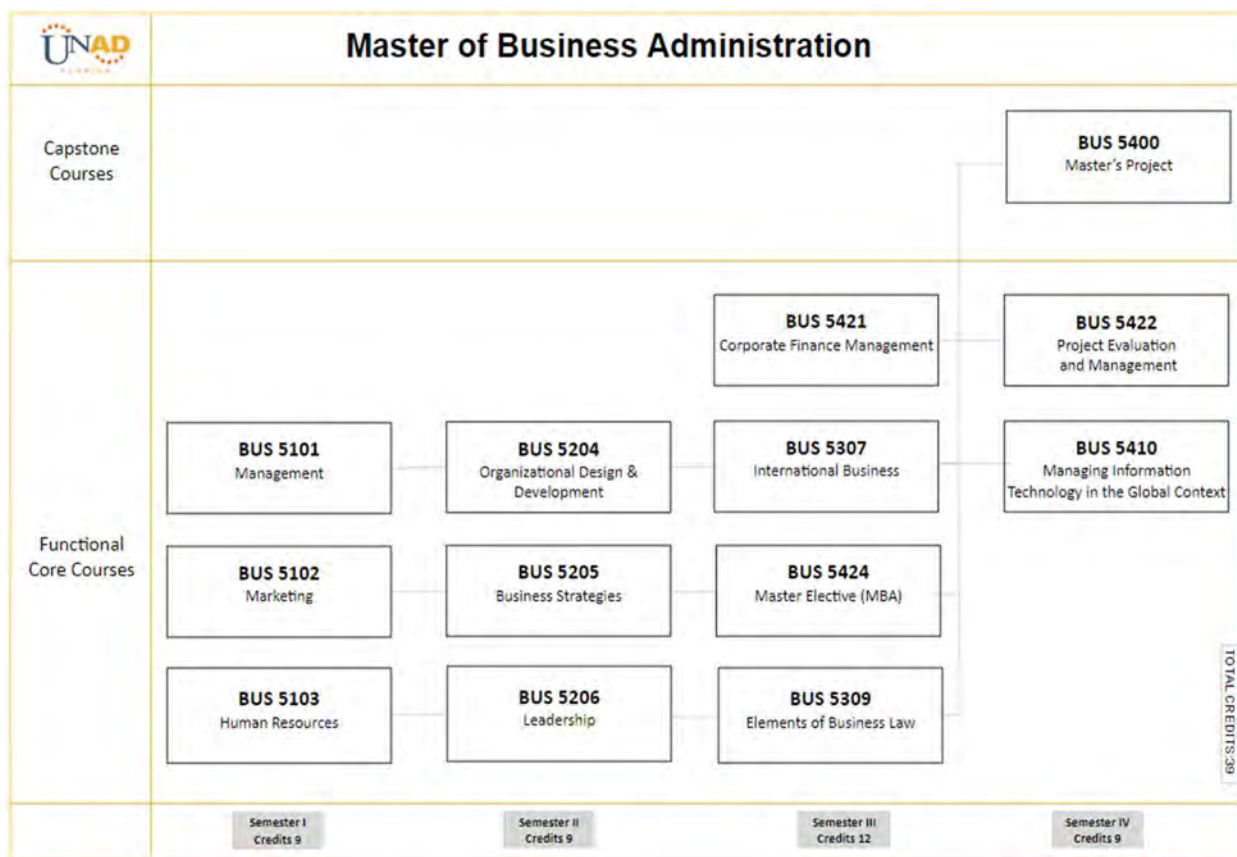
The ability to complete work accurately with attention to detail, give and receive feedback, and become independent learners with the necessary skills for social, economic, and emotional health; the ability to use the appropriate reasoning technique to evaluate and clarify real-world problems.

## MBA EVALUATION INDICATORS

The activities used to demonstrate students achieved the goals of this program include:

- Theoretical and practical reasoning through oral and written expressions, involving critical thinking for the solutions of problems and the selection of opportunities.
- Development of strategies aimed at constant management improvement.

## MBA COURSES - PLAN OF STUDY (39 CREDITS)



## MBA LIST OF COURSES (39 CREDITS)

MBA Program Courses: 39 Credit Hours			
Course Code	Course	Credits	Pre-Req
BUS5101	Management	3	
BUS5102	Marketing	3	
BUS5103	Human Resources	3	
BUS5204	Organizational Design & Development	3	BUS5101
BUS5205	Business Strategies	3	BUS5102
BUS5206	Leadership	3	BUS5103
BUS5307	International Business	3	BUS5204
BUS5424	Master Elective (MBA)	3	BUS5205
BUS5309	Elements of Business Law	3	BUS5206
BUS5410	Managing Information Technology in a Global Context	3	BUS5307
BUS 5421	Corporate Finance Management	3	
BUS 5422	Project Evaluation and Management	3	BUS5421
BUS5400	Master's Project	3	BUS5307 BUS5308 BUS5309
TOTAL		39 U/C	

The BUS5424 Master Elective (MBA) for the MBA Program can be selected from either BUS5308 E-Commerce or BUS5423 Artificial Intelligence, of 3 credits each.



**DOCTOR OF BUSINESS ADMINISTRATION - Management Specialization****DBA- MANAGEMENT PROGRAM DESCRIPTION**

The online Program of Doctor of Business Administration (DBA) provides participants with the acquisition of high-level competencies that will enable the development of research skills applied to organizations. The DBA of UNAD Florida will train professionals with high managerial skills that will facilitate the solution to the organizational problems of a globalized world through the generation of innovative tools related to applied research, consulting, and teaching. The Doctor of Business Administration (DBA) will allow doctoral students the balanced use of theory and applied research focused on the organizational world, facilitating strategic decision-making based on innovative business research models.

**Management Specialization**

UNAD Florida recognizes that an organization's top leadership should have an array of knowledge about technical operations, so he/she can devise a great mission statement and have the aptitude to develop the staff's capacity in order to implement that vision. With this in mind, we designed a program that uses coursework to create a synergy between knowledge that is gained in the classroom and skills developed in the workplace. In that way, cognitive learning, workplace learning and peer learning build on each other.

**DBA-MANAGEMENT PROGRAM OBJECTIVE**

The Doctor of Business Administration (DBA) program is designed to develop research skills in professionals who wish to solve problems generated by the dynamic of modern organizations in a globalized environment. The doctors of the DBA program from UNAD Florida will contribute to the creation of new knowledge for the improvement of contemporary organizational problems.

**DBA- MANAGEMENT PROGRAM GOALS**

Upon completion of this program, students will be able to:

1. Create predictive analytics models for organizational strategic decision making.
2. Analyze context figures for the formulation of global strategies.
3. Compose and analyze business and global financial environments for the improvement of organizational competitiveness.
4. Create, formulate, and design complex research for the solution of problems of organizations.
5. Develop applied research using theoretical contributions from the area of administration thanks to a solid training process in quantitative, qualitative, or holistic research.

**DBA- MANAGEMENT PROGRAM COMPETENCIES**

- A. Foster students' understanding of the conceptual and theoretical foundations relevant to management.
- B. Cultivate the ability to develop and apply advanced research techniques in organizational management.
- C. Strengthen professional skills in consulting and applied research to enhance business competitiveness.
- D. Deliver compelling presentations on business analysis and organizational strategies through

- clear and effective communication tailored to target audiences.
- E. Lead transformational change initiatives that support the successful implementation of organizational strategies.
  - F. Apply ethical and sustainable business policies to address global corporate challenges.
  - G. Generate new business knowledge by synthesizing existing literature to develop innovative concepts, theories, and business models with practical applications.
  - H. Design innovative strategies to solve complex business problems using quantitative and data-driven analysis, contributing to organizational sustainability.

#### DBA- MANAGEMENT PROGRAM COMPETENCIES

- A. Develop students' understanding of the relationship between conceptual and theoretical underpinnings pertinent to management.
- B. Generate capacities for the development and application of applied research techniques and business models in organizations with an international profile.
- C. Develop personal competencies in the areas of consulting and applied research in organizations for the development and improvement of sustainability in international business.
- D. Create effective presentations of international business analysis, organizational strategies, thanks to effective and objective oral communication for a target audience.
- E. Implement ethical and sustainability business policies related to the problems of companies in a global environment.
- F. Create new business knowledge from existing literature to produce new concepts, theories, and international business models that have practical applications.
- G. Implement innovative business strategies for the solution of complex problems through quantitative and data analysis that contribute to organizational sustainability in a globalized context.

#### DBA- MANAGEMENT PROGRAM OUTCOMES

The Program Outcomes describe what students will be able to demonstrate in terms of knowledge, skills, and values after the completion of the program. The Program Outcomes for this program are:

<b>ANALYTICAL (PO1)</b>	Students will be able to create business arguments and scenarios through the use of quantitative and qualitative information that will facilitate innovative decision-making in the areas of management and business.
<b>COMMUNICATIVE (PO2)</b>	Students will develop analytical skills, oral expression and research writing at the level of technical and analytical documents for the environment of organizations, as well as in the writing of articles in specialized journals and research books.
<b>RESEARCH (PO3)</b>	Students, based on the interpretation of relevant financial data collected in the market, will choose the most relevant to apply in the development of competitive and effective market strategies.

#### INSTITUTIONAL OUTCOMES

UNAD Florida Institutional Outcomes are the knowledge, skills, abilities, ideas, values, and qualities that the institution as a whole expects students to acquire from their overall experiences in all areas of the institution, including programs, courses, and student services, throughout their careers. UNAD Florida Institutional Outcomes are:

**Institutional Outcome 1 (IO1) Performance and Knowledge**

The ability to gather and analyze relevant information, evaluate alternatives, and develop creative and effective solutions to issues from the workplace or institutions in local and global communities.

**Institutional Outcome 2 (IO2) Communication and Writing**

The ability to express and exchange ideas through listening, speaking, reading, and writing using credible and relevant sources to support those modes of interpersonal expression.

**Institutional Outcome 3 (IO3) Dedication, Commitment, and Discipline**

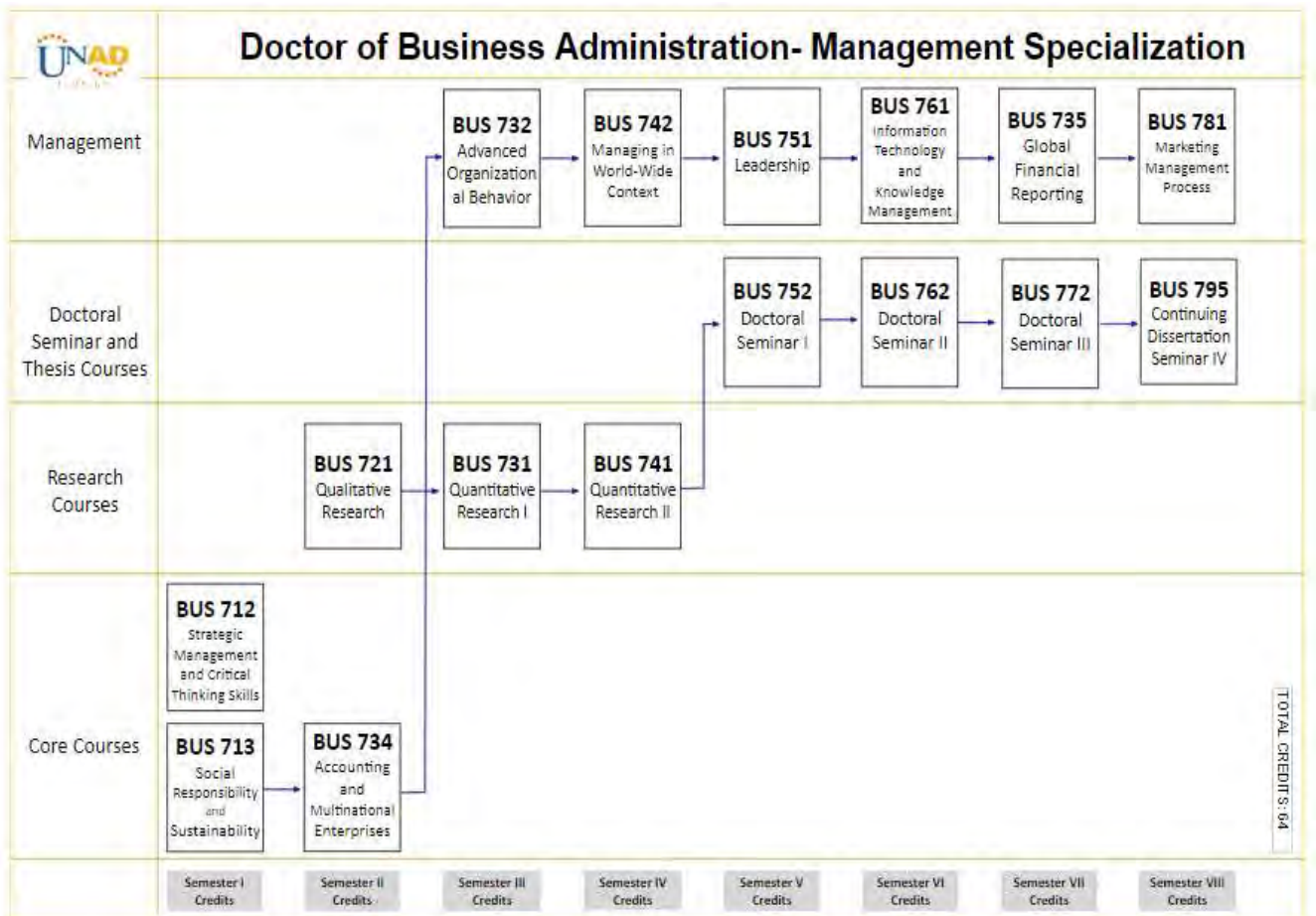
The ability to complete work accurately with attention to detail, give and receive feedback, and become independent learners with the necessary skills for social, economic, and emotional health; the ability to use the appropriate reasoning technique to evaluate and clarify real-world problems.

**DBA-MANAGEMENT EVALUATION INDICATORS**

The activities used to demonstrate students achieved the goals of this program include:

- Qualitative and quantitative research/or applied research.
- Modeling of behaviors of organizations or markets for the improvement of business competitiveness
- Theoretical argumentation through the oral and written expression of critical thinking.
- Theoretical and practical contributions to the area of organizational management.

**DBA- MANAGEMENT PLAN OF STUDY (64 CREDITS)**



### DBA- MANAGEMENT LIST OF COURSES

DBA- MANAGEMENT Program Courses: 64 Credit Hours			
Course Code	Course	Credits	Pre-Req
BUS712	Strategic Management and Critical Thinking Skills	4	
BUS713	Social Responsibility and Sustainability	4	
BUS721	Qualitative Research	4	
BUS734	Accounting and Multinational Enterprises	4	BUS713
BUS731	Quantitative Research I	4	BUS721
BUS732	Advanced Organizational Behavior	4	BUS734

BUS741	Quantitative Research II	4	BUS731
BUS742	Managing in a World-Wide Context	4	BUS732
BUS751	Leadership	4	BUS 742
BUS761	Information Technology and Knowledge Management	4	BUS751
BUS735	Global Financial Reporting	4	BUS761
BUS781	Marketing Management Process	4	BUS735
BUS752	Doctoral Seminar I	4	BUS 741
BUS762	Doctoral Seminar II	4	BUS752
BUS772	Doctoral Seminar III	4	BUS762
BUS795	Continuing Dissertation Seminar IV	4	BUS772
<b>TOTAL</b>		<b>64 U/C</b>	

**DOCTOR OF BUSINESS ADMINISTRATION - International Business Specialization****DBA-INTERNATIONAL BUSINESS PROGRAM DESCRIPTION**

The online Program of Doctor of Business Administration (DBA) provides participants with the acquisition of high-level competencies that will enable the development of research skills applied to organizations. The DBA of UNAD Florida will train professionals with high managerial skills that will facilitate the solution to the organizational problems of a globalized world through the generation of innovative tools related to applied research, consulting and teaching. The Doctor of Business Administration (DBA) will allow doctoral students the balanced use of theory and applied research focused on the organizational world, facilitating strategic decision-making based on innovative business research models.

**International Business Specialization**

This specialization focuses on international business strategies and the essential elements required to understand and manage multinational and international business. Students interested in international business positions and/or teaching in post-secondary institutions of higher education abroad benefit from this specialization.

**DBA- INTERNATIONAL BUSINESS PROGRAM OBJECTIVE**

The Doctor of Business Administration (DBA) program is designed to develop research skills in professionals who wish to solve problems generated by the dynamic of modern organizations in a globalized environment. The doctors of the DBA program from UNAD Florida will contribute to the creation of new knowledge for the improvement of contemporary organizational problems.

**DBA- INTERNATIONAL BUSINESS PROGRAM GOALS**

Upon completion of this program, students will be able to:

1. Design legal systems and business administration and management policies in international business.
2. Develop theories and models related to economic and leadership systems in management scenarios of multicultural organizations in a global context.
3. Propose and analyze business and global financial environments for the improvement of organizational competitiveness.
4. Build critical thinking about communication skills that facilitate the ability to effectively face business strategies and manage conflicts with the approach of global business management.
5. Create new applied research using theoretical contributions from the area of international business and administration, thanks to a solid training process in quantitative, qualitative or holistic research.

**DBA- INTERNATIONAL BUSINESS PROGRAM COMPETENCIES**

- A. Develop students' understanding of the relationship between conceptual and theoretical underpinnings pertinent to management.
- B. Generate capacities for the development and application of applied research techniques and

- business models in organizations with an international profile.
- C. Develop personal competencies in the areas of consulting and applied research in organizations for the development and improvement of sustainability in international business.
  - D. Create effective presentations of international business analysis, organizational strategies, thanks to effective and objective oral communication for a target audience.
  - E. Implement ethical and sustainability business policies related to the problems of companies in a global environment.
  - F. Create new business knowledge from existing literature to produce new concepts, theories, and international business models that have practical applications.
  - G. Implement innovative business strategies for the solution of complex problems through quantitative and data analysis that contribute to organizational sustainability in a globalized context.

#### DBA-INTERNATIONAL BUSINESS PROGRAM OUTCOMES

The Program Outcomes describe what students will be able to demonstrate in terms of knowledge, skills, and values after the completion of the program. The Program Outcomes for this program are:

<b>ANALYTICAL (PO1)</b>	Students will be able to create business arguments and scenarios through the use of quantitative and qualitative information that will facilitate innovative decision-making in the areas of management and business.
<b>COMMUNICATIVE (PO2)</b>	Students will develop analytical skills, oral expression, and research writing at the level of technical and analytical documents for the environment of organizations, as well as in the writing of articles in specialized journals and research books.
<b>RESEARCH (PO3)</b>	Students, based on the interpretation of quantitative market data, will achieve the development of analytical models for the implementation of competitive and effective market strategies.

#### INSTITUTIONAL OUTCOMES

UNAD Florida Institutional Outcomes are the knowledge, skills, abilities, ideas, values, and qualities that the institution as a whole expects students to acquire from their overall experiences in all areas of the institution, including programs, courses, and student services, throughout their careers. UNAD Florida Institutional Outcomes are:

##### **Institutional Outcome 1 (IO1) Performance and Knowledge**

The ability to gather and analyze relevant information, evaluate alternatives, and develop creative and effective solutions to issues from the workplace or institutions in local and global communities.

##### **Institutional Outcome 2 (IO2) Communication and Writing**

The ability to express and exchange ideas through listening, speaking, reading, and writing using credible and relevant sources to support those modes of interpersonal expression.

##### **Institutional Outcome 3 (IO3) Dedication, Commitment, and Discipline**

The ability to complete work accurately with attention to detail, give and receive feedback, and become independent learners with the necessary skills for social, economic, and emotional health; the ability to use the appropriate reasoning technique to evaluate and clarify real-world problems.

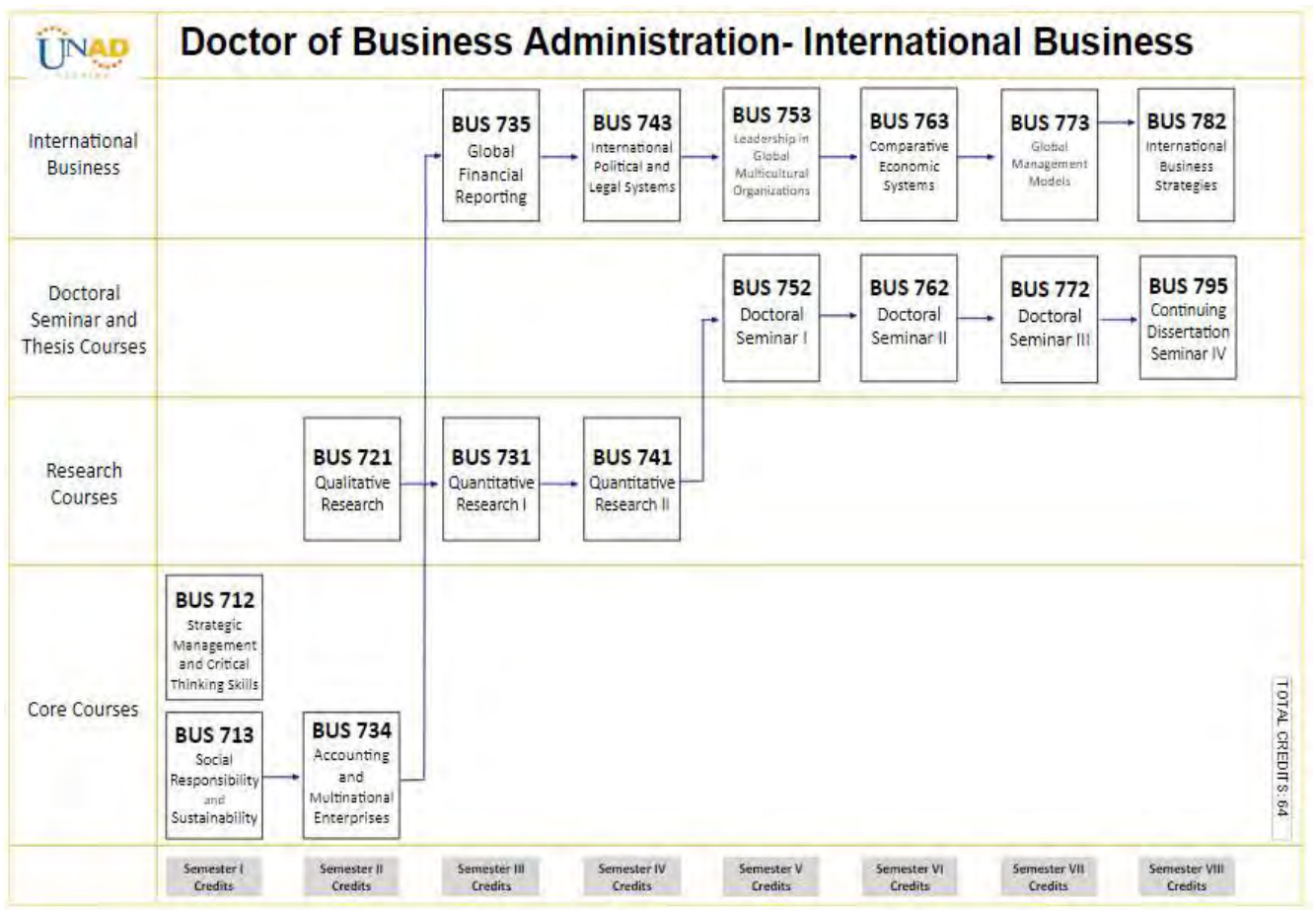


### DBA- INTERNATIONAL BUSINESS EVALUATION INDICATORS

The activities used to demonstrate that students have achieved the goals of this program include:

- Qualitative and quantitative research/or applied research.
- Modeling of behaviors of international organizations or markets for the improvement of organizational sustainability.
- Theoretical argumentation through the oral and written expression of critical thinking.
- Theoretical and practical contributions to the area of trade and international business

### DBA- INTERNATIONAL BUSINESS - PLAN OF STUDY (64 CREDITS)





### DBA- INTERNATIONAL BUSINESS LIST OF COURSES

DBA- INTERNATIONAL BUSINESS Program Courses: 64 Credit Hours			
Course Code	Course	Credits	Pre-Req
BUS712	Strategic Management and Critical Thinking Skills	4	
BUS713	Social Responsibility and Sustainability	4	
BUS721	Qualitative Research	4	
BUS734	Accounting and Multinational Enterprises	4	BUS713
BUS731	Quantitative Research I	4	BUS721
BUS735	Global Financial Reporting	4	BUS734
BUS741	Quantitative Research II	4	BUS731
BUS743	International Political and Legal Systems	4	BUS735
BUS753	Leadership in Global Multicultural Organization	4	BUS743
BUS752	Doctoral Seminar I	4	BUS741
BUS762	Doctoral Seminar II	4	BUS752
BUS763	Comparative Economic Systems	4	BUS753
BUS772	Doctoral Seminar III	4	BUS762
BUS773	Global Management Models	4	BUS763
BUS782	International Business Strategies	4	BUS773
BUS795	Continuing Dissertation Seminar IV	4	BUS772
<b>TOTAL</b>		<b>64 U/C</b>	

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## SCHOOL OF HUMAN AND SOCIAL SCIENCES

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### BACHELOR OF ARTS IN MASS COMMUNICATION

#### BAMC PROGRAM DESCRIPTION

This program seeks to emphasize theories and techniques which give students the ability to adapt to rapid changes in communication technology. Upon completion of this program, students will become part of the rapidly evolving communications industry.

Students will be able to combine the knowledge of required core courses in the liberal arts and sciences with courses that embrace critical thinking and communications competences. They also will be able to exhibit technological competences in areas like audio, video, web 2 design and new media, printed material, and online mass media communication. Students will become broadly educated multimedia professionals that will be able to assume open-minded, leadership and entrepreneurial positions within the communication industry.

#### BAMC PROGRAM OBJECTIVE

The B.A. in Mass Communication program prepares students to become part of the rapidly evolving communications industry. The program combines required core courses in the liberal arts and sciences with courses to ground critical thinking and communications skills in knowledge of diverse communications media. Students can expect our exciting blend of academic theory and practical skills to give them new insights into how they work and interact.

#### BAMC PROGRAM GOALS

Upon completion of this program, students will be able to:

1. Apply the processes for production in the mass media: physical and digital newspapers, radio and television (PG1-1).
2. Write articles and scripts for the mass media: physical and digital newspapers, radio and television (PG1-2).
3. Evaluate the fundamental aspects of communication in the media of physical and digital mass, in terms of ethics, use of symbols, theories of social communication, advertising and marketing (PG1-3).
4. Lecture fluently on the philosophical, sociological, psychological, anthropological, ethical and legal principles that support communication in the mass media (PG2).
5. Apply to mass media production mathematical operations, probabilities and statistics (PG3).

#### BAMC PROGRAM OUTCOMES

The Program Outcomes describe what students will be able to demonstrate in terms of knowledge, skills, and values after the completion of the program. The Program Outcomes for this program are:

<b>ANALYTICAL (PO1)</b>	Students will develop critical thinking skills as well as be able to analyze information and data related to technology and communications media.
<b>COMMUNICATIVE (PO2)</b>	Students will be able to execute professional language skills, as well as symbolic and written communication within a social/corporate and personal context in the areas of technology and mass media.
<b>RESEARCH (PO3)</b>	Students will be able to engage in research projects conducive to ways in which people communicate, effectiveness of communication methods and effects of mass media on society.

### INSTITUTIONAL OUTCOMES

UNAD Florida Institutional Outcomes are the knowledge, skills, abilities, ideas, values, and qualities that the institution as a whole expects students to acquire from their overall experiences in all areas of the institution, including programs, courses, and student services, throughout their careers. UNAD Florida Institutional Outcomes are:

#### **Institutional Outcome 1 (IO1) Performance and Knowledge**

The ability to gather and analyze relevant information, evaluate alternatives, and develop creative and effective solutions to issues from the workplace or institutions in local and global communities.

#### **Institutional Outcome 2 (IO2) Communication and Writing**

The ability to express and exchange ideas through listening, speaking, reading, and writing using credible and relevant sources to support those modes of interpersonal expression.

#### **Institutional Outcome 3 (IO3) Dedication, Commitment, and Discipline**

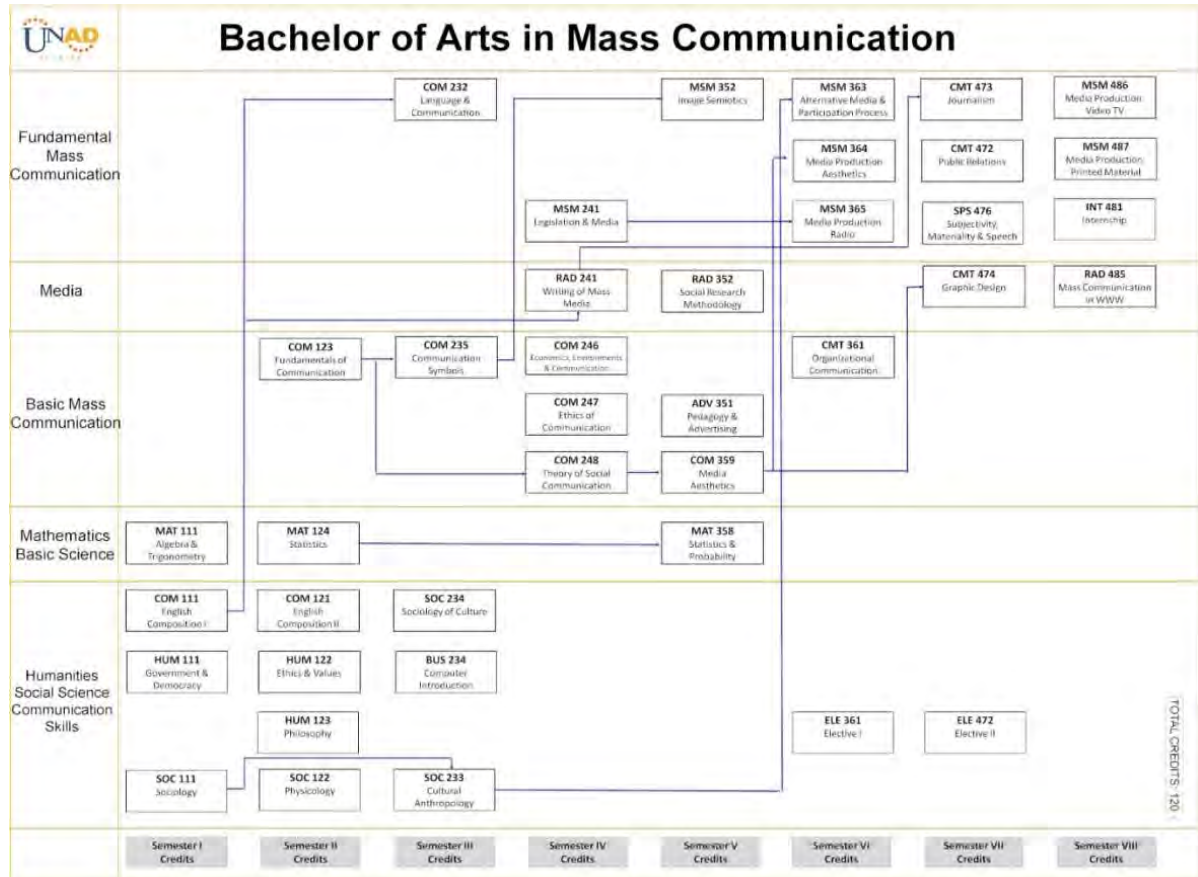
The ability to complete work accurately with attention to detail, give and receive feedback, and become independent learners with the necessary skills for social, economic, and emotional health; the ability to use the appropriate reasoning technique to evaluate and clarify real-world problems.

### BAMC EVALUATION INDICATORS

The activities used to demonstrate students achieved the goals of this program include:

- Application of processes for production in physical and virtual mass media.
- Writing texts for physical and virtual mass media.
- Evaluation of the fundamental aspects of communication in mass media, both digital and physical.
- Explanation of the principles of science that help and sustain discourse in the mass media.
- Application of mathematical operations, probabilities, and statistics to the production of mass media

### BAMC COURSES: PLAN OF STUDY



### LIST OF COURSES (120 CREDITS)

BAMC General Education Core Courses: 45 Credit Hours			
Course Code	Course	Credits	Pre-Req
BUS234	Computer Introduction	3	
COM111	English Composition I	3	
COM121	English Composition II	3	COM111
COM235	Communication Symbols		COM123
HUM123	Philosophy	3	
COM123	Fundamentals of Communication	3	
COM232	Language and Communication	3	COM111

HUM 111	Government and Democracy	3	
HUM 122	Ethics and Values	3	
MAT111	Algebra and Trigonometry	3	
MAT124	Statistics	3	
SOC 234	Sociology of Culture	3	
SOC111	Sociology	3	
SOC122	Psychology	3	
MAT358	Statistics and Probability	3	MAT124
<b>BAMC Program Courses: 75 Credit Hours</b>			
<b>Course Code</b>	<b>Course</b>	<b>Credits</b>	<b>Pre-Req</b>
ADV351	Pedagogy and Advertising	3	
CMT361	Organizational Communication	3	
CMT472	Public Relations	3	
CMT473	Journalism	3	RAD241
CMT474	Graphic Design	3	COM359
COM246	Economics, Environment and Communication	3	
COM247	Ethics of Communication	3	
COM248	Theory of Social Communication	3	COM123
COM359	Media Aesthetics	3	COM248
ELE361	Elective I	3	
ELE472	Elective II	3	
INT481	Internship	6	
MSM 241	Legislation and Media	3	
MSM 352	Image Semiotics	3	COM235
MSM363	Alternative Media & Participation	3	SOC 233

MSM364	Media Production: Aesthetics	3	COM359
MSM365	Media Production: Radio	3	MSM 241
MSM486	Media Production: Video TV	3	
MSM487	Media Production: Printed Material	3	
RAD241	Writing for Mass Media	3	COM111
RAD352	Social Research Methodology	3	
RAD485	Mass Communication in the www	3	
SOC 233	Cultural Anthropology	3	SOC 111
SPS 476	Subjectivity, Materiality and Speech	3	
<b>Total</b>		<b>120 U/C</b>	

## BACHELOR OF ARTS IN SOCIAL PSYCHOLOGY

### BASP PROGRAM DESCRIPTION

This program offers a foundation in the diverse fields of psychology, social psychology and human development and behavior. The program is experience-based, and it emphasizes the reciprocity of knowledge and direct application. This major can be directly applied in multiple areas of business and corporate operations, because of the breadth of its offerings. It also has direct and immediate application in human services positions.

The program also provides direct insights into group interactions and communications. Upon completion of this program, students will have acquired broad knowledge of the major trends and theories in social psychology, along with a thorough understanding of its context and methods. Students will be able to discuss and apply theories of social interaction to their daily life in areas like learning, memory, cognition, development, personality, social processes, group behavior, leadership, attitudes, perception, and psychopathology.

### BASP PROGRAM OBJECTIVE

The purpose of this program is to introduce students to the field of psychology as a scientific discipline. The program will survey the broad spectrum of topics in psychology, such as learning, memory, cognition, development, personality, social processes, and psychopathology. Emphasis will be on theory and application of psychology to everyday life.

### BASP PROGRAM GOALS

Upon completion of this program, students will be able to:

- Interpret psychological conceptualizations regarding the considerations of symbols, signs, meanings, collective memory, myths, rituals of human beings in their role as members of the family, the school, communities, and companies (PG1-1).
- Analyze human behavior based on their psychogenesis, sexuality, gender, and age (PG1-2)
- Apply epistemological conceptualizations to psychological processes that take into consideration the biological, neurobiological and adaptation constitution of the human being (PG1-3).
- Communicate fluently orally and in writing the philosophical, sociological, and legal principles that serve as interdisciplinary support and framework of ethical values to psychosocial processes (PG2).
- Apply mathematical and statistical operations to studies and processes of human behavior (PG3).

### BASP PROGRAM OUTCOMES

The Program Outcomes describe what students will be able to demonstrate in terms of knowledge, skills, and values after the completion of the program. The Program Outcomes for this program are:

<b>ANALYTICAL (PO1)</b>	Students will be able to analyze data, research and information pertaining to the psychosocial process of clients/patients, individuals within the social, mental health and clinical fields.
<b>COMMUNICATIVE (PO2)</b>	Students will be able to communicate orally, in writing, and symbolically with patients, coworkers, supervisors, etc. using appropriate professional terminology within the fields of psychology.
<b>RESEARCH (PO3)</b>	Students will learn quantitative methods of research and investigation, such as conducting individual assessments, psychosocial assessments, interviews, personal histories, effects of psychotropic and different intervention methods, to analyze and record data in the social, mental health and clinical fields.

### INSTITUTIONAL OUTCOMES

UNAD Florida Institutional Outcomes are the knowledge, skills, abilities, ideas, values, and qualities that the institution as a whole expects students to acquire from their overall experiences in all areas of the institution, including programs, courses, and student services, throughout their careers. UNAD Florida Institutional Outcomes are:

#### **Institutional Outcome 1 (IO1) Performance and Knowledge**

The ability to gather and analyze relevant information, evaluate alternatives, and develop creative and effective solutions to issues from the workplace or institutions in local and global communities.

#### **Institutional Outcome 2 (IO2) Communication and Writing**

The ability to express and exchange ideas through listening, speaking, reading, and writing using credible and relevant sources to support those modes of interpersonal expression.



### Institutional Outcome 3 (IO3) Dedication, Commitment, and Discipline

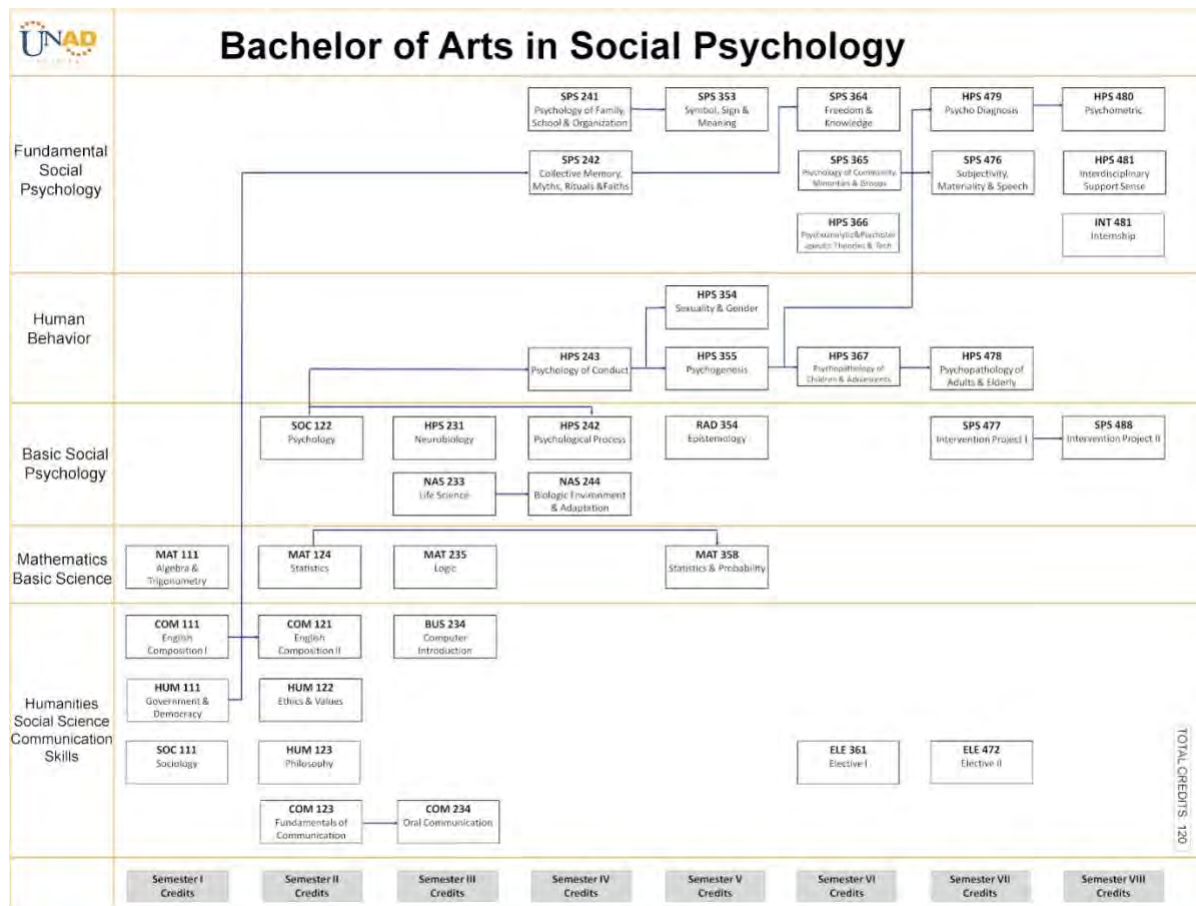
The ability to complete work accurately with attention to detail, give and receive feedback, and become independent learners with the necessary skills for social, economic, and emotional health; the ability to use the appropriate reasoning technique to evaluate and clarify real-world problems.

### BASP EVALUATION INDICATORS

The activities used to demonstrate students achieved the goals of this program include:

- Management of psychological conceptualizations.
- Analysis of human behavior.
- Application of psychological intervention projects.
- Fluid argumentation of the interdisciplinary support of other sciences to psychology.
- Application of mathematical and statistical operations to studies and processes of human behavior.

### BASP COURSES - PLAN OF STUDY





## BASP LIST OF COURSES (120 CREDITS)

BASP General Education Core Courses: 45 Credit Hours			
Course Code	Course	Credits	Pre-Req
COM111	English Composition I	3	
COM121	English Composition II	3	COM111
HUM 123	Philosophy	3	
COM123	Fundamentals of Communication	3	
COM234	Oral Communication	3	COM123
HUM 111	Government and Democracy	3	
HUM 122	Ethics and Values	3	
HPS 231	Neurobiology	3	
MAT111	Algebra and Trigonometry	3	
MAT 124	Statistics	3	
MAT235	Logic	3	
BUS 234	Computer Introduction	3	
SOC 111	Sociology	3	
SOC 122	Psychology	3	
NAS233	Life Science	3	
BASP Program Courses: 75 Credit Hours			
Course Code	Course	Credits	Pre-Req
ELE361	Elective I	3	
ELE472	Elective II	3	
HPS242	Psychological Processes	3	SOC122
HPS243	Psychology of Conduct	3	SOC122
HPS354	Sexuality and Gender	3	HPS243

HPS355	Psychogenesis	3	HPS243
HPS366	Psychoanalytic and Psychotherapeutic Theories & Techniques	3	
HPS367	Psychopathology in Children and Adolescents	3	HPS355
HPS478	Psychopathology in Adults and Elderly	3	HPS367
HPS479	Psycho-diagnosis	3	HPS355
HPS481	Interdisciplinary Support: Sense	3	
HPS480	Psychometrics	3	HPS479
INT481	Internship	6	
MAT358	Statistics and Probability	3	MAT124
NAS244	Biologic Environment & Adaptation	3	NAS233
RAD354	Epistemology	3	
SPS241	Psychology of Family, Schools and Organizations	3	
SPS242	Collective Memory, Myths, Rituals and Feasts	3	HUM111
SPS353	Symbol, Sign and Meaning	3	SPS241
SPS364	Freedom and Knowledge	3	SPS242
SPS365	Psychology of Community, Minorities and Groups	3	
SPS476	Subjectivity, Materiality and Speech	3	SPS365
SPS477	Intervention Project I	3	
SPS488	Intervention Project II	3	SPS477
<b>Total</b>		<b>120 U/C</b>	

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## SCHOOL OF EDUCATION

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### MASTER OF ARTS IN EDUCATION - Higher Education Specialization

#### MAE-HIGHER EDUCATION PROGRAM DESCRIPTION

The Master of Education is a graduate program aimed at educators and professionals linked to K-12 or university education. The program is committed to autonomous learning, qualification and updating of educational practice from the disciplinary, technological, pedagogical, didactic and research points of view. The program is designed on the theoretical deepening, analysis of socio-educational contexts, systematic reflection, and research on the educational practice in a global context to foster innovation and improvement.

Within the Master of Arts in Education at UNAD Florida, there are two fields of specialization: Online Education and Higher Education.

The **Specialization in Higher Education** is intended to the qualification of professionals in the reflection, comprehension and intervention of diverse technological, pedagogical, didactical, epistemological practices applied in Higher Education.

#### MAE- HIGHER EDUCATION PROGRAM OBJECTIVE

The Master of Arts in Education is designed to contribute to the qualification of professionals in the education field to develop competencies for the design, management and evaluation of educational proposals and contexts from a global perspective, making significant contributions to improving and innovating the quality of education in diverse educational environments.

#### MAE- HIGHER EDUCATION PROGRAM GOALS

Upon completion of this program, students will be able to:

1. Qualify the disciplinary, pedagogical, technological, and didactic knowledge of teachers, to innovate in the design, management, evaluation and transformation of educational models and environments of higher education from global, participatory, critical, and reflective models. (PO1)
2. Provide epistemological, theoretical, and methodological foundations for the analysis, understanding and intervention of the educational contexts and practices in the teaching and learning of higher education. (PO1)
3. Create argumentative discourses about higher education supported on diverse theoretical perspectives, educational practices, and epistemological knowledge. (PO2)
4. Promote the design, implementation, and evaluation of pedagogical practices in higher education, with criteria of quality standards, innovation, cultural diversity, ethics and social responsibility. (PO3)
5. Propose research models for the development of research projects around reality, challenges, gaps in higher education. (PO3))

**MAE- HIGHER EDUCATION PROGRAM COMPETENCIES**

- A. Develop analytical competences that allow students to analyze challenges, needs and trends in the curricula, investigative processes, structure, and administration of Higher Education from the perspective of various theoretical references and global perspectives that allow intervention or proposing viable alternatives for change.
- B. Strengthen argumentative competences that permit students to debate different theoretical perspectives and practices that can foresee valid options to transform educational environments in Higher Education.
- C. Develop investigative competences to analyze, process and manage information, generating new answers to problems associated with teaching and learning in educational and sociocultural environments of higher education, through applied research.
- D. Promote leadership capacity and social commitment in personal and professional performance, through responsible decision-making, with high standards of quality, innovation, and sustainability.

**MAE- HIGHER EDUCATION PROGRAM OUTCOMES**

The Program Outcomes describe what students will be able to demonstrate in terms of knowledge, skills, and values after the completion of the program. The Program Outcomes for this program are:

<b>ANALYTICAL (PO1)</b>	Students will be able to propose critical analysis on curricular, pedagogical, investigative, and administrative models in Higher Education in the context of globalization, sustainability, and technology innovation.
<b>COMMUNICATIVE (PO2)</b>	Students will argue, orally and in writing, about higher education teaching and learning processes based on diverse theoretical and global perspectives, educational practices, innovative models, and epistemological knowledge.
<b>RESEARCH (PO3)</b>	Students will be able lead educational research processes that allow them to intervene and innovate in the context of a higher education environment.

**INSTITUTIONAL OUTCOMES**

UNAD Florida Institutional Outcomes are the knowledge, skills, abilities, ideas, values, and qualities that the institution as a whole expects students to acquire from their overall experiences in all areas of the institution, including programs, courses, and student services, throughout their careers. UNAD Florida Institutional Outcomes are:

**Institutional Outcome 1 (IO1) Performance and Knowledge**

The ability to gather and analyze relevant information, evaluate alternatives, and develop creative and effective solutions to issues from the workplace or institutions in local and global communities.

**Institutional Outcome 2 (IO2) Communication and Writing**

The ability to express and exchange ideas through listening, speaking, reading, and writing using credible and relevant sources to support those modes of interpersonal expression.

### Institutional Outcome 3 (IO3) Dedication, Commitment, and Discipline

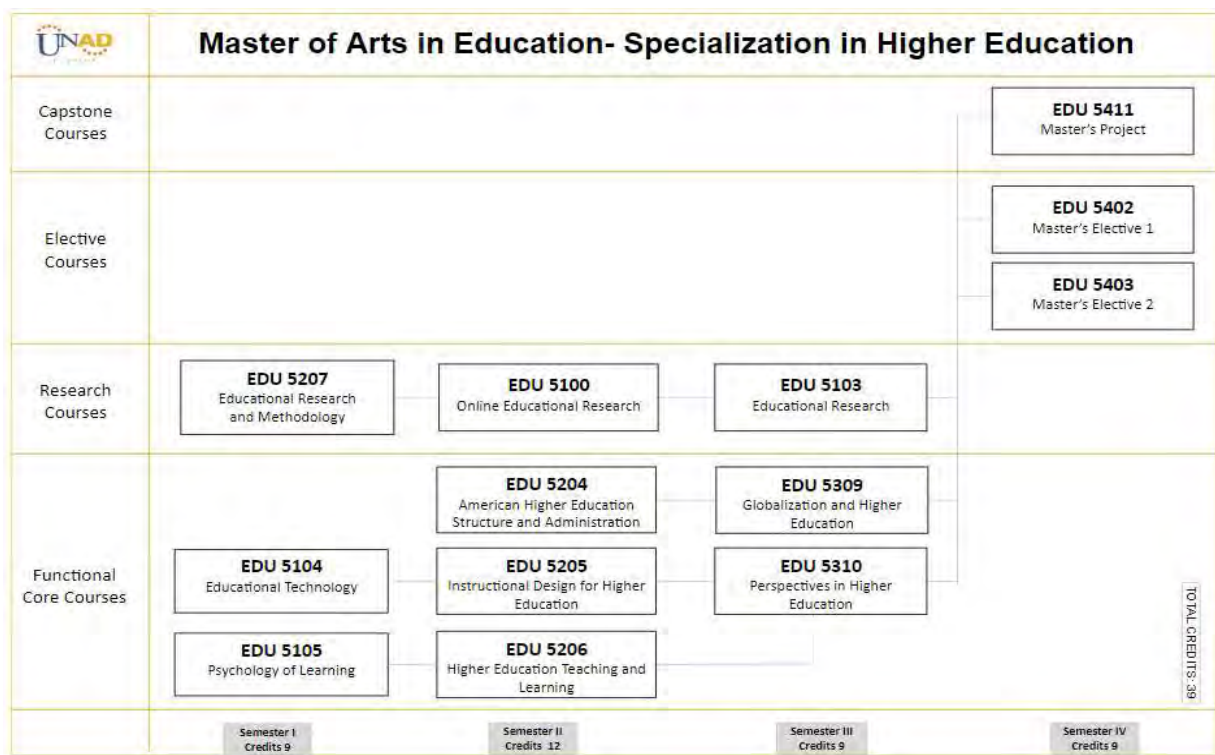
The ability to complete work accurately with attention to detail, give and receive feedback, and become independent learners with the necessary skills for social, economic, and emotional health; the ability to use the appropriate reasoning technique to evaluate and clarify real-world problems.

### MAE- HIGHER EDUCATION EVALUATION INDICATORS

The activities used to demonstrate students achieved the goals of this program include:

- Analyze critically curricular, pedagogical, investigative, and administrative models in Higher Education in the context of globalization, sustainability, and technology innovation.
- Write or present verbally well-founded discourses that reflect the theoretical and methodological comprehension of principles and perspectives of Higher Education.
- Design and implement innovative educational and technological proposals in the context of higher education.
- Apply a research model to tackle, analyze and intervene in the teaching and learning process in higher education.

### MAE- HIGHER EDUCATION COURSES - PLAN OF STUDY



## MAE- HIGHER EDUCATION LIST OF COURSES (39 CREDITS)

MAE- HIGHER EDUCATION Program Courses: 39 Credit Hours			
Course Code	Course	Credits	Pre-Req
EDU5100	Online Educational Research	3	EDU5207
EDU5103	Educational Research	3	EDU5100
EDU5104	Educational Technology	3	
EDU5105	Psychology of Learning	3	
EDU5204	American Higher Education Structure and Administration	3	
EDU5205	Instructional Design for Higher Education	3	EDU5104
EDU5206	Higher Education Teaching and Learning	3	EDU5105
EDU5207	Educational Research and Methodology	3	
EDU5309	Globalization and Higher Education	3	EDU5204
EDU5310	Perspective in Higher Education	3	EDU5205
EDU5402	Master's Elective I	3	
EDU5403	Master's Elective II	3	
EDU5411	Master's Project	3	EDU5103 EDU5309 EDU5310
<b>TOTAL</b>		<b>39 U/C</b>	

## MASTER OF ARTS IN EDUCATION - Online Education Specialization

## MAE-ONLINE EDUCATION PROGRAM DESCRIPTION

The Master of Education is a graduate program aimed at educators and professionals linked to K-12 or university education. The program is committed to autonomous learning, qualification and updating of educational practice from the disciplinary, technological, pedagogical, didactic and research points of view. The program is designed on the theoretical deepening, analysis of socio-educational contexts, systematic reflection and research on the educational practice in a global context to foster innovation and improvement.

Within the Master of Arts in Education at UNAD Florida, there are two fields of specialization: Online Education and Higher Education.

The **Specialization in Online Education** is aimed at the qualification and development of competences to analyze critically and autonomously, theorize deeply, research, innovate and transform learning environments mediated by new information and communication technologies (ICT).

#### MAE- ONLINE EDUCATION PROGRAM OBJECTIVE

The Master of Arts in Education is designed to contribute to the qualification of professionals in the education field to develop competencies for the design, management and evaluation of educational proposals and contexts from a global perspective, making significant contributions to improving and innovating the quality of education in diverse educational environments.

#### MAE- ONLINE EDUCATION PROGRAM GOALS

Upon completion of this program, students will be able to:

1. To qualify the pedagogical and didactic knowledge of professionals and teachers interested in online education, for the design, management, evaluation and transformation of inclusive, participatory, and reflective educational models and environments in ICT-mediated education.
2. To provide epistemological, theoretical, and methodological foundations for the analysis, understanding and intervention of educational contexts and practices in the teaching and learning of online education and the use of new ICT.
3. To promote the analysis from the different theoretical-methodological perspectives of instructional development and the use of ICT, in the design, implementation and evaluation of pedagogical practices that support the construction of meaningful knowledge in online education, with quality standards, innovation, inclusion, ethics and social responsibility.
4. To contribute to the development of pedagogical proposals and research projects, around online education, based on the initiatives of the students and the lines of research proposed by the program.

#### MAE- ONLINE EDUCATION PROGRAM COMPETENCIES

- A. To form the analytical and investigative capacity on the curricular and pedagogical system, the teaching-learning practice, and the structures associated with education mediated by ICT, from the complexity and challenges that online education imposes in the globalized world.
- B. To contribute to the critical and argumentative reasoning of students from different theoretical and methodological perspectives to impact quality of Online education, as well as to the development of learning environments mediated by more humanized, inclusive, and sustainable ICT.
- C. To develop competences to evaluate, design, implement and transform learning environments mediated by the new ICT, through adequate meso-curricular and micro-curricular management.
- D. To develop investigative capacities to analyze, process and manage information, autonomously and independently, generating new answers to problems associated with teaching and learning in online education, through applied research.

- E. To encourage leadership capacity in the field of online education and ethical and social commitment for personal and professional performance, through responsible, innovative and sustainable decision-making.

### MAE- ONLINE EDUCATION PROGRAM OUTCOMES

The Program Outcomes describe what students will be able to demonstrate in terms of knowledge, skills, and values after the completion of the program. The Program Outcomes for this program are:

<b>ANALYTICAL (PO1)</b>	Students will be able to plan critically, reflectively, and ethically, innovative, creative, motivating, flexible and pertinent ICT-mediated learning environments for the development of skills in the globalized world, based on epistemological foundations and educational perspectives.
<b>COMMUNICATIVE (PO2)</b>	Students will argue, orally and in writing, about online teaching and learning processes based on diverse theoretical and global perspectives, educational practices, innovative models, and epistemological knowledge.
<b>RESEARCH (PO3)</b>	Students will be able to lead educational research processes that allow them to intervene and innovate in the context of an online education environment.

### INSTITUTIONAL OUTCOMES

UNAD Florida Institutional Outcomes are the knowledge, skills, abilities, ideas, values, and qualities that the institution as a whole expects students to acquire from their overall experiences in all areas of the institution, including programs, courses, and student services, throughout their careers. UNAD Florida Institutional Outcomes are:

#### **Institutional Outcome 1 (IO1) Performance and Knowledge**

The ability to gather and analyze relevant information, evaluate alternatives, and develop creative and effective solutions to issues from the workplace or institutions in local and global communities.

#### **Institutional Outcome 2 (IO2) Communication and Writing**

The ability to express and exchange ideas through listening, speaking, reading, and writing using credible and relevant sources to support those modes of interpersonal expression.

#### **Institutional Outcome 3 (IO3) Dedication, Commitment, and Discipline**

The ability to complete work accurately with attention to detail, give and receive feedback, and become independent learners with the necessary skills for social, economic, and emotional health; the ability to use the appropriate reasoning technique to evaluate and clarify real-world problems.

### MAE- ONLINE EDUCATION EVALUATION INDICATORS

The activities used to demonstrate students achieved the goals of this program include:

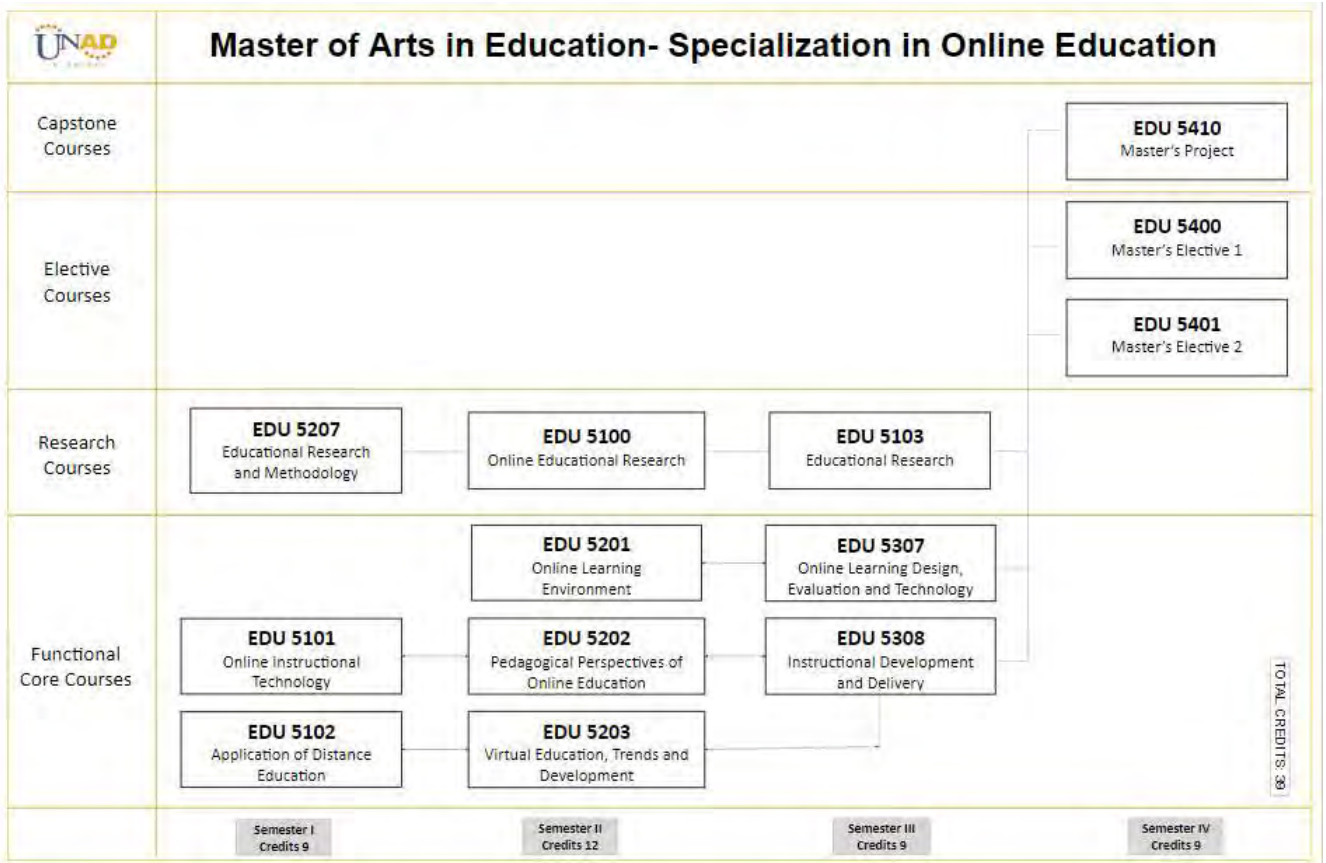
- Analyze critically curricular, pedagogical, investigative, and administrative models in education mediated by ICT in the context of globalization, sustainability and technology innovation.
- Write or present verbally well-founded discourses that reflect the theoretical and



methodological comprehension of principles and perspectives of Online Education.

- Design and implement innovative educational and technological proposals in the context of ICT-mediated education.
- Apply a research model to tackle, analyze and intervene in the teaching and learning process in Online Education.

MAE-OE COURSES - PLAN OF STUDY



## MAE- ONLINE EDUCATION LIST OF COURSES (39 CREDITS)

MAE-ONLINE EDUCATION Program Courses: 39 Credit Hours			
Course Code	Course	Credits	Pre-Req
EDU5100	Online Educational Research	3	EDU5207
EDU5101	Online Instructional Technology	3	
EDU5102	Application of distance Education	3	
EDU5103	Educational Research	3	EDU5100
EDU5201	Online Learning Environment	3	
EDU5202	Pedagogical Perspective of Online Education	3	EDU5101
EDU5203	Virtual Education, Trends and Development	3	EDU5102
EDU5207	Educational Research and Methodology	3	
EDU5307	Online Learning Design, Evaluation Technology	3	EDU5201
EDU5308	Instructional Development and Delivery	3	EDU5202
EDU5400	Master's Elective I	3	
EDU5401	Master's Elective II	3	
EDU5410	Master's Project	3	EDU5103 EDU5307 EDU5308
<b>TOTAL</b>		<b>39 U/C</b>	

## MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

### MATEFL PROGRAM DESCRIPTION

The Master of Arts in TEFL provides students with a research, technological and pedagogical oriented education in Teaching English as a Foreign Language, with a structured educational outline throughout the program. Students graduating with a Master of Arts in TEFL will be able to teach English as a foreign language, as well as conduct research, with a methodological understanding of the pedagogical, investigative and technological processes within this scientific area.

### MATEFL PROGRAM OBJECTIVE

The Master of Arts in Teaching English as a Foreign Language (TEFL) is designed to prepare the students for demonstrating excellence in their verbal and written English skills for communication and instructional purposes. This Master program will help the student to develop the ability to analyze, implement and instruct phonological, syntactic, and semantic elements of English. They will also be able to respond appropriately to any errors in their use, as well as command professional terminology used in linguistics to discuss issues related to language learning and teaching.

### MATEFL PROGRAM GOALS

Upon completion of this program, students will be able to:

1. Analyze the morphosyntactic and phonological structure of the English language for online teaching (PG1-1).
2. Experiment the application of English teaching and learning methods for speakers of other languages (PG1-2).
3. Communicate effectively and efficiently in teaching English as a second language (PG2).
4. Propose educational research related to morphosyntax, phonology or various didactic methods to improve the teaching and learning process of English for speakers of other languages (PG3).

### INSTITUTIONAL OUTCOMES

UNAD Florida Institutional Outcomes are the knowledge, skills, abilities, ideas, values, and qualities that the institution as a whole expects students to acquire from their overall experiences in all areas of the institution, including programs, courses, and student services, throughout their careers. UNAD Florida Institutional Outcomes are:

#### **Institutional Outcome 1 (IO1) Performance and Knowledge**

The ability to gather and analyze relevant information, evaluate alternatives, and develop creative and effective solutions to issues from the workplace or institutions in local and global communities.

#### **Institutional Outcome 2 (IO2) Communication and Writing**

The ability to express and exchange ideas through listening, speaking, reading, and writing using credible and relevant sources to support those modes of interpersonal expression.

**Institutional Outcome 3 (IO3) Dedication, Commitment, and Discipline**

The ability to complete work accurately with attention to detail, give and receive feedback, and become independent learners with the necessary skills for social, economic, and emotional health; the ability to use the appropriate reasoning technique to evaluate and clarify real-world problems.

**MATEFL PROGRAM OUTCOMES**

The Program Outcomes describe what students will be able to demonstrate in terms of knowledge, skills, and values after the completion of the program. The Program Outcomes for this program are:

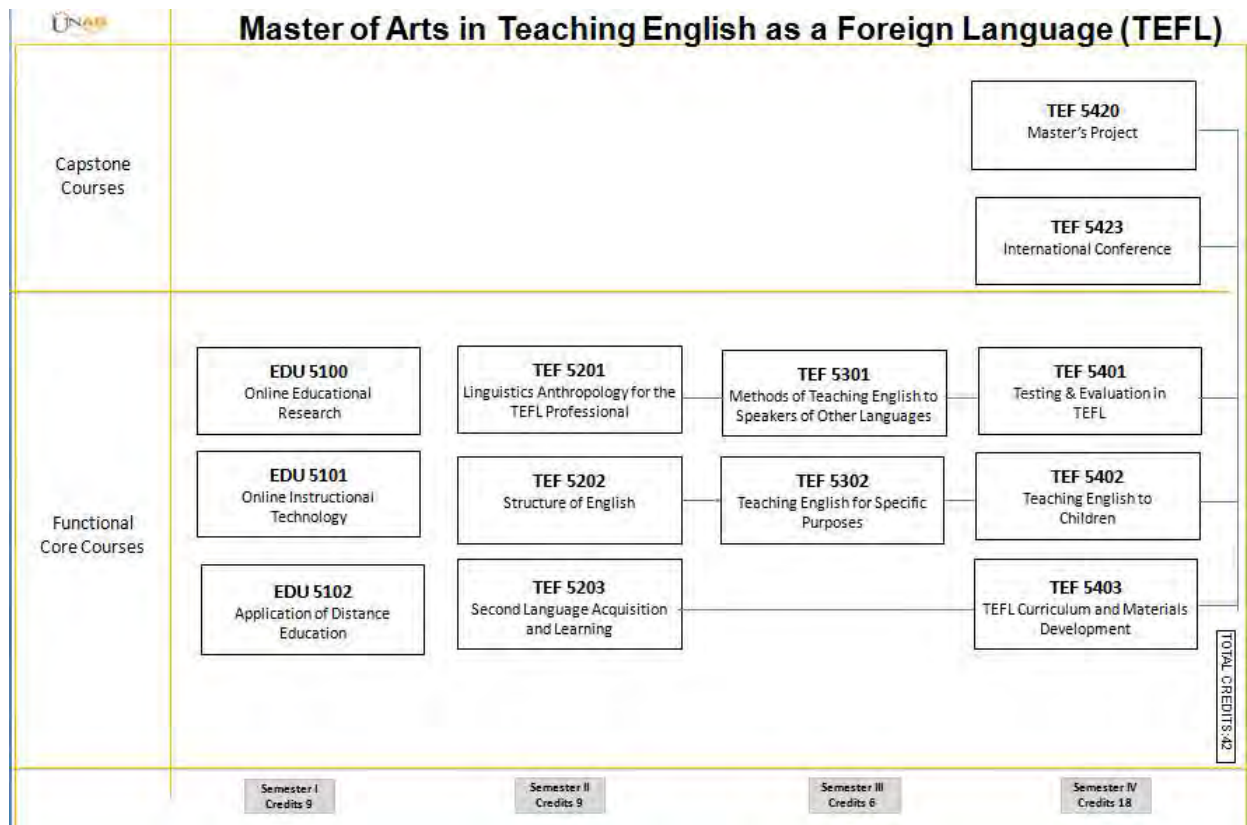
<b>ANALYTICAL (PO1)</b>	Students will be able to communicate their verbal and writing skills in English for instructional purposes as well as proficiency in critical assessment of ESL or EFL texts.
<b>COMMUNICATIVE (PO2)</b>	Students will be able to teach English as a foreign language and communicate the stages, complexities, and current models of first and second language acquisition.
<b>RESEARCH (PO3)</b>	Students will be able to measure through grades, the progress made in each of the stage of the teaching and learning process of English as a foreign language.

**MATEFL EVALUATION INDICATORS**

The activities used to demonstrate students achieved the goals of this program include:

- Mastery of the morphosyntactic and phonological structure of the English language.
- Application of teaching methods for teaching and learning the English language.
- Educational research on the teaching and learning of the English language.
- Effective and efficient online communication.
- Participation in distance education.
- Application of knowledge about the teaching and learning process of the structure of the English language for speakers of other languages in educational research.
- Research proposal.

**MATEFL COURSES - PLAN OF STUDY**



### MATEFL LIST OF COURSES (42 CREDITS)

MATEFL Program Courses: 42 Credit Hours			
Course Code	Course	Credits	Pre-Req
EDU5100	Online Educational Research	3	
EDU5101	Online Instructional Technology	3	
EDU5102	Application of Distance Education	3	
TEF5201	Linguistics Anthropology for the TEFL Professional	3	
TEF5202	Structure of English	3	
TEF5203	Second Language Acquisition and Learning	3	

TEF5301	Methods of Teaching English to Speakers of Other Languages	3	TEF5201
TEF5302	Teaching English for Specific Purposes	3	TEF5202
TEF5401	Testing & Evaluation in TEFL	3	TEF5301
TEF5402	Teaching English to Children	3	TEF5302
TEF5403	TEFL Curriculum and Materials Development	3	TEF5203
EDU5420	Master's Project	3	TEF5401 TEF5402 TEF5403
TEF5423	International Conference	6	TEF5401 TEF5402 TEF5403
<b>TOTAL</b>		<b>42 U/C</b>	

## DOCTOR OF EDUCATION TECHNOLOGY - EDUCATIONAL TECHNOLOGY

### EdD PROGRAM DESCRIPTION

The Doctor of Education (EdD) degree is offered to professionals who desire advanced postgraduate – training with academic preparation for the highest levels of educational practice. Its focus is on deepening educational research in different areas of knowledge through the use of Information and Communication Technologies (ICT) as tools of Learning and Knowledge Technologies (LKT) and Empowerment and Participation Technologies (PET), enhancing learners' exploration, development and application of their academic, research and social competencies in different educational contexts.

The Doctorate in Education at UNAD Florida, examines how new technologies will shape future education and prepare students to become educational leaders who strategically manage, and lead processes related to the integration of technology in diverse learning environments.

The focus is on the tactical strategies needed to use technologies for the development of educational communities. Students will be challenged to investigate the strategic, academic, and social implications of emerging technology in education with the possibility of communicating or publishing their research advances in specific areas of knowledge.

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**Edd PROGRAM OBJECTIVE**

The Doctorate in Education contributes to the training of high-quality researchers with a critical and collaborative vision who contribute to the social construction of new knowledge by solving national and international problems through innovation with the use and application of learning and knowledge technologies (LKT), information and communication technologies (ICT) and technologies for empowerment and participation (TEP) as fundamental pillars in the general educational field.

**Edd PROGRAM GOALS**

Upon completion of this program, students will be able to:

1. Design research proposals in the area of education from the use and application of information and communication technologies to promote critical thinking, impacting their communities from the building and social appropriation of knowledge.
2. Discuss concepts, theoretical models, and theories in education for the management and social appropriation of knowledge through the mastery of information and communication technology tools.
3. Value educational theories proposing diverse scenarios that allow demonstrating and visualizing academic solvency to solve problems of educational processes with the use of information and communication technologies.
4. Generate scientific communication through productivity derived from the design and implementation of research processes in education applied to information and communication technology environments.

**Edd PROGRAM COMPETENCIES**

- A. Train critical and solidary researchers in the educational field in their specific areas of knowledge, consolidating scientific academic communities.
- B. Contribute to the community of knowledge through high impact academic production in the areas of education with the use of information and communication technologies.
- C. Consolidate lines and groups of research in the educational field through the formulation and application of research projects focused on the planning, design, implementation, and evaluation of educational environments through the use of information and communication technologies.
- D. Manage academic and scientific production through the creation of knowledge networks with national and foreign institutions.

**Edd PROGRAM OUTCOMES**

The Program Outcomes describe what students will be able to demonstrate in terms of knowledge, skills, and values after the completion of the program. The Program Outcomes for this program are:

**ANALYTICAL (PO1)**

Students will develop critical thinking for the management of educational problems related to technology in multi-contexts for the management and social appropriation of knowledge.

**COMMUNICATIVE (PO2)**

Students will build new knowledge and significant experiences related to

educational training and management that allow the transfer of knowledge and technology in diverse social environments for the improvement of people's quality of life.

**RESEARCH (PO3)**

Students will innovate in high-impact research and social knowledge production processes related to technology in training and educational management environments.

**INSTITUTIONAL OUTCOMES**

UNAD Florida Institutional Outcomes are the knowledge, skills, abilities, ideas, values, and qualities that the institution as a whole expects students to acquire from their overall experiences in all areas of the institution, including programs, courses, and student services, throughout their careers. UNAD Florida Institutional Outcomes are:

**Institutional Outcome 1 (IO1) Performance and Knowledge**

The ability to gather and analyze relevant information, evaluate alternatives, and develop creative and effective solutions to issues from the workplace or institutions in local and global communities.

**Institutional Outcome 2 (IO2) Communication and Writing**

The ability to express and exchange ideas through listening, speaking, reading, and writing using credible and relevant sources to support those modes of interpersonal expression.

**Institutional Outcome 3 (IO3) Dedication, Commitment, and Discipline**

The ability to complete work accurately with attention to detail, give and receive feedback, and become independent learners with the necessary skills for social, economic, and emotional health; the ability to use the appropriate reasoning technique to evaluate and clarify real-world problems.

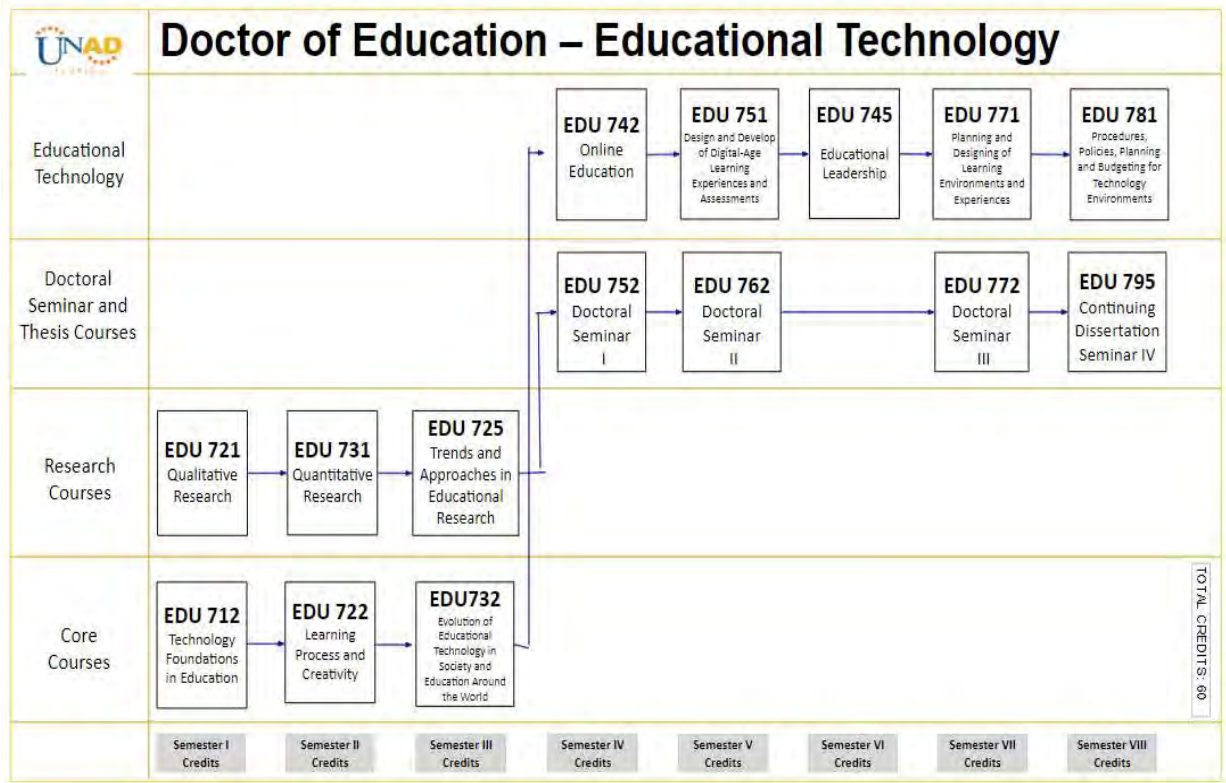
**Edd EVALUATION INDICATORS**

The activities used to demonstrate that students have achieved the goals of this program include:

- Policy assessment for the planning, design, development and evaluation of educational technology environments.
- Evaluation of legal and ethical aspects of the design, development, and evaluation of educational technology environments.
- Academic production based on theoretical, methodological, and research arguments in education applied to technological educational environments.
- Proficiency in oral and written academic communication from the educational foundations for the use of educational technology.
- Development of research with appropriate methodologies based on the epistemological approach of educational sciences.

**Edd COURSES: PLAN OF STUDY**





### Edd LIST OF COURSES (60 Credits)

Edd Program Courses: 64 Credit Hours			
Course Code	Course	Credits	Pre-Req
EDU712	Technology Foundations in Education	4	
EDU721	Qualitative Research	4	
EDU722	Learning Process and Creativity	4	EDU712
EDU725	Trends and approaches in Educational Research		EDU731
EDU731	Quantitative Research I	4	EDU721
EDU732	Evaluation of Educational Technology in Society and Education around the world.	4	EDU722
<b>EDU742</b>	Online Education	4	EDU732

<b>EDU751</b>	Design and Development of Digital-Age Learning Experiences and Assessments	4	EDU742
<b>EDU745</b>	Educational Leadership	4	EDU751
<b>EDU771</b>	Planning and Designing of Learning Environments and Experiences	4	EDU745
<b>EDU781</b>	Procedures, Policies, Planning, and Budgeting for Technology Environments	4	EDU771
<b>EDU752</b>	Doctoral Seminar I	4	EDU725
<b>EDU762</b>	Doctoral Seminar II	4	EDU752
<b>EDU772</b>	Doctoral Seminar III	4	EDU762
<b>EDU795</b>	Continuing Dissertation Seminar IV	4	EDU772
<b>TOTAL</b>		<b>60 U/C</b>	

## ADMISSIONS POLICY AND CRITERIA

UNAD Florida strives to give equal opportunity to all students in order to acquire a post-secondary education. UNAD Florida determines its admissions criteria based on 1) the institutional mission, goals and target population, and b) rules of the Commission for Independent Education CIE of the state of Florida for the acceptance and enrollment of students in higher education academic programs.

UNAD Florida's admissions policy assures that only students who are reasonably capable of completing and benefiting from the educational offerings are enrolled. Our admissions policy requires an admission interview of the prospective student to evaluate his/her ability to complete and benefit from the educational offerings. This interview happens before the prospective student applies for admission. Only those prospective students that show commitment to complete and benefit from the educational offerings are accepted into the programs.

## ADMISSION REQUIREMENTS

### Bachelor Programs

As required by the Commission for Independent Education, students pursuing a Bachelor of Science Degree Program at UNAD must successfully complete a minimum of 120 semester credit hours.

In order to be admitted to an undergraduate program, prospective students must provide:

1. Fill out, complete, and return the Application for Admission.
2. Copy of Applicant ID
3. Pay the \$100.00 USD non-refundable application fee and send proof with the Admission Application.
4. Copy of your High School diploma. If the studies were outside the United States, the applicant must submit the diploma translated to English by a certified translator.
5. In the case of **transfer students**, original academic transcripts of courses taken are required. If the studies were outside the United States, the applicant must submit the official transcripts translated to English by a certified translator and evaluated by a foreign credentials evaluations agency that belongs to NACES (National Association of Credential Evaluation Services).
6. Complete the **UNAD Florida Online Competency Assessment** to determine your ability to study online and submit your score. The online quiz can be taken online at <http://bit.ly/2EqmGgw>.
7. Prospective students whose native language is not English must take the **English Proficiency Test** to determine their knowledge of the English Language before being admitted.

UNAD Florida offers English courses at discount prices while studying academic programs.

**Note:** Be advice that you must have college-level English proficiency to graduate from UNAD Florida. There are different options to demonstrate your English proficiency which are explained in the [Language Proficiency Graduation Requirement](#) section below.

**Upon Admission, Bachelor Students Must:**

8. Sign and submit a completed Enrollment Agreement.
9. Sign and submit the following consents and disclosure forms:
  - Student Handbook and Catalog Acknowledgement
  - Code of Conduct
  - Student Document Retention
  - Student Employment release information
  - Student Publicity
10. Attend the Induction Course which is an orientation session where the structure, policies, procedures, and navigation of the educational platform are explained.

**Master Programs**

UNAD Florida gives all students who already have an undergraduate degree the opportunity to continue studies to achieve a Master's degree.

Master degrees at UNAD Florida require to successfully complete between 39 and 42 semester credits hours, depending on the specialization.

Master degree candidates must comply with the following to be considered for admission:

1. Fill out, complete, and return the Application for Admission Form.
2. Copy of Applicant ID
3. Pay the \$100 non-refundable application fee to be sent in with Admission Application
4. For applying to a Master's program, the applicant must have a bachelor's degree with a minimum 2.5 GPA. Submit the diploma and original transcripts of the bachelor's degree.
5. If the previous degree was granted outside the United States, the applicant must provide the diploma and academic transcripts translated to English by a certified and evaluated by a foreign credentials evaluations agency that belongs to NACES (National Association of Credential Evaluation Services).
6. Complete the **UNAD Florida Online Competency Assessment** to determine your ability to study online and submit your score. The online quiz can be taken online at <http://bit.ly/2EqmGqw>.
7. Prospective students whose native language is not English must take the **English Proficiency Test** to determine their knowledge of the English Language before being admitted.

UNAD Florida offers English courses at discount prices while studying academic programs.

**Note:** Be advice that you must have college-level English proficiency to graduate from UNAD Florida. There are different options to demonstrate your English proficiency which are explained in the [Language Proficiency Graduation Requirement](#) section below.

**Upon Admission, Master Students Must:**

8. Sign and submit a completed Enrollment Agreement.
9. Sign and submit the following consents and disclosure forms:
  - Student Handbook and Catalog Acknowledgement
  - Code of Conduct
  - Student Document Retention
  - Student Employment release information
  - Student Publicity
10. Attend the Induction Course which is an orientation session where the structure, policies, procedures, and navigation of the educational platform are explained.

## Doctoral Programs

UNAD Florida gives all students who already have a master's degree the opportunity to continue studies to achieve a Doctoral degree.

Doctoral degrees at UNAD Florida require to successfully complete between 60 and 64 semester credits hours, depending on the specialization.

Master degree candidates must comply with the following to be considered for admission:

1. Fill out, complete, and return the Application for Admission Form.
2. Copy of Applicant ID
3. Pay the \$100 non-refundable application fee to be sent in with Admission Application
4. For applying to a Doctoral program, the applicant must have a Master's degree with a minimum of 3.0 GPA. Submit the diploma and original transcripts of the Master's degree.
5. If the previous degree was granted outside the United States, the applicant must provide the diploma and academic transcripts translated to English by a certified and evaluated by a foreign credentials evaluations agency that belongs to NACES (National Association of Credential Evaluation Services).
6. Complete the **UNAD Florida Online Competency Assessment** to determine your ability to study online and submit your score. The online quiz can be taken online at <http://bit.ly/2EqmGqw>.
7. Prospective students whose native language is not English must take the **English Proficiency Test** to determine their knowledge of the English Language before being admitted.

UNAD Florida offers English courses at discount prices while studying academic programs.

**Note:** Be advice that you must have college-level English proficiency to graduate from UNAD Florida. There are different options to demonstrate your English proficiency which are explained in the [Language Proficiency Graduation Requirement](#) section below.

**Upon Admission, Master Students Must:**

8. Sign and submit a completed Enrollment Agreement.
9. Sign and submit the following consents and disclosure forms:
  - Student Handbook and Catalog Acknowledgement
  - Code of Conduct
  - Student Document Retention
  - Student Employment release information
  - Student Publicity
10. Attend the Induction Course which is an orientation session where the structure, policies, procedures, and navigation of the educational platform are explained.

## ADMISSION INTERVIEW

During the initial interaction with interested candidates via phone and email, and during the admissions oral interview, the prospective student is informed of the admissions criteria, the nature of the education offered and the demands of the educational offerings. Any question the prospective student may have about the programs is answered during the initial interaction. The prospective student is informed of the institutional Web site for additional information, the institutional catalog, method of instruction, program outcomes, and the cost of study, among others.

## TRANSCRIPTS

The official academic transcripts of the student are requested at the time of enrollment. If the prospective student does not have the official academic transcript at the time of enrollment, he/she must submit it within the first academic term.

If the official academic transcript is from an educational institution outside US, the transcripts must be translated to English if needed, and validated by foreign credential evaluation agency within the first academic term.

If transcripts are not received when signing the enrollment agreement, the student is placed on **conditional enrollment**. This is recorded in the proper section of the Enrollment Agreement which the student must sign acknowledging this situation.

If Conditional Enrollment:			
Student acknowledgement		Date:	
Admission compliance		Date:	

The student must provide any pending documentation within the first academic term to be fully admitted. If the student does not comply with this rule, monthly warnings are sent to comply clearly stating that they are not allowed to continue studying if the required documentation is not provided. If the required documentation is not received within the first academic term, then the student is placed on temporary hold and will not be allowed to register in the next academic period.

Once the pending documentation is submitted, the Admissions representative removes the conditional enrollment status, and signs the Enrollment Agreement certifying the fulfillment of the requirement.

### **TRANSFER CREDITS POLICY**

UNAD Florida may transfer credits obtained in appropriately accredited higher education institutions. The acceptance of the transfer credits is based on the similarity of the courses with UNAD Florida's required program courses. The similarity is determined from course description, and the number of credits. This ensures that the accepted courses are equivalent in content and intensity to UNAD Florida courses in the desired academic program.

For applicants to an undergraduate program, a maximum of 50% of the credits can be accepted by the Transfer Credit Evaluation Committee. For Master's programs, up to a maximum of 9 credits are accepted. For the doctoral programs UNAD Florida does not accept credits transferred from another institution.

For students who request a credit transfer, they must follow the following steps:

1. Submit a written request to the Admissions department to start the credit transfer process. The student must send the request to the email: [admissions@unad.us](mailto:admissions@unad.us)
2. Provide payment of the \$150 credit transfer fee to start the evaluation process. Payment can be submitted through the university's payment portal.
3. Submit an official or certified copy of the transcripts and course descriptions to the admissions department; The transcripts must contain credit-unit and completed grades.
4. For students coming from educational institutions outside the US, academic transcripts must first be evaluated by an appropriate evaluation agency belonging to NACES ([www.naces.org](http://www.naces.org)). This requirement does not apply to students transferring from UNAD Colombia because UNAD Colombia Programs are already validated by the foreign credential evaluation agency Josef Silny.
5. The evaluation results by the agency need to be submitted to UNAD Florida before starting the review process.

### **TRANSFERRING FROM UNAD FLORIDA TO ANOTHER INSTITUTION**

The acceptance of the transfer of credit from UNAD Florida to another college or university is at the discretion of the institution where credits are being transferred to. It is the responsibility of the student to check with prospective receiving school to ensure credits will be transferable.

## NOTICE OF ADMISSION DECISION

All UNAD Florida applicants will be notified of their acceptance or denial within 15 calendar days of submission of all proper requirements.

## APPEALS OF ADMISSION DECISIONS

Undergraduate and graduate applicants may appeal admission decisions to the Academic Dean. The Dean will request from the student any information needed to evaluate the appeal. The Academic Dean's decision may be appealed in extremely meritorious cases to the Executive Director

## ENROLLMENT AGREEMENT

After completing the admissions process, the student is provided with an enrollment agreement and catalog that discloses the rights, responsibilities, and obligations of both the student and institution. The enrollment agreement has a section that the student needs to acknowledge receipt, review and understanding of the admission requirements, graduation requirements, academic calendar, fees, enrollment agreement, catalog and institutional policies.

## CONDITIONAL ENROLLMENT

Supporting documentation is requested of the student at the time of enrollment. If the prospective student does not have the proper documents like official academic transcript at the time of enrollment, he/she must submit it within the first academic term.

If the required documentation is not received when signing the enrollment agreement, the student is placed on **conditional enrollment**. This is recorded in the proper section of the Enrollment Agreement which the student must sign acknowledging this situation.

If Conditional Enrollment:			
Student acknowledgement		Date:	
Admission compliance		Date:	

The student must provide any pending documentation within the first academic term to be fully admitted. If the student does not comply with this rule, monthly warnings are sent to comply clearly stating that they are not allowed to continue studying if the required documentation is not provided. If the required documentation is not received within the first academic term, then the student is placed on temporary hold and will not be allowed to register in the next academic period.

Once the pending documentation is submitted, the Admissions representative removes the conditional enrollment status and signs the Enrollment Agreement certifying the fulfillment of the requirement.



## LANGUAGE PROFICIENCY GRADUATION REQUIREMENT

Students whose native language is not English must have college-level English Language Proficiency to graduate from UNAD Florida. It is a **graduation requirement**.

English language proficiency may be demonstrated by one of the following:

### 1. English Proficiency test approval

**Undergraduate Degree:** A minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT), a 6.0 on the International English Language Test (IELTS), or 44 on the Pearson Test of English Academic Score Report, or 140-159 Level B1+ on the Linguaskill Cambridge Test. A high school diploma completed at an accredited/recognized high school (where the language of instruction is English).

**Graduate Degree:** A minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT), a 6.5 on the International English Language Test (IELTS), 50 on the Pearson Test of English Academic Score Report, or 160-179 Level B2 on the Linguaskill Cambridge Test.

### 2. Approval of B1+ or B2 level from a recognized English language learning course, like UNAD Florida Language Study Center. (B1+ undergraduate students and B2 for graduate students)

The English language program must be from a recognized language program, an official language course from an English-speaking country, or a language institute from a higher education institution.

B1+ and B2 corresponds to having the necessary fluency to communicate without effort with native speakers, according to CEFR. The Common European Framework of Reference (CEFR) is the system that defines and explains the different levels of oral and written expression and comprehension for languages such as English. Please note that prospective students whose native language is not English must take an English Test before being admitted to determine their knowledge of the English language. UNAD Florida offers English courses at discount prices while studying their academic program. Please note that prospective students whose native language is not English must take an English Test before being admitted determining their knowledge of the English language.

### Additional options to demonstrate English proficiency:

- Approve the English course UNAD Florida offers within the academic terms required for each Academic Program. **UNAD Florida Language Study Center** does not advise taking more than three (03) additional credits while meeting the requirement.

- Take the Cambridge University Linguaskill English proficiency exam through the Language Study Center at UNAD Florida online and obtain the required score.
- Students who completed 4 years of high school in the United States or other English-speaking Proof of approval of an advanced level of an English course from another institution.
- Students who completed high school, undergraduate or graduate studies in the United States or other English-speaking countries.
- Undergraduate students with 30 semester credit hours from a properly licensed college/university where the language instruction was English (Transfer Students).

Please note that prospective students whose native language is not English must take an **English Placement Test** before being admitted to determine their knowledge of the English language.

While students are completing their academic degree, we provide English classes at a discounted rate.

## NEW STUDENT ORIENTATION AND INDUCTION COURSES

All new students must complete a new student orientation course and the Induction course before starting courses. These are zero credit courses. The new student orientation course covers institutional philosophy, academic policies, study methodology and instructional platform UNAD Florida. The induction course covers the educational platform of UNAD Florida.

## NON-DISCRIMINATION STATEMENT

UNAD Florida does not discriminate based on race, disability, national or ethnic origin, creed, color, sex, social or political condition, religious or social trade union beliefs.

UNAD Florida strives to give equal opportunity to all students in order to acquire or expand their post-secondary education. Admission is open to all students who meet the program requirements to achieve a Higher Education degree in accordance with Florida statutes. Enrollment is also open to students transferring from other colleges or Universities.

Admission to an undergraduate program is open to students with a high school diploma, GED recipients, and home education graduates. Students who already have a higher education degree have the opportunity to continue graduate studies, continuing to master's or doctoral studies.

UNAD Florida has implemented an oral interview with prospective students to determine their ability to complete and benefit from their studies, and to evaluate if their professional goals and their desired academic program are a good fit for after graduation. During the interview, we also assessed the skills and knowledge that prospective students have to pursue an online program. If needed, student candidates are given training on the usage of online tools, resources, and platforms for online learning.

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**OTHER ADMISSION INFORMATION STUDENTS WITH DISABILITIES**

UNAD Florida plans to provide reasonable accommodation to students who provide appropriate disability documentation.

At the beginning of each academic period, and after we are informed by the student of his/her disability in the Admission Application Form, the student is registered for consideration and appropriate accommodation.

Being that UNAD Florida is a 100% online institution, we do not have to provide physical accommodations. However, we do accommodate students with disabilities by (1) The Academic Committee formed by Academic Dean, the Director of Student Affairs and the Director of Compliance analyze the student's needs and suggests a list of suitable accommodations adjusted to each particular case, and (2) the professor is informed in writing about the type of disability the student has and the suggested actions to take so the student can achieve their learning objectives. (3) A copy of the communications issued is kept in the student's file.

**NON-DEGREE SEEKING STUDENT ADMISSION**

Enrollment as a non-degree student is subject to approval by the Office of Admissions provided the student is in good academic standing at the last institution attended.

Registration is on a space-available basis and, in some cases, may require Dean approval. Applicants who have been denied admission as a degree-seeking student or who missed the deadline for submitting a degree-seeking application will not be considered for enrollment as a non-degree student.

Coursework taken as a non-degree student carries no degree credit. Up to 15 credits earned as an undergraduate non-degree student may be applied toward an undergraduate degree only with the approval of the appropriate dean at the time of reclassification. Up to 6 credits earned as a graduate non-degree student may be applied toward a graduate degree only with the approval of the appropriate school or academic dean at the time of reclassification provided that a grade of "B" (3.0) or better has been achieved. Non-degree students must adhere to the same academic rules that govern degree-seeking students (i.e., application deadlines, fees, drop/add, withdrawals, grading, retention policies, etc.).

Students seeking reclassification from non-degree student status to degree-seeking status must submit an application via standard admission procedures. All information used to make an admission decision must be received by the published deadline.

Enrollment as a non-degree student does not guarantee admission to the University as a degree-seeking student at a later date. Those seeking admission as a non-degree student must fill out the Non-Degree Student Application and submit the usual admission fee.

**VISITING STUDENT**

A visiting student is defined as a student currently enrolled at another college or university who wants to take courses at UNAD Florida for credit it back to that college or university; a student who needs prerequisite courses to enter a program at another college or university; or a student taking one or more courses for personal interest or to transfer into another degree program abroad.

Visiting students must have permission from that institution to take one or more classes at UNAD Florida. These students may intend to transfer to or seek a degree at UNAD Florida. Students can take up to 6 credits maximum on the graduate level that can be transferred into a degree-seeking program at UNAD Florida. Visiting students are required to present the following:

1. A Visiting Student Application Form. Completed forms can be sent by email to [admissions@unad.us](mailto:admissions@unad.us), or by regular mail to UNAD Florida, 490 Sawgrass Corporate Parkway Suite 120, Sunrise, FL 33325, USA.
2. A \$100.00 USD non-refundable Application Fee. All Payments can be made online at our easy Online Payments Form.
3. Official transcripts from the current educational institution. The institution must be approved by the Department of Education. Visiting students accept full responsibility for possessing or acquiring, by the time of enrollment, the knowledge and skills required for successfully completing their coursework at UNAD Florida. They assume responsibility for language proficiency as well. Visiting students are responsible for requesting that an official transcript be sent to their home institutions after completion of coursework at UNAD Florida.

### **COMPULSORY AGE STUDENTS**

UNAD Florida obtains permission from responsible parties when enrolling students under the compulsory school age to assure that the pursuit of the educational offerings is not detrimental to any compulsory schooling by obtaining a signed consent from parents, legal guardian or custodian signed consent is required if the student is a minor prior to enrolling compulsory school aged students in course work. Academic program admission requirements for prospective students include completing high school education and presenting their high school diploma. Parents, legal guardians, or custodian signed consent is required if the student is a minor. The enrollment agreement needs to be signed by both the student and legal guardian. In the dual enrollment program, if the prospective student is a minor pursuing his/her high school program, the student may enroll in a maximum of one course (3 credits) given that signed consent is obtained from his/her legal guardian. The course enrollment does not imply acceptance to any academic program.

### **COMPETENCY-BASED OR EXPERIENTIAL LEARNING**

UNAD Florida does not award credit for any work experience. UNAD Florida will only award credits



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transferred from another accredited university by our transfer policy. Notice of Admissions Decision. All UNAD Florida applicants will be notified of their acceptance or denial within 15 calendar days of submission of all proper requirements.

## ACADEMIC CALENDAR 2025

The academic year covers a 12-month period that begins in January. The normal teaching terms include Spring terms from January to May, Summer terms from May to September, and Fall terms from September to December.

The holidays observed include Labor Day, Thanksgiving Day and the following Friday, Christmas holidays (usually from December 21<sup>st</sup> until the first week of January), Martin Luther King, Jr. Day, and one week of Spring Break during Holy Week.

**Undergraduate programs.** Undergraduate courses are worth three credits and they are offered in 15-weeks terms. Students may take up to 5 concurrent courses each term.

**Graduate programs.** Graduate courses are offered in 8-weeks terms. Graduate courses for the Master programs are worth three credits and Doctoral courses are worth four credits. Students may take up to 3 concurrent courses each term.

Each credit requires at least one hour per week of academic engagement (e.g. listening to synchronous or asynchronous lectures or webinars, participating in discussion, etc.) and two to three hours per week of preparation (e.g. studying learning materials, etc.) depending on the level of the credential to be awarded. Preparing a time and budget schedule at the beginning of each semester will be helpful. Some courses may not be available every term. Therefore, having a course schedule is important to accomplish academic goals since some courses have prerequisites. Students should feel free to consult with the advisors to help them design their academic schedule.



## ACADEMIC CALENDAR 2025

TERM	PROGRAM	Last Day to Register	Orientation week	TERM START DATE	ADD/DROP DUE DATE	END DATE	GRADES DUE DATE
SPRING A	UNDERGRADUATE	January 13	January 13	January 20	January 27	May 4	May 9
SUMMER A	UNDERGRADUATE	May 12	May 12	May 19	May 26	August 10	August 15
FALL A	UNDERGRADUATE	August 25	August 25	September 1	September 8	December 14	December 19

TERM	PROGRAM	Last Day to Register	Orientation week	TERM START DATE	ADD/DROP DUE DATE	END DATE	GRADES DUE DATE
SPRING B	GRADUATE	January 20	January 20	January 27	February 3	March 23	March 28
SPRING C	GRADUATE	April 21	April 21	April 28	May 5	June 22	June 27
SUMMER B	GRADUATE	July 7	July 7	July 14	July 21	September 7	September 12
FALL B	GRADUATE	September 29	September 29	October 6	October 13	November 30	December 5

## LEARNING DELIVERY METHODS

UNAD Florida has defined curricular general education courses in search of transmitting extensive knowledge and intellectual concepts to students and development of skills and attitudes that contribute to civic engagement and professional advancement, which is expected of students during their transverse application permeating each course and undergraduate programs.

The knowledge, abilities and skills as well as the course expected behaviors are essential for the individual and/or personal and professional performance of the graduates in their life and work performance. These are aligned with our academic policies, educational standards, mission, vision, and institutional objectives. Through the basic courses of general education and the integrated curriculum, this aims to achieve the results of a general education of students and professionals of UNAD Florida.

Below are some of the areas that are addressed as general education courses, as instructional strategies during the administration of the teaching and learning process in a transversal way and permeating each element of the curriculum that is administered in UNAD Florida:

1. **Critical thinking:** Students during their academic training will analyze, evaluate, synthesize, and apply information and ideas from various sources and disciplines in an effective manner, demonstrating knowledge, arguing with own criticisms the understanding of the themes by Unit or topic.
2. **Communication skills:** students will participate in effective interpersonal, oral and written communication throughout their academic training, providing skills that are used in their personal and professional performance.
3. **Ethical and social responsibility:** students during their academic training will address content and activities that will demonstrate awareness of personal responsibility in civic, social, and academic life, making them more responsible for their personal and professional actions.
4. **Cultural and historical understanding:** in a global way students are involved in the handling of information, being able to demonstrate understanding of the different traditions of the world and personal and professional identification.
5. **Quantitative and Scientific Reasoning:** Through the application of logical knowledge, students will use processes, procedures, data, or evidence to solve problems and make effective decisions.
6. **Knowledge of global information:** students through diversity of resources, media and methodologies can identify, investigate, locate, evaluate, and effectively use information from various sources, networks and especially digital information available inside and outside the tools offered by UNAD Florida.
7. **Computing and technology:** students from their beginnings in the UNAD Florida are permanently promoted the use of information and communication technologies, promoting their effective use with knowledge, skills and abilities to recover, organize and present information of clear and concise, appropriate with the demands of their treatment in general education courses and the rest of the curriculum of the program, permeating its application and utility to achieve objectives, master basic operating system concepts and basic productivity software, as well as different platforms and networks that offer information to complete knowledge of each course.



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## CORE COMPETENCIES

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UNAD Florida has established four Core Competencies that describe the learning outcomes for a UNAD Florida graduate. They are:

### THINK

An UNAD Florida student should be able to think clearly, critically, and creatively and be able to analyze, synthesize, integrate and evaluate in many domains of human inquiry.

**How and where must an UNAD Florida student think?**

- With curiosity and consistency.
- Individually and in groups.

**Samples of work which demonstrate that an UNAD Florida student is competent in this area:**

- Identify data, ideas, patterns, principles, perspectives.
- Use facts, formulas, and procedures.
- Draw well-supported conclusions.
- Integrate ideas and values from different disciplines.
- Revise personal conclusions considering new observations and interpretations.

### VALUE

A UNAD Florida student should be able to value difference of opinions, ideas and perspectives.

**How and where must an UNAD Florida student think?**

- With an open mind.
- Critically yet willing to consider different perspectives.

**Samples of work which demonstrate that an UNAD Florida student is competent in this area:**

- Identify values expressed in feelings, attitudes, beliefs, choices, and commitments.
- Recognize their own voice and values, and the values and voice of others.
- Distinguish between personal, ethical, aesthetic, cultural and scientific values.
- Employ values and standards of judgment from different disciplines.
- Evaluate their own and others' values from a global and universal perspective.
- Commit to actions consistent with a considered and self-determined set of values.

### ACT

An UNAD student should be able to act purposefully, effectively, and responsibly.

**How and where must an UNAD Florida student think?**

- With courage and perseverance.
- Individually and in groups.
- In their personal, professional and community life.

**Samples of work which demonstrate that an UNAD Florida student is competent in this area:**

- Act effectively and appropriately in different contexts and settings.
- Implement problem-solving and decision-making strategies.
- Manage their time and activities in daily life.
- Apply disciplinary knowledge, skills, and values to their goals.
- Plan for and implement desirable changes in response to circumstances.



## COMMUNICATE

A UNAD student should be able to communicate with different audiences using various means.

### How and where must an UNAD Florida student think?

- By speaking, listening, reading, and writing.
- Verbally, non-verbally, and visually.
- With honesty and civility.
- In different disciplines and settings.

### Samples of work which demonstrate that an UNAD Florida student is competent in this area:

- Identify their own strengths and weaknesses as communicators.
- Analyze audience to improve communication in various settings.
- Communicate in different contexts, settings, and disciplines.
- Evaluate effectiveness of their own and others communication.

## PROGRAM OUTCOMES

At UNAD Florida we have three program outcomes for each academic program, which makes a total of 30 program outcomes. Program outcomes are oriented to measure the particular knowledge, attitudes, and skills the student gets through the courses and programs.

UNAD Florida's program outcomes are defined as follows:

**Program Outcome 1 (PO1): Analytical.-** This is to assess whether students have reached the established level of knowledge in their courses, critical thinking skills, demonstrate an understanding in technical areas of knowledge, and analyze data research and information in different areas of knowledge.

**Program Outcome 2 (PO2): Communicative.-** This is to assess the ability student has to communicate and write their opinion and ideas about the main topics discussed in the forums/assignments/essays of the program/courses, and to understand cultural differences and their role in shaping effective and ethical business practices that benefit the employees, customer and shareholders.

**Program Outcome 3 (PO3): Research.-** This is to assess the ability students have to be engaged in their learning process with dedication, commitment and showing discipline in their career, to learn quantitative methods of research and investigation, to planning and developing business, to have the ability to collect and interpret relevant market, industrial and operational information toward the development of effective competitive business strategies.

From the program outcomes, program goals and learning objectives are developed taking into account the following factors:

- Institutional educational goals, objectives and educational policy
- Global context of opportunities, socio-economic trends
- Market's needs include knowledge and skills for each particular discipline and program.
- Research of current trends and program outcome comparison with peer institutions
- Advances in knowledge, information, and technology are continuously adopted and adapted for the method of instruction, learning environment, and educational content.
- The relevance of academic programs, including up to date content, so they are in compliance with State, legal and professional requirements.

UNAD Florida's program outcomes are available on our website, specifically in the Academic Programs page (<http://unad.us/academic-programs.html>). That page lists all our programs, where each program has a full Program Road Map which includes the program's description, objectives, goals, outcomes, evaluation indicators, learning objectives, curriculum map and a description of all its courses.

Program outcomes for each program are consistent with the program objectives; are aligned with the occupational area of study and with the level of education intended; and reflect the necessary occupational and academic knowledge, skills, and competencies.

**Program outcomes help departments** understand how to better facilitate student learning, while it also receives feedback about the services provided to students in order to accomplish program objectives (What skills are students learning? Are these the skills UNAD wants them to learn? Are these the skills faculty is teaching students?).

**Program outcomes help students:**

- To articulate what they are learning and have learned from attending UNAD.
- Be able to explain what they can do and what they know.
- Understand where they can go to learn particular knowledge, skills, attitudes or values. Ultimately, providing students with a map of where various learning opportunities are
- available.

## INSTITUTIONAL OUTCOMES

UNAD Florida also has Institutional Outcomes, which are institutional-wide and are the most universal educational goals of the institution. **Institutional Outcomes** are the knowledge, skills, abilities, ideas, values, and qualities that the institution as a whole expects students to acquire from their overall experiences in all areas of the institution, including programs, courses, and student services, throughout their careers.

The institutional outcomes represent the collective academic culture that guides all the services provided to students as well as the overall learning environment beyond the academic programs, such as student services, advising, cultural awareness, culture specific support, global perspectives, video conferences, foreign documentation understanding, and others. UNAD Florida's Institutional Outcomes also guide the decision-making process of the institution and establish the foundation to the development of learning outcomes for programs and courses.

UNAD Florida Institutional Outcomes are:

**Institutional Outcome 1 (IO1) Performance and Knowledge**

The ability to gather and analyze relevant information, evaluate alternatives, and develop creative and effective solutions to issues from the workplace or institutions at local and global communities

**Institutional Outcome 2 (IO2) Communication and Writing**

The ability to express and exchange ideas through listening, speaking, reading, and writing using credible and relevant sources to support those modes of interpersonal expressions

**Institutional Outcome 3 (IO3) Dedication, Commitment, and Discipline**

The ability to complete work accurately with attention to detail, give and receive feedback, and become independent learners with the necessary skills for social, economic, and emotional health; the ability to use the appropriate reasoning technique to evaluate and clarify real-world problems.

While the Institutional Outcomes can be considered as the expression of the overall learning environment the institution is offering to all students, the program outcomes are oriented to more particular knowledge, attitudes, and skills the student get through the courses and programs. The Institutional Outcomes will help guide the faculty as well as the institution authorities in the development of learning outcomes for programs and courses, and at the same time to outline the decision-making process of the institution.

## **UNAD FLORIDA ACADEMIC CRITERIA**

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UNAD Florida sets the following academic criteria:

A new educational role is created for faculty and students. The teacher assumes the role of process facilitator, and the student is the driver of his or her learning experience, assuming the responsibility and dedication of the modality of studies.

Students advance their learning on their own terms based on their schedule and motivation.

Students can access several sources of information, learning alternatives, and activities to satisfy their learning needs.

A variety of pedagogical learning scenarios are created, including self-study, work in small groups, participation in research seminars, personal support and consultation. Students are evaluated using self-evaluation, group-evaluation, and faculty evaluation. The learning process is released from space and time limitations.

The role of UNAD Florida is to provide students with a learning environment that encourages critical reflection and knowledge through interaction with university, faculty, and other students in a learning community. This interaction is facilitated by technology that makes distance education dynamic and interactive, offering education with equity of all, equitable and global.

The UNAD ensures that the facilities, equipment, technology and other resources and infrastructure associated with distance education are appropriate to the subject matter of the programs and course of study.

UNAD Florida utilizes the open-source platform Moodle as the online environment tool for distance education. Moodle is an online platform managed by a distance education team to deliver programs and courses via online education. UNAD Florida online education platform Moodle is hosted in third party dedicated servers to ensure a 24/7 guaranteed connection to students and faculty. This technological infrastructure allows students to study, review, respond and interact with faculty and other students, at any given moment of the day. All courses and degree programs taught at UNAD Florida remain with the same academic structure, participation methods, homework delivery and testing times. The faculty is trained to properly use the platform and apply best practices for professor-student interactions in online environments.

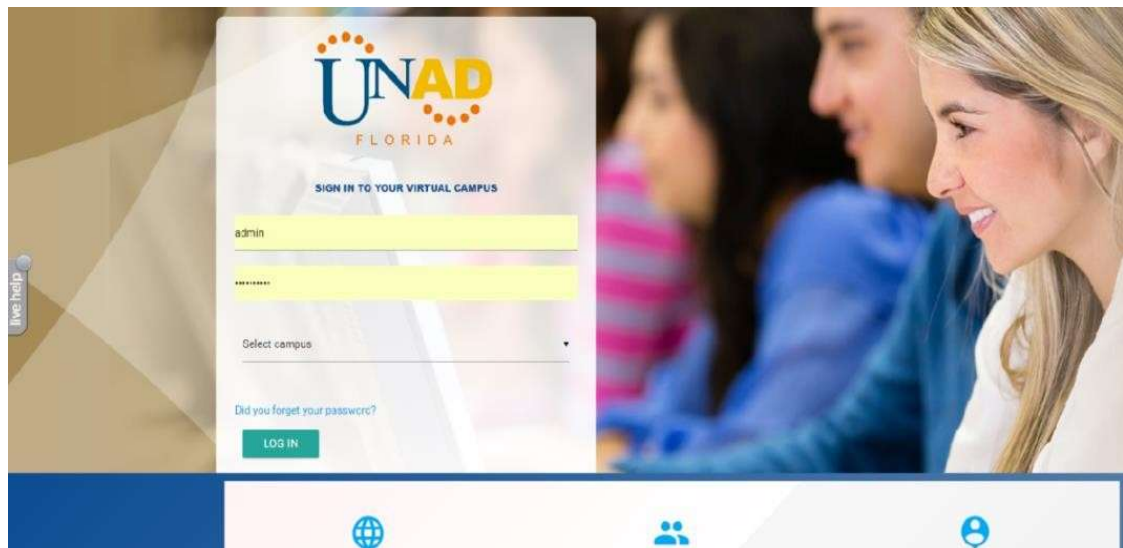
The delivery system for distance education at UNAD is the LMS (Learning Management System) Moodle, which is currently running with version Moodle 3.2.3 (Build: 20170508). The system was chosen for being open source, and mainly because it promotes social constructionist pedagogy, which means collaboration, varied activities, and critical reflection. Courses at UNAD Florida are delivered via Moodle, our virtual campus or online learning management system.

For students to use our learning system in Moodle they must:

1. Go to UNAD Florida website at <http://www.unad.us>



2. Click on the Virtual Campus, <http://classrooms.unad.us>. Enter your username and password and click on the Login button to continue to classrooms.



3. Access the courses in which you are enrolled for the current semester. Once inside, you'll be able to access the course syllabus, materials, activities, assignments, instructor information and participants.



The Tools for an online learning environment if through the open-source platform Moodle, which by nature is flexible and easy to use, presents diverse teaching and performance strategies that lead to significant learning achievements for students.

Faculty set their own online office hours at the beginning of each course. Please check with them and in your course room and syllabus.



The online platform also offers the opportunity to design multimedia resources that guarantee the foundation of knowledge, through didactic heterogeneous materials that add value to the class materials and educate and make it flexible to control learning environments.

The online learning platform Moodle allows the university to constantly monitor the progress of the students, and it generates sufficient inputs to ensure their productivity and effective fulfillment of the scheduled planning of the course.

UNAD Florida online platform Moodle allows the institution to do the following:

- The possibility to access the platform's code, making it more trustable.
- Reduction of costs. In the majority of occasions, the institution does not have to pay for system updates or number of licenses.
- Possibility of reuse codes within different applications.
- It is adaptable to the updates of versions, offering stability and constant modernization.

The Moodle platform has the necessary tools and resources to generalize learning that promotes social constructivism, learning with everyone and everyone, with socialized activities, cooperatives and permanent interaction.

**Internships:** Such courses provide supervised, reflective work experience designed to give students first-hand knowledge of the practice of discipline. Students are encouraged to integrate classroom and work experience in ways that help them develop a professional identity. Undergraduate programs require students to obtain an internship in an institution related to their field of study (e.g., a company or a hospital). To secure an internship, a student may approach a prospective employer directly, we do not help students find an internship. For those cases where an internship is impossible, a project will be assigned by the dean in lieu of the internship.

Each weekly unit presents the (1) learning objective(s) for the week, (2) the learning materials you must study, (3) the activities you must participate in, and (4) any assignments that are due. The course schedule summarizes this information. Students are responsible for regularly reviewing the course schedule, studying all required learning materials, participating in all programmed learning activities and submitting all required assignments by their deadlines. Eight-week courses will be set up similarly.

## EVALUATIONS

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Evaluation of learning can occur in several ways. Assignments, exams and / or quizzes are formal evaluations means. For assignments, students submit a file; the instructor grades it and gives feedback.

All exams and quizzes are administered through our password protected online platform. These are monitored through IP tracking to ensure the student is the only user. The online platform presents the results of objective exams and quizzes (i.e. those with multiple-choice, true / false, types of questions) instantaneously.

The faculty manually grades open-ended questions (e.g. essay questions, short answer questions). The results are presented as soon as the instructor completes the grading.

UNAD Florida expects students to adhere to the timeline and retake policies provided by the course teacher in the syllabus course.

The course faculty reserves the right to allow assignment make-up and exam, assignment retakes.

Faculty may provide evaluation using other resources available on the platform, such as forums, chats, and other communication tools. This helps to provide continuous evaluation and feedback to students as they prepare their formal evaluations.

When a student sends a message with a question, or a question in a forum, the instructor is expected to respond within 24 hours. For evaluations that require the instructor's review, grading, and feedback, the response time is one week.

## DISTANCE EDUCATION FACILITIES AND EQUIPMENT

UNAD Florida was established to provide online learning.

Courses are provided using an online educational platform for which there are specific requirements:

### Technical Requirements

1. Equipment requirement
2. Internet Access requirements
3. Software Requirements and Resources

### Online Education Requirements

4. Technical Competences
5. Personal Competences
6. Online Competency Assessment

### Resources

7. Educational Platform Credentials
8. Support

## TECHNICAL REQUIREMENTS

The following list shows the minimum technical characteristics required for using UNAD Florida educational platform and virtual campus.

### 1. Equipment Requirements

The participant must have access to equipment (laptop or computer) with these characteristics:

- Computer (PC or laptop) with:
  - Dual core processor at 2.4 GHz or faster
  - 4 GB RAM minimum - 8 GB RAM Recommended
  - 250 GB or higher of available hard drive space at the beginning of each term
  - 1024 x 768 minimum resolution display or monitor
  - Keyboard and mouse
  - Web camera capable of video web conferencing
  - Computer microphone and speakers or headphones
- Operating systems (any one of these):
  - Windows 10 or higher
  - MAC OS X 10.14 and higher

- Web Browser (any one of these):
  - Firefox, Chrome or Safari with its latest version

## 2. Internet Access Requirement

The courses involve several different types of interactions which will take place mainly through the Moodle system. Participants enrolled in the UNAD Florida course are required to have access to the internet to be able to use the educational platform, educational resources, attend classes, submit assignments, share with classmates, and contact their professors. Therefore, having an Internet Service Provider (ISP) is a must to have access to the internet. A high-speed connection with a minimum connection speed of **1.5 Mbps; 5 Mbps is preferred and recommended**. DSL, Cable Internet, and Satellite connections usually fulfill this requirement.

## 3. Software Requirements

Learning materials are provided to participants in either Adobe PDF, Microsoft Office, Google files or compatible formats. Therefore, the equipment participants use should have the proper software tools to be able to access and participate in the different learning activities:

- **Adobe**
  - **Adobe PDF Reader** is required to read PDF files. The Adobe PDF Reader is available for free at <http://get.adobe.com/reader/>
  - **Adobe Flash** is required for animations and videos. Adobe Flash can be downloaded from <https://get.adobe.com/flashplayer/>
- **Microsoft Office** is commercial software which is not available for free. If you do not have Microsoft Office (Word, PowerPoint, and Excel) already installed in your equipment, you can use one of the following options:
  - **Google Drive & Files:** Gmail is a free email service that includes Google Drive and Files. Google Drive offers a set of tools for word processing, spreadsheets and presentations which are similar to Microsoft Office. Google Drive is free and simple to use. Files can be downloaded in Microsoft Office or PDF formats. Gmail account can be created at [www.google.com/gmail](http://www.google.com/gmail)
  - **Office 365:** There is an option to use Microsoft Office via a web browser (instead of installed locally). This product provides Word, PowerPoint, and Excel while using a web browser. It can be used on multiple equipment including PCs/Macs, tablets, and phones. It also includes 1TB OneDrive of cloud storage in the cloud for your files. This product Office 365 is available for a yearly or monthly fee at [Microsoft](http://Microsoft).
  - **LibreOffice:** It is a free and open-source office suite that is MS Office compatible. This tool can be downloaded and installed from <http://www.libreoffice.org/download>.  
**Note:** When using LibreOffice please be sure to save your documents in MS Office format or PDF format (not the default LibreOffice format) so files can be readable by professors and classmates.



- **Antivirus software:**
  - Antivirus protection software updated and used regularly.
- **Other Software:** Certain courses may require the installation and use of other specialized software. If needed, the information will be explained in the course syllabus.

## ONLINE EDUCATION REQUIREMENTS

There are other technology-related requirements besides the hardware and software to successfully complete UNAD Florida's online academic programs. These requirements are focused on the competence to use those resources.

### 4. Basic Computer Proficiency Requirements

At a minimum, students should have basic computer literacy skills including:

- Using a keyboard and mouse
- Selecting, copying, pasting text
- Sending and receiving emails
- Saving and retrieving files in different formats (docx, .pdf, .pptx., etc.)
- Using a text editor (changing fonts, inserting links, using spell check, etc.)
- Browsing files to attach and upload.
- Accessing the Internet using a web browser
- Recommended to be able to reset basic web browser settings (clearing cache/history, cookies, etc.)

### 5. Online Learning Competences

Participants must demonstrate technical competence to use the technical resources and equipment by:

- Communicate via email and discussion forums.
- Using correctly Web Browsing software
- Use the learning management system Moodle.
- Competence in tools to create documents and presentations like Microsoft Word, PowerPoint, Genially, Google Docs, Google Slides.
- Be familiar with electronic participation tools like e-mail, forums, chat and social networks, uploading and downloading files, sharing tools like Google Drive
- Synchronous interactions by video conference using Zoom.

### 6. Personal Competences

Additionally, to what was mentioned before, these are the personal competencies required to successfully participate in distance education programs:

- **Responsibility:** In a virtual environment participants are responsible for their own learning process.
- **Commitment:** Participants must be committed to the process, the activities and their work team to have a successful learning experience.

- **Honesty:** Plagiarism and other forms of intellectual fraud will not be tolerated in the University's virtual environment. For more information, refer to the school's Copyright and Intellectual Property Policy
- **Perseverance:** For distance learning it's essential that participants can keep up with all the assignments on their due dates.

## RESOURCES

### 7. Educational Platform Credentials

Each participant is assigned a designated username and password to log into the Online Learning Platform of UNAD Florida. Participants' usernames and passwords are vital for the security of a participant's work. The responsibility for all activities conducted under a participant's username rests solely with that participant. The participant must keep their password secret and do not share it with others.

While participants' credentials must be kept secure, participants should note that the educational online spaces are neither private nor confidential. Neither participants nor instructional personnel should assume privacy when communicating in the Virtual Learning Environment. UNAD Florida may access and observe communications conducted in the Virtual Learning Environment for regulatory, accreditation, research, and other administrative purposes such as enforcing the Code of Conduct, including investigating allegations of misconduct, suspected misconduct, or other complaints.

### 8. Support

UNAD Florida provides technical assistance and support to help participants in their journey throughout our courses of continuing education. If a participant is having difficulties with the technology involved in learning, there are different options to help them:

- Support online is available to registered participants through [support@unad.us](mailto:support@unad.us). To troubleshoot a problem, participants are asked to include the following information:
  - The participants first and last names
  - Provide a brief description of what happened when the error occurred.
  - Include any error messages received. Another option is for participants to press the 'print screen's button (located on the upper right corner of most keyboards) and copy and paste the image.

## STUDENT SERVICES

### LIBRARY

Through our affiliation with UNAD Colombia, UNAD Florida's students have access to an online library service from the virtual platform offering many resources including research tools that comprise periodicals, journals, newspapers, dissertations, books, and other scholarly information. At present e-Bray and EBSCO-host are used. Other online library services may be added from time to time.

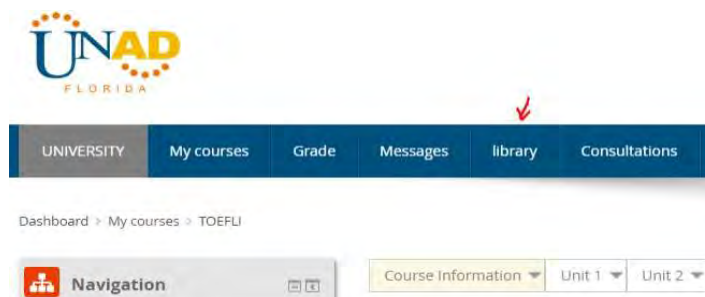


The screenshot displays the UNAD e-Biblioteca website. At the top, the UNAD logo and 'Universidad Nacional Abierta y a Distancia' are visible. A navigation bar includes links for 'e-Biblioteca', 'Noticias', 'Servicios', 'Conócenos', and 'Contacto'. The main content area features a video player titled 'Presentación Biblioteca UNAD' with a '24 Horas' overlay. To the right of the video, there is a description of the e-Biblioteca's mission and three buttons: 'Conózcenos', 'Encuesta de satisfacción', and 'Grabaciones de Capacitaciones'. Below this, a section titled 'Servicios de e-Biblioteca' lists various resources: Repositorio (Trabajos de grado, Contenidos didácticos), Bases de datos, Catálogo en línea, Hemeroteca, Gestor de referencias, Convenios con otras bibliotecas, and Salas de biblioteca y orientación a usuarios. To the right of this list, a section titled '¿Cómo acceder y utilizar la e-Biblioteca?' shows a screenshot of the 'Ingreso Página Biblioteca UNAD' interface. At the bottom of the page, there is a button labeled 'Lineamientos del servicio de e-Biblioteca'.

## E-LIBRARY ACCESS

You can use the E-Library services by visiting its web portal <https://biblioteca.unad.edu.co/> and using your unique credentials (username and password) to login.

To use the E-Library resources from your courses in the academic platform, you must enter your virtual campus with your unique credentials and then click on the Library menu.



## E-LIBRARY RESOURCES

UNAD "E-Library" collaborative and knowledge platform (Web 2.0 and Web 3.0) provides the following resources to support learning and research:

### LEARNING

- Consult the "e- resources" educational information from the best and most up to date "Databases ", as well as from the contents of the platform called "Institutional Repository" of UNAD Colombia.
- Obtain and exchange resources, documents, academic references and / or research documentation from other university libraries or open access initiatives, through Interlibrary Agreements and Colombia's National Library Network.
- Use of the "Online Catalog" which facilitates the consultation of textbooks that are part of the National System of Libraries of UNAD.

### RESEARCH

- Visibility of scientific resources and references for research and investigations
- Manage references through the "References Manager."
- Impact analysis
- Global Open access initiatives
- Statistics of the Use of Databases

The UNAD academic community can access over one million (1,000,000) of educational resources like e-Books, e-journals, articles, images, and videos, using UNAD e-library systems 7 days a week, 24 hours a day and 365 days a year. The resources of UNAD "E-Library" are distributed in over fifty (50) of the most up-to-date databases (such as SCIENCE DIRECT, SCOPUS, PROQUEST, EBSCO, IEEE, PEARSON, ISI, SCIELO, EBOOK, NTG, E-BOOK and CAMBRIDGE among others).

## AGREEMENTS

UNAD students can access academic documents through interlibrary agreements, open access initiatives and shared repositories that are visible from the "E-Library" web page.



UNAD is part of OCLC-Connection ([www.oclc.org/en/home.html](http://www.oclc.org/en/home.html)) which is a service for obtaining documents via international interlibrary loans, containing more than eight thousand (8,000) libraries organized in a cooperative way to provide services and improve the world's access to information

UNAD also has regional and local interlibrary agreements, as evidenced by Figure 2.

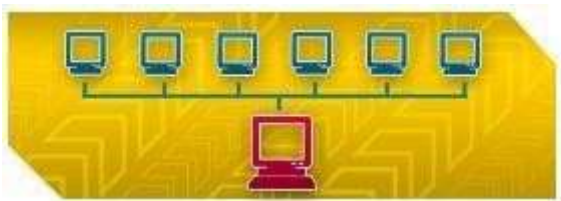

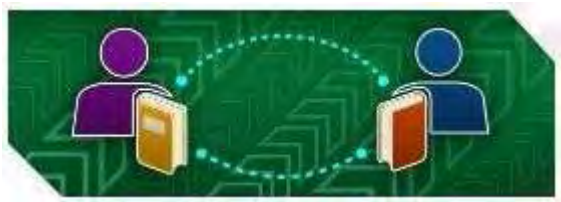


## E-LIBRARY SERVICES

These are the different services offered by UNAD E-Library to support your learning process:

	<p><b>UNAD Search Engine</b></p> <p>The Search Engine is a tool in which you can consult the educational resources available on all sub-platforms (Databases and the Repository).</p>
	<p><b>UNAD Repository of</b></p> <p>contents produced by the Unadista community. Audios, articles, books, degree works, among other resources</p>



	<p><b>UNAD Databases</b> Access to databases with licensed resources, whose consultation is limited to UNAD users.</p>
	<p><b>Online catalog (Textbooks)</b> Repository of contents produced by the UNAD community. Audios, degree works, among other useful resources for your educational process.</p>
	<p><b>Agreements with other libraries</b> Agreements have been made with other libraries to offer you, with the proper identification, access to a greater number of resources.</p>

Source: <https://biblioteca.unad.edu.co/e-biblioteca/servicios>

## ACADEMIC ADVISING

**Orientation:** All students enrolling at UNAD Florida for the first time will discuss their personal goals, as well as program and course requirements, with university officials.

**Ongoing Counseling:** UNAD Florida is committed to providing students with the guidance they require to complete their program of study. UNAD Florida is also committed to helping students apply the knowledge they gain to their professional activities. For explanations or advice, students may contact their instructors, the Director of Student Services or the Academic Dean.

## STUDENT REPRESENTATIVE

A Student Representative looks after the interests of students. The Student Representative is appointed for a period of two years by the Academic Dean in collaboration with professors. The Student Representative sits on the Board of Directors of UNAD Florida and has a vote at Board meetings.

## CAREER AND PLACEMENT SERVICES

The Career and Placement Services Department impacts the entire institution. Students benefit from the ability to learn as much as possible about the career they are training for. Graduates benefit from job search assistance. Alumni benefit from special services geared to their goals for raises, job promotions,

and how to deal with layoffs. Employers benefit from graduates who are work ready. The Admissions Department has up-to-date information about the job-search process, services, and placement success. Students who consider enrollment want to know this information.

UNAD Florida offers employment advice to all students and alumni via the Career and Placement Services Director. We share local and national job opportunities, career advice and tips all available through our website portal. We also send out periodic emails with job fair information. UNAD Florida cannot guarantee job placement. Graduates may encounter employment limitations due to language, market constraints and other economic variables.

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

### **TECHNICAL SUPPORT**

There are different tools available for students to learn how to navigate UNAD Florida's online platform. These include:

1. Non-credit information courses are available for all students and instructors. These courses guide users through the functioning of the online platform. These courses are not related to academic content but rather are a tool to better understand the online platform.
2. Support Forum: The support forum allows students and instructors to post platform-related question or problem at any time. Questions posted in the support forum receive a response within 24 hours.
3. Chats: For real-time support, students and instructors can use Skype, a free online voice and chat system that connects users with technical support staff.
4. FAQs, Demos, Manuals.

Any changes to student contact information will be processed through IT Support emailing to **support@unad.us** via the Change of Status Form.

### **STUDENT RECORDS AND TRANSCRIPTS**

Student records are retained perpetually at the institution site in Florida in a fireproof cabinet. Computer records are backed up weekly and stored at university.

Requests for copies of transcripts for personal use may be made by contacting the Registrar and paying the appropriate fee. The college will issue official copies to another college, employer, institution, or agency, only at the student's request. Students and alumni may request copies of their academic records, which will be stamped 'Student Copy.' There is a fee charged for each transcript after the issuance of one upon graduation.

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## **RECORDS AND INFORMATION**

UNAD maintains accurate academic transcripts for each student including each course in which the student is enrolled, the term, grade, and credit value. These transcripts are available to students upon request. UNAD maintains the following: accurate records of academic advisement and a copy of all decisions made in each academic advisement conference, records of personal counseling referrals made to students (which are kept confidential unless released by the student), a policy of non-discrimination based on disability, and other federal requirements for non-discrimination, and records of placement interviews arranged for the student as well as a record of employment decisions.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

UNAD complies with the Family Educational Rights and Privacy Act of the 1974 Buckley Amendment, Public Laws 93-380, and Section 438. All students' records are confidential.

## **SUPPORT SERVICES**

UNAD is committed to helping students achieve their academic and professional goals through academic advising. Academic Advising services provide students with information, guidance, and access to resources in order to obtain the maximum benefit from their educational experience at university. Academic advisement is available from the Academic Department upon request from the student.

## **EDUCATIONAL ACCESSIBILITY SERVICES (DISABILITY SUPPORT)**

UNAD provides students with disabilities programmatic and physical access in compliance with section 504 of the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act of Amended, of 2008, and the Rehabilitation Act Amendments of the Workforce Investment Act of 1998.

The student requiring individualized attention should contact the Office of Student Services of UNAD Florida, stating their special requirements to be considered.



## ACADEMIC POLICIES AND STANDARDS OF PROGRESS

### MAXIMUM NUMBER OF STUDENTS PER CLASS

UNAD Florida establishes a maximum of 25 participants per course. In search of a more personalized and individualized attention to the student, it guarantees permanent interaction with the Faculty.

### SYLLABUS

On the first day of class, students receive a copy of the course syllabus and course outlines and objectives.

### RESPONSIBILITIES OF THE STUDENT DURING CLASS DEVELOPMENT

- Participation in chats, forums and any other activities is necessary for the achievement of learning objectives.
- You should check the course site and the informative board regularly.
- You must read the recommended materials for every Week (case studies, book chapters, presentations, etc.). Take into consideration that the slides provided for each unit are only for support and quick reference, the complete material you must read is the recommended chapter of the book.
- You must respect the due dates for every activity. Late deliveries won't be accepted, and the system will automatically block your opportunity to send activities after their due date. Don't wait for the last minute to post or send your responses to the activity.

### ATTENDANCE POLICY

- Regular attendance on online courses is expected throughout the length of the term. Students who do not attend within the first week of a semester by submitting an academic assignment (such as the course requirements checklist, an examination, written paper or project, discussion board post, or other academic event) will be dropped from the course roster at the end of week one and will not be allowed to submit further course work. The student may appeal to their instructor to remain on the course.
- The student alone assumes responsibility for coursework missed from non- attendance. A student who presents the instructor with an adequate and documented reason for absence may be given an opportunity to make up the work missed.
- Students who begin attendance by submitting an academic assignment but eventually cease progressing toward the completion of the course will be assigned a grade of AW during the semester.

## ACADEMICALLY RELATED ACTIVITIES (ARA)

To maintain continuous enrollment, the following activities that occur on or after the course start date and on or before the course end date will be considered academically related activities (ARAs). ARAs determine a student's enrollment status with the school. Students can maintain continuous enrollment by ensuring no more than 14 days' elapse between posting an ARA or sooner if required by Professor. Examples of an ARA are: complete a unit quiz and/or similar assessment, complete all required weekly assignments, post at least 3 times to an original forum posting and respond to two classmates on different days of the week, attend a virtual session as scheduled by professor. If a student fails to complete at least one of these activities the student will be marked absent.

## DEFINITIONS RELATED TO ATTENDANCE

Last day of attendance policy/statement – this is the day a student had an academically related/recorded activity, which may include projects, examinations, etc.

Date of Withdrawal policy/Statement-this is the date that administration determines that a student is no longer enrolled at UNAD based on lack of Academic Related activity.

## GRADING POLICY

All student required work is graded based on a numeric scale of points from 1 to 100. The final grade of the course is determined by adding up all obtained points multiplied by the weight of each assessed activity. A letter grade (A through F) is then issued for each course taken, according to the scale below, and it represents the final measure of a student's performance in a given course, according to this table:

Letter Grade	Percentage Points	GPA (4.0)
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.5
D	64-66	1.3
D-	60-63	1.0
F	59 or <	0.0

UNAD Florida uses the same grading scale for grading assignments and activities of both undergraduate and graduate courses.

Other grades may be assigned in these cases:

Grade	Stands for	Grade Points	Credit Earned
I	Incomplete	N/A	No
P	Pass	N/A	No
NP	No Pass	N/A	No
WP	Withdraw Pass	N/A	No
WF	Withdraw Fail	0	No
CR	Transfer Credit	N/A	No

### Definitions:

**Incomplete (I):** A grade of “Incomplete” will be assigned when course work is not completed. Regularly scheduled courses must be completed within one term. An “Incomplete” will be given only in unusual circumstances that are beyond the control of the student. An “Incomplete” cannot be granted for failing or uncompleted work. With the instructor’s approval, a student may take an incomplete (“I”) in a course and complete the necessary coursework within a specific timeframe at the instructor’s discretion. If achieved, the instructor will update an “Incomplete” to a final grade. Otherwise, the “I” will convert to an “F”.

“I” grade (for Incomplete) indicates a student filled out a form to inform the professor and school that they need more time to complete a course due to personal hardship, work schedule or requested emergency leave. A student will receive a provisional grade of Incomplete (I) in the following instances:

- If his absence from a final examination can be justified
- If his absence of not more than 25% of his work can be justified.
- If the student has complied with all partial requirements of the course during the semester or part-of-term. In order to remove an Incomplete, the student should take the corresponding final examination or work requirement within the first 30 days of the subsequent semester or summer session. Those students receiving an “Incomplete” in prerequisite courses during the summer session must take the final examination or work requirement within the first fifteen days of the followingsummer session. The professor has the responsibility of removing all Incompletes. In the case of students not complying with these established rules, the professor will assign a “0” in the corresponding work missed by the student and will report the final grade to the Registrar after calculating the corresponding grades.

**Pass/No Pass (P/NP):** Some courses may be graded with “Pass”/“No Pass” (Internship or seminar courses, for example). A grade of Pass is given when the course specific requirements are met, otherwise a No Pass will be given. Courses designated P/N do not count when computing the student’s GPA.

**Withdraw Pass (WP):** It indicates a student that at the time of withdrawal has passed the requirements for that particular course as specified in the course syllabus and/or the professor. Credit is earned but grade is not used as part of the GPA calculation.

**Withdraw Fail (WF):** It indicates that the student has failed the course due to academic dishonesty.

**Transfer Credit (TC):** It indicates student has transferred credits from another institution for credit toward degree at UNAD. Credit is awarded but GPA is not impacted as it is omitted from calculation.

### GRADE POINT AVERAGE CALCULATION

The letter grades received in each course go into the computation of a Grade Point Average (GPA). To compute the GPA, each letter grade is assigned a number of points according to the same scale used for grading courses.

### CUMULATIVE GPA FOR GRADUATION:

To obtain the cumulative GPA, the grade points earned for each course is multiplied by the number of credits that the class is worth. The sum of grade points earned for all courses is then divided by the number of credits attempted. It is important to note that there are minimum grade and GPA Requirements for all programs, as stated in the Minimum Grade and GPA Requirements Policy

A letter grade (A through F) is issued for each course taken and represents the final measure of a student's performance in a given course. Credit is granted for courses in which the student earns a passing grade (A through D-). Only those courses for which credit is earned count towards program completion requirements. D- is the passing grade for any undergraduate or graduate course. The letter grades received in each course go into the computation of a Grade Point Average (GPA).

To compute the GPA, each letter grade is assigned a number of grade points according to the Grading Policy scale. UNAD Florida uses the same grading scale for grading assignments and activities of both undergraduate and graduate courses. However, the minimum grade requirement is different depending on the level of the program. The Minimum Grade Requirement for Graduate courses is **C** (>74 points on a scale of 100), and **D-** (>60 points on a scale of 100) for undergraduate courses.

In terms of cumulative GPA, the minimum required for graduating from an undergraduate program is a GPA of 2.0 and 3.0 for graduating from a graduate program.

### CLASS CANCELLATION POLICY

In case of extenuating circumstances, UNAD Florida may cancel a scheduled class. The decision for such a cancellation is ultimately that of the Academic Dean. Every effort will be made to provide notice of the cancellation at least one week prior to the first scheduled meeting of the class. The Registrar's Office will advise the student of the possible cancellation due to low enrollment and any other options including the possible rescheduling of the class.

## **DROPPING, ADDING, WITHDRAWING FROM COURSES**

UNAD Florida students may drop a course according to the academic calendar dates. Whether a student receives a full, partial or no refund depends on when they submit the paperwork necessary and inform our office. After the publicized add/drop/withdrawal period, no class may be added or dropped without a grade.

Students requesting to withdraw from courses during the semester must submit a request to their academic advisor. Generally, the withdrawal date will be the date the student submitted the email to their academic advisor. A grade of "W" will be assigned to all courses from which the student withdraws within the required time period. A Course Withdrawal form must be sent to the Registrar by the deadline listed on the academic calendar.

## **UNIVERSITY LEAVE (LOA)**

A leave of absence is a break in enrollment that occurs when a student is not taking classes in an academic term. A University Leave of Absence form must be submitted to Student Services before the beginning of the term. Each academic term has starting and ending dates according to the Academic Calendar.

The Academic Dean may grant or extend a leave of absence for up to three terms to students in good standing or waive interim satisfactory progress standards for circumstances of poor health, family crisis, or other extreme circumstances outside the student's control. The student must document these circumstances in writing and demonstrate that he or she had an adverse impact on his or her academic performance.

## **GRADUATION PROCESS**

A student who is in the semester of which they believe will graduate, should begin the process for graduation by submitting a Petition for Graduation form soon as their last semester begins and ensuring with the Academic Dean and Registrar that all necessary items have been received by their offices. This process can take two months.

## **GRADUATION CEREMONY & DEGREE**

Degrees are conferred throughout the academic school year for transcript purposes after the graduation process has ended; Diplomas are issued one month after the graduation process has concluded.

Some students may want to have an "apostille" for their degree which is a form of authentication. The Office of the Secretary of State provides apostille and authentication service to U.S. citizens and foreign nationals on documents that will be used overseas. This requires an extra fee, and it is done after the Diploma is issued. Allows three weeks to get the proper apostille done since third party does it.

Students who wish to have a graduation ceremony can opt to come to UNAD Florida for a private graduation ceremony (at their expense, see fees) in June or December which would include rental robe/cap for pictures, refreshments, pictures with Executive Director/Academic Dean.

If for any reason a degree needs to be reprinted due to loss, etc. there is a \$50 fee for replacement.

## GRADUATION REQUIREMENTS

To be awarded a degree from UNAD Florida, a student must begin the process by filing a Petition for Graduation and must fulfill the following requirements:

1. Successfully complete his or her chosen program of study as it appears in the Catalog.
2. Successfully complete the language requirement as specified on the language track.
3. Bachelor's students must have a cumulative GPA of 2.0 or above.
4. Master's students must have a cumulative GPA of 3.0.
5. Doctoral students must have a cumulative GPA of 3.0.
6. Be under no outstanding financial obligations to UNAD Florida.

## TIME LIMITS FOR DEGREE COMPLETION

Any student who does not complete coursework within the permissible time limit for any reason, including discontinued enrollment, must reapply for readmission. Students pursuing degrees with UNAD Florida must complete the degree requirement within 8 years of the date of matriculation for Bachelor's and Doctoral degree; and 4 years for Master's degree. Students must comply with the program requirements in effect at the time of his/her readmission.

## SATISFACTORY ACADEMIC POLICY

UNAD Florida monitors students' academic performance to ensure satisfactory progress toward a degree. Satisfactory Academic Progress (SAP) applies only to Degree Seeking Students.

The University reserves the right to place students on Academic Warning, Academic Probation, Continued Probation, and Academic Suspension, and reserves the right to remove students from Academic Warning, Academic Probation, Probation Continued, and Academic Suspension based on their academic performance and degree program, notwithstanding the Academic Standards.

## ACADEMIC HONORS

To encourage excellence and high academic achievement by students, the Academic Dean has established and will recognize the following categories of scholastic honors for those enrolled in the degree programs.

of UNAD. To qualify for any of the categories, a student must complete a minimum of four courses (12 credits) in one academic year.

Dean's list	3.50 to 4.00
Honor Roll	3.20 to 3.49

Graduation honors are awarded for academic work performed by the student during his or her undergraduate program with UNAD. The degree will be conferred and printed as follows:

Summa cum Laude	3.90 or above
Magna cum Laude	3.75 to 3.89
Cum Laude	3.60 to 3.74

## ACADEMIC PROBATION

Students who, at the end of each term do not meet minimum academic standards and course completion rates (defined below) are placed on academic probation. A letter and email are sent to the students to inform them of their status with the school.

## SATISFACTORY STUDENT PROGRESS

Students will be evaluated after each fall, spring, and summer terms. Students who fall behind in their coursework or fail to achieve minimum standards for grade point average and completion of classes may be put on academic probation and ultimately dismissed. The grade point average is the qualitative measurement used for academic work at the university. An undergraduate student must maintain a cumulative GPA 2.0 or better and a graduate student must maintain a cumulative GPA of 3.0 or better.

Successful Course Completion Rate is earning at least 60% of the credits attempted each term. Students will be given a warning semester when the required GPA or pace of completion is not met. A student who is placed on academic warning may register for one subsequent semester under academic probation.

### Minimum Academic Standards:

- A cumulative GPA of 2.0 or above for Undergraduate Students.
- A cumulative GPA of 3.0 is required for all Graduate Students.

Academic probation lasts for one term. If, at the end of the term in which the student has been placed on academic probation, either the Minimum Academic Standards or the Successful Course Completion Rate are not met, the student will not be allowed to register as a regular student for the upcoming term. A conversation is scheduled with the Academic Dean to determine if the student has the academic ability and desire to successfully complete his or her chosen program of study. After this conversation, the Academic Dean may admit the student.

## MEASURING STUDENT ACADEMIC PROGRESS

Students will be evaluated after each fall, spring, and summer terms. Students who fall behind in their coursework or fail to achieve minimum standards for grade point average and completion of classes may

be put on academic probation and ultimately dismissed. The grade point average is the qualitative measurement used for academic work at the university. An undergraduate student must maintain a cumulative GPA 2.0 or better and a graduate student must maintain a cumulative GPA of 3.0 or better.

In the administration of the instructional process of the classes, the three moments of evaluation, diagnostic, formative and summative, implemented in the development are applied for each Unit or Theme, guaranteeing the integral formation of the student.

Faculty members are required to make appropriate assignments and to make periodic assessments of the progress of their students.



All courses must be designed so that the student can be evaluated for its development within it and for the fulfillment of assignments that facilitate the evaluation of achievement or not the objectives set by Unit or Theme.

UNAD Florida considers the standard for Satisfactory Academic Progress (SAP) based on three components:

- A **Qualitative component** which consists in Minimum Cumulative GPA attained at the end of each term. Students who at the end of each term do not meet the minimum academic standards and course completion rates are placed on academic probation. A letter and email are sent to those students to inform them of their academic status.
- **Quantitative progress**, consisting in the relationship between the credit hours attempted and the credit hours successfully completed. It is a pace of progression calculated dividing the cumulative units completed by the cumulative units attempted. The student must comply with the following rule: After two consecutive terms the cumulative pace of progression for such two terms must be equal or greater than 67%.
- **Cumulative progress** is an overall quantitative component which is the maximum time allowed for completing the study program. Students pursuing degrees with UNAD Florida must complete the degree requirement within 8 years of the date of enrollment for Bachelor's and Doctoral degree; and 4 years for Master's degree and will be subject to the requirements in effect at the time of his/her readmission. Any student who does not complete coursework within the permissible time limit for any reason, including discontinued enrollment, must reapply for readmission.

At the end of each term the Academic Dean reviews the academic progress for all students enrolled in that term based on all three components of the SAP: the Qualitative component, the Quantitative progress and the Cumulative progress.

The system available at UNAD Florida provides the needed numerical information to calculate the ratios to show the numbers related to each one of the three SAP components. If the student does not meet the first component, he/she receives an email showing the criteria and explaining the situation. Moreover, and more importantly, the Academic Dean contacts the student via email or telephone to discuss alternatives to correct the issue properly and in a timely manner.

The second component includes the calculation of the pace of progress, which is performed every two terms for each student. If the student does not meet the standard, the Academic Dean contacts the student to guide the student through the situation and provide the proper advising. The second component is applied in conjunction with the first component, meaning that if the student has a pace of progression below 67% it is likely that the current cumulative GPA would be below the required.

Here is an example of how the mentioned information is displayed in the academic system, listing the attempted credit hours and credit hours successfully completed. In this example, the student attempted 12 (6+6) credit hours and completed 12 (6+6) credit hours accounting for a 100% of pace of progression.

Spring 2019-A				
Course Number	Course Title	Credits	Grade	Grade Points
CMM243	CMM243 - Consumers Retail Sales	3	A	4.00
ECO354	ECO354 - Economy Support	3	A	4.00
GPA Spring 2019-A				4.00
Cumulative GPA				3.94
Attempted Credits				6 ✓
Credits Approved				6 —
Cumulative Credits				114
Summer 2019-A				
Course Number	Course Title	Credits	Grade	Grade Points
BUS369	BUS369 - Financial Management and Negotiations	3	A	4.00
MKT244	MKT244 - Market Research	3	A	4.00
GPA Summer 2019-A				4.00
Cumulative GPA				3.95
Attempted Credits				6 ✓
Credits Approved				6 —
Cumulative Credits				120

In this example, the student attempted 9 (6+3) credit hours and completed 6 (6+0) credit hours accounting for a 67% of pace of progression.

Summer 2018				
Course Number	Course Title	Credits	Grade	Grade Points
SOC111	SOC111 - Sociology	3	B-	2.70
HUM111	HUM111 - Government and Democracy	3	A-	3.70
GPA Summer 2018				3.20
Cumulative GPA				3.20
Attempted Credits				6 ✓
Credits Approved				6 —
Cumulative Credits				66
Fall 2018				
Course Number	Course Title	Credits	Grade	Grade Points
HUM123	HUM123 - Philosophy	3	F	0.00
GPA Fall 2018				0.00
Cumulative GPA				2.13
Attempted Credits				3 ✓
Credits Approved				0 —
Cumulative Credits				66

In case that a student does not meet SAP requirements, he/she will be notified by letter and email letting him/her know the consequences pertaining to such situation which are stated in the respective policy. The Academic Dean will be constantly monitoring satisfactory academic progress to make sure students reach the learning objectives and program outcomes at the end of their studies.

## MITIGATING CIRCUMSTANCES

The Academic Dean may grant or extend a leave of absence for up to three semesters to students in good standing or waive interim satisfactory progress standards for circumstances of poor health, family crisis, or other extreme circumstances outside the student's control. The student must document these circumstances in writing and demonstrate that he or she had an adverse impact on his or her academic performance. A request for a waiver of satisfactory progress standards must be made in writing to the Academic Dean. No waivers will be issued for graduation requirements.

## ACADEMIC POLICY ON INTERSHIPS

Several programs of study require students to complete an internship as a requirement for graduation. This document outlines the most important facts about the internship process.

1. Students may register for an internship at any point during their academic career.
2. No grade is received for an internship; rather, upon successful completion of the internship, students are granted academic credit.
3. Internships may or may not be paid, depending on the agreement made between the student and the employer.
4. The standard internship is worth 6 credits. In order to be granted those credits, students must:
  - (a) work at their internship for a minimum of 300 hours
  - (b) submit the appropriate forms to the internship coordinator (see point 5, below)
  - (c) perform work that is directly related to their field of study. For example, if a student is enrolled in the Marketing and Business Administration major, he or she might do an internship at a business office or an advertising firm. If a student is enrolled in Social Psychology, he or she might do an internship at an Orientation Office or another.
5. Over the course of an internship, a student must submit to the internship coordinator three documents:
  - (a) **Internship Agreement Form** at the beginning of the internship
  - (b) **Internship Progress Report Form** after 150 hours of work have been completed
  - (c) **Internship Final Report** at the end of the internship, with evidence supporting the duties performed and goals achieved (Narrative, project progress and deliveries, presentation)In order to secure an internship, a student may approach a prospective employer directly. Alternatively, the student may suggest to the Internship Coordinator a list of possible employers. The coordinator will then approach these employers and inquire about internship possibilities for the student.
6. A large number of UNAD Florida's students are employed. If their work is related to their course of studies, it is possible to translate this professional experience into academic credit, in lieu of doing an internship. In order to do so, the interested student must ask his or her direct supervisor to send a letter to UNAD Florida's Academic Dean detailing:
  - (a) The time the student has been at his or her present job and
  - (b) The duties and responsibilities attached to the job.

Upon careful review of this letter, the Academic Dean may authorize the student to receive six (6) academic credits, provided that student is registered for an internship in the current semester, has worked for at least six months at his or her present job, and the job is directly related to his or her field of study.

## COURSE PREREQUISITES

To enroll for certain courses, students must have completed prerequisites, usually in the form of more basic courses. Prerequisite courses are listed with course descriptions as applicable. If a student registers for a course for the next semester while currently enrolled in a prerequisite course, the student must satisfactorily complete the prerequisite course or withdraw from the higher-level course. Courses taken at another institution may be used to satisfy prerequisites, subject to the approval of the Academic Dean. Prerequisite are stated in the course descriptions of this catalog as well as in the Program Road maps available in the Academic Programs area of our website <http://unad.us/academic-programs.html>.

## COMPLAINT POLICY

### I. PURPOSE

The purpose of this document is to provide the student complaint policy and procedure for handling and addressing student complaints.

### II. SCOPE/COVERAGE

This policy applies to all current students of UNAD Florida

### III. POLICY STATEMENT

UNAD Florida is committed to a fair treatment of its students in their relationships with the administration, faculty, staff, and fellow students. UNAD Florida has a policy of addressing and managing all student complaints with fairness, diligence and responsibility for a successful educational process, optimal academic life and superior educational community interaction.

### IV. NATURE OF COMPLAINTS

Students may file complaints in relation to:

- (a) Decisions by UNAD Florida affecting students.
- (b) Educational processes including quality, grading and availability of resources.
- (c) Quality, timeliness and appropriateness of student services received.
- (d) Misconduct by a staff member, faculty or student
- (e) Failure to receive educational services as contracted in the enrollment agreement.
- (f) Failure to receive appropriate notifications.
- (g) Actions by UNAD Florida that violate student rights or privileges.
- (h) Other not contemplated in this list which affect the student and may be considered the responsibility of UNAD Florida.

### V. PROCEDURE

The purpose is to provide a prompt and equitable process for resolving student complaints.

- Students with grade complaints should first communicate with the appropriate course professor. The professor has 5 days to provide the student with an answer to his (her) complaint. If the professor is unable to resolve the student's complaint, the professor will refer it to the Academic Dean in writing at [academic@unad.us](mailto:academic@unad.us). The academic dean has 10 days to provide the student with

an answer to his (her) complaint.

- Students with other type of complaints should address them formally by sending an email to the Academic Dean at [academic@unad.us](mailto:academic@unad.us). The purpose of the written petition portion of the Academic Appeal is to provide the Academic Dean with information which the student believes should be considered during the appeal process. The request should be based on logical considerations and realistic expectations rather than on an emotional plea. Students should provide brief information regarding extenuating circumstances and include appropriate documentation. The academic dean analyzes the information and takes into account UNAD Florida policies and regulations to determine a course of action. The response to the complaint is sent to the student and recorded in the student file. A student complaint log is used to record the complaints.

**The chain of appeals is as follows:**

If the Academic Dean is unable to resolve the student's appeal, the Dean will refer it to the Executive Director. The Executive Director has 10 days to provide the student with an answer to his (her) grievance. If the Executive Director is unable to resolve the appeal, the Executive Director will refer it, in turn, to the Board of Directors. The Board of Director has 10 days to provide the student, an answer to his (her) grievance. The Board of Director's decision will be final.

Students who, at the end of this process, feel a grievance is unresolved may refer it to the Executive Director, Commission for Independent Education, 325 UNAD FLORIDA. Gaines Street, Suite 1414, Tallahassee, FL 32399-0400. Phone: 1-888-224-6684 (Toll Free)

**STUDENT INTEGRITY AND ACADEMIC HONESTY**

UNAD Florida fosters a spirit of honesty and integrity fundamental in the University as an academic community whose fundamental purpose is learning and the pursuit of knowledge, every individual is responsible for following accepted standards of academic integrity and for sharing a commitment to upholding these values in all academic pursuits.

The students are expected to work diligently to ensure that all assignments, exams, or other coursework submitted represent the student's original work and follow acceptable academic practices. Students are encouraged to work together, as group efforts and study groups are a wonderful tool to facilitate learning and foster a deeper understanding of material in a course. However, students must submit their own individual work unless instructed to participate in group work as part of a course requirement.

Under no circumstances are students allowed to publicly share (for example on blogs, websites, social media, databases) their work completed at or for UNAD from the end of the student's final term of study.

**PLAGIARISM DETECTION**

UNAD Florida will be instituting Turnitin for plagiarism detection throughout the university. Students who take courses at UNAD Florida understand and agree that all required papers may be submitted to Turnitin for a textual similarity review. All submitted papers will then be included as source documents in the Turnitin reference database for the sole purpose of detecting plagiarism in future documents. Use of the Turnitin service is subject to the Terms and Conditions of Use posted on the school website. Be aware that

plagiarism will not be tolerated, and expulsion is a real possibility. At the very least, any accusation by a professor will be investigated thoroughly and student records noted.

## STANDARDS OF STUDENT CONDUCT

Students of UNAD Florida, as well as applicants, who become students and former students, are expected to comply with all laws and with institutional policies and regulations.

### The following types of conduct are unacceptable:

1. All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty.
2. Other forms of dishonesty include, but not limited to, fabricating information, furnishing false information or reporting a false emergency to the institution.
3. Forgery, alteration, or misuse of any institution document, record, key, electronic device, or identification.
4. Unauthorized entry to, possession of, receipt of, or use of any institutional services, equipment, resources, or properties, including the institution name, insignia, or seal.
5. Sexual harassment: sexual harassment is any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when submission to or rejection of this conduct explicitly or implicitly affects a person's education, unreasonably interferes with a person's educational performance, or creates an intimidating, hostile or offensive learning environment. In the interest of preventing sexual harassment, the institution will respond to reports of any such conduct.
6. Stalking behavior in which an individual repeatedly engages in conduct directed at another person and makes a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her family; where the threat is reasonably determined by the University to seriously alarm or torment the person; and where the threat is additionally determined by the University to serve no legitimate purpose.
7. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities.
8. Failure to adhere to or comply with the directions of an institution official or other public official acting in the performance of his or her duties while at official University functions or resisting or obstructing such University or other public officials in the performance of or attempt to perform their duties.
9. Selling, preparing, or distributing for any commercial purpose course lecture notes, video or audio recordings of any course unless authorized by the institution in advance and explicitly permitted by the course instructor in writing. The unauthorized sale or commercial distribution of course notes or recordings by a student is a violation of these policies whether or not it was the student or someone else who prepared the notes or recordings. Copying handouts, readers or other course materials provided by an instructor as part of the institution course for any commercial purpose unless authorized by the institution in advance and explicitly permitted by the course instructor or the copyright holder in writing is prohibited.
10. Disrespect of instructors in any format verbal or written. Disrespect in the use of language, insubordination (defiance of authority or refusal to obey class rules).



## PENALTIES FOR ACADEMIC MISCONDUCT

Deans may impose penalties for violations of university policies or campus regulations whether such violations are also violations of law, and whether proceedings are or have been pending in the courts involving the same acts.

If, because of an official appeal, it is determined that the student was improperly disciplined, the Academic Dean shall, if requested by the student, have the record of the hearing sealed, and have any reference to the disciplinary process removed from the student's record. In such a case, the record of the hearing may be used only in connection with legal proceedings. Whether or not a hearing is conducted, the University may provide written notice to a student that his or her alleged behavior may have violated University policy or campus regulations and that, if repeated, such behavior will be subject to a disciplinary process. Evidence of the prior alleged behavior as detailed in the written notice may be presented in a subsequent disciplinary action.

When a student is found in violation of university policies, any of the following types of student disciplinary action may be imposed. Any sanction imposed should be appropriate to the violation taking into consideration the context and seriousness of the violation.

1. **Warning/Censure:** Written notice or reprimand to the student that a violation of specified University policies or campus regulations has occurred, and that continued or repeated violations of University policies or campus regulations may be cause for further disciplinary action, normally in the form of disciplinary probation, and/or loss of privileges and exclusion from activities, suspension, or dismissal.
2. **Disciplinary Probation:** A status imposed for a specified period during which a student must demonstrate conduct that conforms to university standards. Misconduct during the probationary period or violation of any conditions of the probation may result in further disciplinary action, normally in the form of suspension or dismissal.
3. **Loss of Privileges and Exclusion from Activities:** Exclusion from participation in designated privileges and activities for a specified period of time. Violation of any conditions in the written Notice of Loss of Privileges and Exclusion from Activities, or violation of university policies or regulations during the period of the sanction may be cause for further disciplinary action, normally in the form of probation, suspension or dismissal.
4. **Suspension:** Termination of student status at the University for a specified period of time with reinstatement thereafter, provided that the student has complied with all conditions imposed as part of the suspension and provided that he or she is otherwise qualified for reinstatement. Violation of the conditions of suspension or of university policies or campus regulations during the period of suspension may be the cause for further disciplinary action, normally in the form of dismissal.
5. **Dismissal:** Termination of student status for an indefinite period. Readmission after dismissal may be granted only under exceptional circumstances. Restitution: A requirement for restitution in the form of reimbursement may be imposed for expenses incurred by the University or other parties resulting from a violation of these policies. Reimbursement may take the form of monetary payment or appropriate service to repair or otherwise compensate for damages. Restitution may be imposed on any student who alone, or through group or concerted activities, participates in causing damage or costs.
6. **Revocation of Awarding of Degree:** Subject to the concurrence of the Board of Directors, revocation of a degree obtained by fraud.



## STUDENT IDENTIFY VERIFICATION POLICY

Because of new regulations stemming from the federal reauthorization of the Higher Education Act in 2008, higher education institutions have been asked to address student authentication for all distance and correspondence courses. To be in compliance with this regulation, institutions are required that the institution must demonstrate that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.

Thus, UNAD Florida has instituted the following policies to address student authentication:

### IDENTITY MANAGEMENT

The identity verification process involves the following:

- During the admission process, students are required to submit a valid picture ID, which will be saved and used for subsequent student identification processes.
- All students enrolled in courses will receive individual secure login and pass codes to the institutional learning management system (LMS). Students are responsible for maintaining the security of their username, password and other access credentials.
- Faculty regularly have synchronous interaction with the students via videoconference. Through this interaction, the identity is verified and validated for participation in registered courses.
- UNAD Florida is considering acquiring Proctoring services for its online quizzes and exams. This adds a safe layer of verification and validation of student identity. UNAD Florida assures us that the admitted student is the same student who completes coursework and assessments and is awarded credit by the following measurements:
- In our registration system, each student has a unique identification number, in addition to all pertinent information regarding personal, financial and academic data. Access to this system is restricted to the Admission, Academic, and Compliance departments of UNAD Florida. Changes to the information stored in the registration system is closely monitored to avoid identity theft.
- The registration system also stores the credentials for access to the academic platform where all coursework and assessments are completed for awarding credit. Students are responsible for maintaining the security of their username, password and other access credentials. Additionally, the academic platforms require that students change their password twice a year to reinforce the security of the platform and protect the identity of the student. When the student forgets their platform credentials, they must contact the Admission department to validate their identity and get new credentials.
- Throughout the academic program, multiple opportunities exist to ensure the registered student is the same as the one completing the coursework and assessments. Synchronous interaction via videoconference facilitates the confirmation of student identity. From the admissions process and throughout the duration of the academic program, staff members continuously interact with students via phone calls and emails, thus greatly facilitating identity verification.

- Professors are required to conduct synchronic interactions with the students in order to ensure that the person is enrolled is the one doing the coursework. Professors should also pay special attention to sudden changes in students' behavior in relation to their deadlines and writing style. Any concerns that indicate a change in students' identity should be immediately reported to the Academic Dean.

## **STUDENT CONFIDENTIALITY AND PRIVACY POLICIES**

UNAD Florida offers on maintaining a trusted learning environment. The University is committed to providing a clear and specific description of its policies to protect the privacy of its users. Any material changes to this policy will be reflected on this page. As part of the application and enrollment process, UNAD Florida collects personal information for the student that is provided by you when going through these processes. This information includes, but may not be limited to, your name, address, email address, phone numbers, employer, and education history.

### **WHEN AND WITH WHOM WE SHARE YOUR PERSONAL INFORMATION**

UNAD Florida never sells or rents personal information to any third parties under any circumstances. We will share personal student information only with our agents, representatives, service providers, and faculty for limited purposes, including reviewing and processing your application, enrollment or verifying the information provided during the application process.

The students assume total responsibility and risk for their use of any third-party website and the Internet in general. UNAD disclaims any and all responsibility for content contained in any third-party materials provided through links from the website. Further, the inclusion of these links to other websites does not imply that the other websites have given permission for the inclusion of these links, or that there is any relationship between UNAD and the linked websites, nor do the owners of the linked websites endorse any of our courses is an independent company and references to other companies do not imply any partnership, joint venture, or other legal connection in which the University would be responsible for the actions of their respective owners or operators.

UNAD is governed by the Family Educational Rights and Privacy Act (FERPA). It is a federal law designed to protect the privacy of a student's education records, including academic, financial and financial aid records. This act protects your personal information from being distributed to third parties without your consent, unless permitted by law. To this effect, FERPA regulation requires a student to explicitly authorize the Institution, in writing, to disclose his/her education records and the personally identifiable information therein to third parties. This form must be completed and returned to the appropriate University office by mail, before any information can be released to a third party (i.e., spouse, employer, etc.). This form remains on file with the University.

**OTHER POLICIES****UNAD FLORIDA DIPLOMAS - STUDENT ACKNOWLEDGEMENT**

UNAD Florida is authorized by the Commission for Independent Education of the State of Florida under license #2900, to offer bachelor, master and doctorate programs and granting respectively diplomas. Consequently, those diplomas are legally valid everywhere according to the Department of Education of the State of Florida. UNAD Florida does not take any responsibility for the non- acceptance, validation, homologation, or equivalence of those diplomas outside the United States of America, since every country has their own laws, regulations and rules that compel their institutions to design their programs in particular ways. UNAD Florida will provide transcripts and diplomas with the apostille issued by the State of Florida, to all UNAD Florida students that request them.

**RE-ENTRY POLICY**

The Institution expects students to complete all course requirements in a timely manner, so they will be able to complete their program in a reasonable period of time. Every student must register for at least 1 course per term in order to be considered an enrolled student. If the student does not register for at least one course during two consecutive terms without the proper Leave of Absence approval, he/she will be considered inactive. If the student does not notify the University after three consecutive terms without taking any course, then he/she will be considered withdrawn.

Students who left or were withdrawn by the administration and want to re-entry must send a letter to the Academic Dean, asking for re-entry. In order for the students to be accepted again, they must be in compliance with all the requirements for admission and pay the Re-entry fee of \$100. The petition will be reviewed and approved or rejected, based on past attendance, academic and financial history.

**TEXTBOOK POLICY**

At UNAD Florida we try to provide the texts and other resources included in the tuition, as we are aware of the high cost of physical textbooks. Whenever possible, we will use information and other resources from our library.

## FINANCIAL INFORMATION

This section lists all current educational services fees.

### TUITION AND FEES

UNAD Florida tuition fees are listed below. UNAD Florida Undergraduate and Doctoral programs are 15-weeks long while Master programs are 8 weeks long, unless explicitly stated in the catalog. Total program tuition cost varies depending on the total credit hours required per student per program.

TUITION			
Total Tuition cost per Program	Total CreditHours	Cost per Credit Hour	Program Tuition Cost
Bachelor of Science in Systems Engineering	120 credit hours	\$110	\$13,200
Bachelor of Science in Industrial Administration	120 credit hours	\$110	\$13,200
Bachelor of Science in Commercial and Marketing Administration	120 credit hours	\$110	\$13,200
Bachelor of Arts in Mass Communication	120 credit hours	\$110	\$13,200
Bachelor of Arts in Social Psychology	120 credit hours	\$110	\$13,200
Master of Business Administration	39 credit hours	\$241.66	\$9,425
Master of Arts in Education	39 credit hours	\$241.66	\$9,425
Master of Arts in Teaching English as a Foreign language	42 credit hours	\$241.66	\$10,150
Doctor of Education in Educational Technology	60 credit hours	\$450	\$27,000
Doctor of Business Administration	64 credit hours	\$450	\$28,800

ADMINISTRATIVE AND OTHER FEES	
Administrative Fees	Cost
Non-refundable Application Fee	US \$ 100
Course e-books or instructional material	Included in tuition
Technology Fee (per academic period)	US \$ 25
Proctoring Fees (as noted in LMS)	US \$ TBD
Graduation Fee (Academic approval, Diploma emission, Official Academic Transcripts)	US \$ 230
Other Fees (when applicable)	
Foreign Credential Evaluation of studies from outside the US ( <b>Diploma only</b> ) plus Certified Translation to English	US \$ 120 US \$ 30
Transfer Credit Evaluation PLUS \$30 for each transferred course	US \$ 150 US \$30
Change of Program Fee	US \$ 100
Re-entry Fee	US \$ 100
Road Maps and Studies certifications	US \$ 60
Official Academic Transcript. Includes shipping.	US \$ 60
General graduation ceremony – attending online	Free
General graduation ceremony – attending in person. · Graduating Student · Each Guest	US \$ 330 US \$ 120
<u>Private</u> graduation ceremony – attending in person. · Graduating Student · Each Guest	US \$ 930 US \$ 120
Replacement/Duplicate Diploma	US \$ 70
Apostille and Notary of Transcripts (Authentication of Transcript for other countries)	US \$ 110
Apostille and Notary of Diploma (Authentication of Diploma for other countries)	US \$ 170
English Certification Exam	US \$ 120
Payments made outside of the payment terms, that is, outside of the pertinent academic period, will be subject to a late fee.	US \$ 60

## PAYMENT POLICY

All tuition and/or fees for the courses taken in each academic period must be paid using one of the following options:

- **Option 1 (Pay in Full):** Pay in full before the end of the first calendar week of the academic period.
- **Option 2 (Three Payments):** Pay 50% before the end of the first calendar week of the academic period and pay the remaining balance in up to 2 monthly installments. UNAD Florida does not charge interest to students when participating in payment plans.

**Failing to comply with the proper payment will result in the immediate suspension of service.**

**Hardship Rule:** If the available payment options cause significant financial hardship, leniency may be considered on a case-by-case basis. Students may apply for this benefit only once per academic year.

**Forbearance and Deferment Options:** UNAD Florida offers affordable degree programs by distance education at a competitive tuition price. Students and prospective students seeking financial relief while continuing their education should contact the Finance Department or their lenders to discuss forbearance or other deferment options. There are several deferment options, including active military, public service, economic hardship, and others.

Please contact UNAD Florida Student Services at [admission@unad.us](mailto:admission@unad.us) or call (954) 389.2277

## FORMS OF PAYMENT

Students may choose to pay tuition and/or fees using the following forms of payment:

1. Personal Check
2. Money Order
3. Cashier's Check
4. All Major Credit and Debit Cards
5. Wire Transfers

If the student wants UNAD Florida to process credit card payments online without using the online portal, they must fill out the Student Authorization to Charge/Wire form.

## DISCOUNTS POLICY

The institution currently does not offer any discount.

The institution reserves the right to change the discount policy at any time.

## SCHOLARSHIPS

Scholarships are available for students who require financial assistance. Awarded scholarships are applicable to tuition fees only, and eligibility for Scholarships is based on the following:

- Applicants must be enrolled in a UNAD Florida program.
- Applicants must be in good academic standing and keep it to maintain the scholarship.
- Applicants must demonstrate financial need.
- Applicants must comply with ALL the requirements of the awarded scholarship and follow all regulations regarding attendance and the code of conduct of the institution.

Please contact [admissions@unad.us](mailto:admissions@unad.us) for Scholarship policy, requirements, timelines, and application.

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### **COLLECTION POLICY - Default of Financial Obligations**

If a student's financial obligations are in default (defined by not paying a financial obligation within 30 days of the due date), UNAD Florida may declare the entire balance due without further notice and require full payment immediately. Failure to pay the unpaid balance within ten (10) days may result in any or all of the following:

- Access to the learning management system could be suspended until balance is paid.
- Grades, registration, official transcripts, and diplomas will be suspended until balance is paid.
- Send the account for collection.
- Reporting the delinquent account status to a credit bureau
- Financial dismissal from UNAD Florida

In the event a student account is delinquent, UNAD Florida, as well as outside agencies working on its behalf, have the right to communicate with the student via email and/or phone regarding an outstanding balance. When an account is turned over for collection, the student is obligated to pay UNAD Florida's collection expenses. An outstanding balance is considered delinquent after three (3) attempts through automatic notices have been made (each is made once per month) and no written response of any kind on the part of the student has been obtained.

### **OTHER FEES**

#### **BOOKS AND LEARNING**

Students may purchase textbooks, required for each class, from local bookstores or from on-line providers. Any publication or book acquired by the student through UNAD Florida, including textbooks, is nonrefundable. For courses where digital materials are provided in lieu of textbooks, a \$100.00 fee is applied directly to the student's account concurrent with the charge for tuition. The Course Digital Materials (CDM) fee is fully refundable if a student does not attend beyond Week 1 of a course and does not download any materials for the course. After this time, the fee becomes non-refundable. Students are not charged the CDM fee for repeated coursework if previously charged, unless a book has changed.

#### **TECHNOLOGY FEE**

The Technology Fee is fully refundable if a student does not attend beyond Week 1 of a course. After this time, the fee becomes non-refundable. Students are charged the Technology Fee for repeated coursework.

#### **TUITION REIMBURSEMENT**

UNAD Florida will provide written certification to students looking for tuition reimbursement by their employer stating the approval of the courses and paid tuition fees.



## UNIVERSITY CANCELLATION & REFUND POLICIES

UNAD Florida follows the Commission for Independent Education rule 6E-1.0032 (6) (i) (3), which establishes refund policies.

### TERMINATION/WITHDRAWAL BY THE STUDENT

Please use the following guide and examples when planning and executing a refund request:

- Any cancellation/withdrawal must be made by contacting the office of Admissions. by email: [admissions@unad.us](mailto:admissions@unad.us) or by phone at +1-954-389-2277.
- All refund requests made within five (5) business days of signing the Enrollment Agreement will result in a full refund of all paid fees.
- Administrative fees become non-refundable after five (5) business days of signing the Enrollment Agreement.
- UNAD Florida charges Tuition per term; If a refund is requested within the first seven (7) calendar days of the term, a full refund of all paid tuition fees is granted. After seven (7) calendar days no refund is granted.
- All refunds shall be paid within 30 calendar days of the date the refund request has been approved.

#### Samples of Refunds

1. Student A signed the enrollment agreement and withdrew on the 4th calendar day after classes started, and as a result obtains a refund of all fees.
2. Student B cancels on the 8th calendar day after classes have started, as a result no refund is issued.
3. Student C cancels on the 10th calendar day of class, but only 4 calendar days after signing his/her enrollment since he/she started classes late, and as a result obtains a refund of all fees paid.
4. Student D cancels on the 10th calendar day of class, and signed the enrollment agreement before classes started, and as a result, obtains no refunds of any fees.

### TERMINATION/WITHDRAWAL BY THE INSTITUTION

Students must comply with the rules, policies, and regulations of UNAD Florida. The institution has the right to terminate the enrollment of a student at any time for violating our rules, policies, and regulations regarding satisfactory student progress, and/or student integrity and academic honesty, as outlined in the catalog. UNAD Florida's reserves the right to modify its rules and policies at any given time which are explained in the Catalog and always available on our website.

## FACULTY AND ADMINISTRATION

### UNIVERSITY OFFICIALS

#### BOARD OF DIRECTORS

- Jaime Leal, EdD
- Leonardo Sanchez, MBA
- Andrés Salinas, MBA
- Maria Cristina Parra, PhD
- Jimena del Pilar Reyes, MAE
- Nelson Parra, MBA

#### UNAD FLORIDA ADMINISTRATIVE STAFF

- Executive Director: Nancy Rodriguez, PhD
- Academic Dean: Guadalupe Bañuls. Ed.D.
- Doctoral Programs: Karla Haro, PhD
- Administrative & Financial Services: Gina Valverde
- Admissions and Student Services: Daniel Bernal
- Recruitment: Luz Ayda Villegas
- Marketing & Customer Service: Joseph Salamanca
- Educational Projects & Continuing Education: (Vacant)
- IT Manager & Webmaster: Ana Luna Mantilla

### FACULTY

UNAD has a policy of maintaining a pool of qualified professors able to teach the courses related to the programs offered. Faculty hiring procedures are based on the joint recognition by all members of UNAD staff that responsibility for selecting faculty from a pool of qualified applicants is shared cooperatively by the faculty, the administration, and the Board of Trustees participating effectively in all phases of the hiring process. Faculty who participates as Members of the Advisory Committees are regularly updated and [published online](#).

#### GENERAL GUIDELINES FOR HIRING DISTANCE EDUCATION FACULTY

The University ensures to employ faculty who have the qualifications and the experience to teach using distance education methods. UNAD hires competent faculty members qualified to accomplish the mission and goals of the University. Faculty members of UNAD are selected based on their specific academic, industrial, and experiential backgrounds that will enable the University

to meet its program objectives.

Additionally, the University ensures selecting candidates who demonstrate proficiency in teaching, performing appropriate technological skills, and possess current and accurate knowledge of their discipline. In addition, the school employs faculty who have the qualifications and the experience to teach using distance education methods. Finally, to be considered for a faculty position at university, candidates must provide official transcripts, evidence of work and teaching experience, and verifiable references.

The performance of the faculty should have a substantial impact on the faculty member's annual performance evaluation and on the dean and chair's recommendation for merit, tenure, or promotion.

**The University adheres to the following criteria for faculty:**

- Faculty teaching bachelor's degree courses must have, at a minimum, a master's degree with appropriate academic coursework and preparation in the subject area taught.
- Faculty teaching graduate degree courses must possess a minimum of four years of related practical work experience and an earned doctorate degree in the subject area taught.

## TECHNICAL PROFICIENCY

Faculty members are expected to maintain a reasonable level of technical proficiency and comfort with technology to afford UNAD Florida's students an excellent experience in the online learning environment. Following UNAD Florida training, all faculty members are expected to be proficient in using the following tools for teaching, building a learning community, and class management:

- The Internet, at a level that will allow them to communicate regularly and effectively with their students, each other, and others throughout the University.
- An email client, to send mail directly to students and other members of the UNAD Florida community via their UNAD Florida email accounts.
- Document attachments with an email client, in order to read and evaluate student work.
- UNAD Florida library resources
- The University's website and designated Web resources, in order to participate in the online community
- Relevant software and applications in order to carry out assignments, including the online learning platform.
- The responsibilities of UNAD Florida faculty members are based on their particular skills and the needs of the programs in which they participate. Additional criteria may apply to each of the specific program areas.

## NEW FACULTY ORIENTATION

All new faculty members participate in a series of online orientation activities based on their prospective assignments at UNAD Florida. These activities may include any or all the following (among others):

- Orientation to UNAD Florida
- Online instruction
- Dissertation and thesis rubric training
- Institutional Research Board (IRB) training
- Academic integrity training
- School /program specific training

- Professional development plan
- Shadowing in an online classroom
- Undergraduate online teaching
- Cultural awareness training
- Family Educational Rights and Privacy Act (FERPA) training

New faculty members plan their specific orientation programs in conjunction with their Academic Dean. New faculty members must successfully complete their planned orientation program within an established period of time.

## FACULTY LISTING

FACULTY MEMBER	COURSE(S) TAUGHT Bachelor	COURSE(S) TAUGHT Master	COURSE(S) TAUGHT Doctorate	DEGREES/ DIPLOMAS HELD & AWARDING INSTITUTION
<b>ALICIA SILVA</b>	ADV 242 BUS 235 BUS 236 BUS37 BUS 470 MKT 244 CMM352 MAN 231 MAN242 MAN 475	BUS5102 BUS5103 BUS5205	BUS712 BUS722 BUS773	<ul style="list-style-type: none"> <li>▪ Doctor of Business Administration, UNAD Florida UKatSA 2017</li> <li>▪ Master in Systems, Quality and Productivity, Technological Institute of Monterrey, 2009</li> <li>▪ Bachelor of Science in Administration, Unad Colombia, 2001,</li> </ul>
<b>ARELIS MARCANO</b>	MAT369 SPS 353 SPS 476	BUS 5400 EDU5103 EDU5105 EDU5205 EDU5307 EDU5410 EDU 5411 TEF 5403 TEF 5420	BUS721 BUS731 EDU721 EDU722 EDU752 EDU762 EDU772	<ul style="list-style-type: none"> <li>▪ Ph. D. in Education, University of Carabobo Venezuela 2004</li> <li>▪ Master in Education, Major: Educational Research, University of Carabobo, 1994</li> <li>▪ Bachelor of Education, University of Carabobo, Venezuela 1989,</li> </ul>
<b>CARLOS ANDRES ENRIQUEZ</b>	HPS366 SOC122 SPS488	EDU5206		<ul style="list-style-type: none"> <li>▪ Doctor in Educational Sciences (ABD). Tech Universidad Tecnologica, Colombia. 2025</li> <li>▪ Master in Inclusive and Intercultural Education. International University of La Rioja, Spain. 2021</li> <li>▪ Bachelor of Science in Psychology, Ibero-American University. 2020</li> </ul>
<b>CARLOS RUIZ</b>	SPS477 SPS488 MAT369	EDU5103 EDU5100 EDU5411 EDU5410	EDU721 EDU731 EDU741 EDU 771 EDU 780 BUS721 BUS731 BUS741	<ul style="list-style-type: none"> <li>▪ PhD in Research and Statistics, Nova Southeastern University, 1980</li> <li>▪ Master in e-learning, University of Salamanca Spain, 2010.</li> <li>▪ Master in Psychology, Nova Southeastern University. 1972.</li> <li>▪ Bachelor in Education, Central University of Venezuela 1969.</li> </ul>
<b>DONALD LOPEZ</b>	BUS 111 BUS 122 BUS 235 CMM231 COM246 ECO354 IND 242 MAN353 MAN354 MKT 471			<ul style="list-style-type: none"> <li>▪ Master in Business Administration, Nova Southeastern University 2012</li> <li>▪ Bachelor in Business Administration, Nova Southeastern University 2010</li> </ul>
<b>EMPERADOR PEREZ</b>	BUS 111 BUS 233 BUS 369 ECO 121 ECO 232 ECO 243 ECO 354 IND 365 MAT 124 MAT 481 SOC 111	BUS 5101 BUS 5206 BUS 5307 BUS 5308 BUS 5309 BUS 5400	BUS732 BUS751 BUS781 BUS743	<ul style="list-style-type: none"> <li>▪ Doctor of Philosophy (Ph.D.) in Business Economics, Atlantic International University.</li> <li>▪ Master of Business Administration with Management Concentration, Keizer University of Florida.</li> <li>▪ Bachelor of Business Administration, with concentration in management, Keizer University of Florida.</li> </ul>

<b>GUADALUPE BANULS</b>	CES 121 INT481	EDU 5101 EDU 5102 EDU 5104 EDU 5202 EDU 5204 EDU 5205 EDU 5206 EDU 5308 EDU 5310	EDU712 EDU751 EDU771	<ul style="list-style-type: none"> <li>EdD Doctorate in Education, Hamline University, USA, 2016</li> <li>Master in Management, Hamline University, USA, 2004</li> </ul>
<b>GUSMAN DABOIN</b>	CMT 474 COM 123 COM 234 COM 247 MSM 352 RAD 241 MKT 244 MKT 352			<ul style="list-style-type: none"> <li>Master of Science in Linguistics and Teaching English As A Second Language, Universidad del Zulia, Venezuela, 2015</li> <li>Bachelor of Science in Communication with a concentration in Journalism, Universidad del Zulia Maracaibo, Venezuela, 2010</li> </ul>
<b>HERNANDO MALDONADO</b>	SOC 233			<ul style="list-style-type: none"> <li>Specialist in Geographic Information Systems. Universidad Distrital Francisco José de Caldas, Colombia. 2002</li> <li>Master of Arts in Public Administration. Ortega y Gasset Instituto Universitario, Spain. 1997</li> <li>Bachelor of Arts in Anthropology. National University of Colombia. 1991</li> </ul>
<b>JADY ARRIAGA</b>	COM111 COM121 CMT 472	EDU5101 EDU5102 EDU5104 EDU5202 EDU5203 EDU5204 EDU5206 EDU5309 TEF 5302 TEF 5401	EDU 712 EDU 722 EDU 732 EDU 751 EDU 761	<ul style="list-style-type: none"> <li>EdD -Educational Technology - UNAD Florida, Sunrise FL USA 2019</li> <li>MA Applied Linguistic, Universidad Distrital Francisco José de Caldas, 2008</li> <li>Bachelor of Science Foreign Languages Spanish/English, Universidad Distrital Francisco José de Caldas, Colombia 2003</li> </ul>
<b>JESUS ALBERTO FUENMAYOR</b>	ADV 242 CMT 473 CMT 474 COM 123 COM 232 COM 247 COM 248 COM359 MKT244 MKT 363 MSM241 MSM 352 MSM486 RAD 241 SOC 233	BUS 5102 BUS 5206 BUS 5420		<ul style="list-style-type: none"> <li>Doctorate in Management Science, 2015</li> <li>Master in Communication Science, URBE (Universidad Rafael Belloso Chacin), 2004</li> <li>Bachelor in Social Communications, UNICA (Universidad Católica Cecilio Acosta) 2002</li> </ul>
<b>JINETT MATHEUS</b>	BUS122 BUS233 BUS235 BUS236 CMM231 CMM243 MAT481			<ul style="list-style-type: none"> <li>Doctor in Management Sciences, Universidad Rafael Belloso Chacin, Venezuela, 2018</li> <li>Master in Business Management., Mention Financial Management. Universidad del Zulia, 2005</li> <li>Bachelor in Administration, Universidad del Zulia, Venezuela, 1998</li> </ul>
<b>JOSE FINOL</b>	CES 121 CES 232 CES 243 HST 121 HST 232 HST 243 HST 355 HST 356 HST243 HST356 MAT122 MAT 236 MTI 351 MTI 362 MTI 473 MTI 484 NAS 121 NAS 232	BUS 5102	BUS742	<ul style="list-style-type: none"> <li>Ph. D. in Management, Rafael Belloso Chacin University 2010</li> <li>Master in telematic, Rafael Belloso Chacin University 2007</li> <li>Bachelor of Science Computer Engineer, Rafael Belloso Chacin University, 2005</li> </ul>
<b>JOSE GUEVARA</b>	CES 121 HST 232 HST470 HST471			<ul style="list-style-type: none"> <li>PhD in Computing Science, University Autonomous of Barcelona, Barcelona. Spain. 2010</li> <li>Master In High Performance Computing, University Autonomous of Barcelona, Barcelona. Spain. 2007</li> <li>Computing Engineering, University Valle del Momboy, Venezuela. 2003</li> </ul>
<b>JUAN JOSE LOMBANA</b>	CMM 231	BUS 5101 BUS 5308		<ul style="list-style-type: none"> <li>Doctor in Business Administration (Candidate). Universidad Externado de Colombia. 2025</li> <li>Master in Marketing, Universidad de Los Andes, Colombia. 2010</li> <li>Marketing Specialization, Universidad de Los Andes, Colombia. 2003</li> <li>Bachelor in Business Administration. Pontificia Universidad Javeriana, Colombia. 2000</li> </ul>

<b>JOSE TARRILLO</b>		BUS 5102 BUS 5307	EDU 772 EDU 781	<ul style="list-style-type: none"> <li>▪ Doctorate in Business Administration. Peruvian Union University. Peru. 2023</li> <li>▪ Master of Science in Higher Education with specialization in Teaching and Research. Peruvian Union University, Peru. 2019</li> <li>▪ Bachelor Degree in Commercial Engineering, Chilean Adventist University, Chile. 2015</li> </ul>
<b>JUAN CARLOS LOPEZ</b>		EDU 5105		<ul style="list-style-type: none"> <li>▪ Doctor in Education PhD. Candidate. University of La Plata, Argentina, 2016</li> <li>▪ Master of Arts in Educational Administration and Planning. Metropolitan University of Educational Science and Technology, Panama, 2014</li> <li>▪ Bachelor in Education in Foreign Language teaching. University of Antioquia, Colombia, 2011</li> </ul>
<b>KARLA HARO</b>	MAT369	BUS 5205	EDU712 EDU721 EDU725 EDU752 EDU771	<ul style="list-style-type: none"> <li>▪ Doctoral Degree in Research line in environmental and social impact. Universidad Autónoma de Puebla. Mexico, 2014.</li> <li>▪ Master Degree in Taxes. Benemérita Universidad Autónoma de Puebla. Mexico, 2006.</li> <li>▪ Bachelor in Public Accountant, Pablo Guardado Chaves, Mexico, 2003</li> </ul>
<b>KATIUSHKA TORREALBA</b>	HUM122	EDU 5100 EDU 5101 EDU 5201 EDU 5205 EDU 5206 EDU 5308	EDU712 EDU771 EDU781	<ul style="list-style-type: none"> <li>▪ Postdoctoral Studies in Educational Science. University of Carabobo Venezuela, 2015</li> <li>▪ Ph. D. in Education, University of Carabobo Venezuela, 2013</li> <li>▪ Master of Science in Human Resources Administration, University of Carabobo, Venezuela, 2004,</li> <li>▪ Bachelor of Science in Business Education, University of Carabobo, Venezuela, 1997</li> </ul>
<b>KERVIN ROJAS</b>	BUS234 BUS 481 BUS234 CES 232 HST 121 HST232 MAT 111 MAT124 MAT 358 NAS121 NAS 232 TCH 241	EDU 5104 EDU 5202 EDU 5206 EDU 5307	BUS 713 EDU 712 EDU 772	<ul style="list-style-type: none"> <li>▪ Ph. D. in Education, URBE (Rafael Belloso Chacin) University 2011</li> <li>▪ Master in Telematic, URBE (Rafael Belloso Chacin) University 2002,</li> <li>▪ Bachelor of Science in Electronic Engineer, Rafael Belloso Chacin University, 1997,</li> </ul>
<b>LUIS ROMERO</b>	COM111 COM 121	TEF 5201 TEF 5202 TEF 5402		<ul style="list-style-type: none"> <li>▪ PhD in Human Sciences, Universidad del Zulia, Venezuela, 2011</li> <li>▪ Master in Applied Linguistics, Universidad del Zulia, Venezuela, 1998</li> <li>▪ Bachelor in Education, Modern Languages, Universidad del Zulia, Venezuela, 1989</li> </ul>
<b>LUIS VALLES</b>	CES 121 CES 244 HST 232 HST 478 MAT122 MAT 124 MAT 236 MAT 358 MTI 484 BUS 234	BUS 5422		<ul style="list-style-type: none"> <li>▪ PostDoctoral degree in Materials Reliability Engineering, National Shiao Tung University, 2005</li> <li>▪ Doctoral degree in Reliability Engineering, University of Massachusetts, 1998.</li> <li>▪ Master in Computer Science, University of Massachusetts, 1995.</li> <li>▪ Bachelor in Mechanical Engineering, University of Carabobo, Venezuela 1982.</li> </ul>
<b>MARCO GAMEZ</b>	ADV 242 BUS 236 CMT 473 COM 234 MKT 244 MKT 364 MSM 486 MSM 487 MSM 364 MSM 365 MSM 241			<ul style="list-style-type: none"> <li>▪ Masters in Marketing Management, URBE University, 2008</li> <li>▪ Bachelor in Journalism, UNICA University, 1998</li> <li>▪ Certificate in Sports Industry Essentials, Columbia University, 2019</li> </ul>
<b>MARIA CRISTINA PARRA</b>	HUM 111 HUM 122 RAD 354 RAD 354 SOC 111 SOC 234		EDU 741 EDU762 EDU795 EDU781 EDU771	<ul style="list-style-type: none"> <li>▪ PhD. in Sociology, Universidad Central de Venezuela, 2003.</li> <li>▪ Master of Science in Sociology, Iowa State University USA 1982.</li> <li>▪ Bachelor in Sociology Universidad de Oriente, Venezuela 1974</li> </ul>

<b>MARIA ELENA HUMPHREY</b>	HPS 231 HPS 243 HPS 355 HPS 366 HPS 367 HPS 478 HPS 479 HUM123 NAS 244 RAD 354 SOC 111 SPS 242 SPS 364 SPS 365 SPS 477 SPS 488	EDU 5105		<ul style="list-style-type: none"> <li>Postgraduate Course International Human Resources, Capella University, Minneapolis USA. 2012</li> <li>Ph. D. in Psychology, University Mariano Galvez, Guatemala. 1992</li> <li>Master in Psychology, University of Nairobi, Kenia. 1982</li> <li>BA in Psychology, University CentroAmericana, Managua Nicaragua. 1971</li> </ul>
<b>MARIA ISABEL NEUMAN</b>	ADV 351 COM 361 COM 359 MSM 241 MSM 363 MSM 364 MSM 365 RAD 485		BUS733 BUS722	<ul style="list-style-type: none"> <li>PhD Human Science University of Zulia, Venezuela 2008.</li> <li>Master Technology Management University of Zulia Venezuela 1995.</li> <li>Bachelor of Science Social Communication University of Zulia Venezuela 1977.</li> </ul>
<b>MAYVE MUNOZ</b>	BUS 111 BUS 368 BUS 470 BUS 481 MAN 231 MAN 486 COM 111 COM 121	BUS 5103 BUS 5205 BUS 5206 BUS 5307 EDU 5204 TEF 5201 TEF 5202 TEF 5203 TEF 5301 TEF 5302 TEF 5401 TEF 5402	BUS753	<ul style="list-style-type: none"> <li>Ph. D. in Education/Organization &amp; Leadership Nova Southeastern University 2009</li> <li>Master in Business Administration, Nova Southeastern University 2003,</li> <li>ESOL Certification(21 credits), Nova Southeastern University</li> <li>Bachelor of Science in Computer Science, Florida International University 1999,</li> </ul>
<b>OVELIO HERNANDEZ</b>	BUS 111 BUS122 BUS 233 BUS235 CMM231 ECO 121 ECO 232 IND 231 IND 353 IND 364 MAT 481	BUS 5101 BUS 5206 BUS 5420 BUS 5421		<ul style="list-style-type: none"> <li>Doctor in Management Sciences. URBE Universidad, Venezuela, 2019</li> <li>Master in Banking and Finance, Universidad Rafael Urdaneta. Venezuela, 2009</li> <li>Master in Business Management, Finance, Universidad del Zulia. Venezuela</li> <li>Bachelor in Economy. Universidad del Zulia. Venezuela. 1994</li> </ul>
<b>PEDRO ROMERO</b>	BUS368 BUS481 CES 121 CES 244 CES355 HST121 HST244 HST 479 HST481 HST367 MAT111 MAT 124 MAT235 MAT 358 MAT235 MTI 362 MTI 473 MTI 484 NAS 121	BUS 5410 EDU 5100 EDU 5205 EDU 5307 EDU 5310	EDU712 EDU732	<ul style="list-style-type: none"> <li>Ph. D. in Education Science, URBE (Belloso Chacin) University 2011</li> <li>Master in Telematics, URBE (Rafael Belloso Chacin) University 2001,</li> <li>Bachelor of Science in Electrical Engineering, Universidad del Zulia 1993,</li> </ul>
<b>BOZO ROBERTO</b>	HUM 122 RAD 485			<ul style="list-style-type: none"> <li>Post Doctorate in Higher Education, URBE University, 2013</li> <li>Doctor in Educational Sciences, URBE University, 2012</li> <li>Master in Communications Sciences, 2002</li> <li>Bachelor in Social Communications and Journalism, 1985</li> </ul>
<b>SERGIO GONZALEZ BASALO</b>	HPS 367 HPS 243 HPS 479 HPS 367 SPS 241 SPS 424 SPS 365	EDU 5105		<ul style="list-style-type: none"> <li>Doctor in Managerial Sciences, The national experimental Polytechnic university of the National Armed Forces, Venezuela, 2019</li> <li>Master in Behavioral Counseling, The Psychiatric, Psychological, and Sex Research Center of Venezuela, 2004</li> <li>Specialization in Special Education Teacher, Libertador Experimental Pedagogical University, Venezuela, 2004</li> <li>AD in Special Education - Development Disability, Monsenor de Talavera College, 1996</li> </ul>



<b>SHAYDE MATAR</b>	HPS 231 HPS 424 HPS 241 HPS 243 HPS 366 HPS 478 HPS 479 HPS 480 NAS 233			<ul style="list-style-type: none"> <li>▪ Doctor of Psychology, Concentration in Applied Cognitive Neuroscience, Universidad Maimonides, Argentina, 2019</li> <li>▪ Specialization in Medical and Health Psychology, Sergio Arboleda University, 2012</li> <li>▪ Psychologist, Universidad nacional y Abierta a Distancia, Colombia, 2010</li> <li>▪ Biologist, Universidad Tecnológica y Pedagógica de Colombia, Colombia, 2006</li> </ul>
<b>SILVIO TRACANELLI,</b>	HST367 HST479 BUS 111 BUS470 CES 243 CMM484 HST 355 HST470 HST481 MAN242 MAN353 MAT360 MAT369 MKT471 MTI 351 MTI351	BUS5101 BUS5307 BUS5101 BUS 5204 BUS5308 BUS 5400 EDU5309 EDU5309	BUS782 BUS733 BUS761 BUS771	<ul style="list-style-type: none"> <li>▪ Ph. D. in Management Science, Rafael Belloso Chacin University, 2007</li> <li>▪ Master in Business Administration, Rafael Urdaneta University, 1993,</li> <li>▪ Bachelor of Science in Computer Engineer, Simon Bolivar University, 1986,</li> </ul>
<b>YVONNE SANCHEZ</b>	HPS 231 HPS 354 HPS 355 HPS 367 HPS 478 HPS 479 HPS 480 HPS 481 HPS 354 HPS478 HUM122 HUM 123 SOC 122 SOC122 SPS 241 SPS 242 SPS 365 SPS 477 SPS 488	EDU5105		<ul style="list-style-type: none"> <li>▪ Doctor in Education, Atlantis University (candidate) Miami, FL USA 2018-current</li> <li>▪ Master of Science in Management -Orientation of Behavior, 2001. URBE University,</li> <li>▪ Bachelor of Science Education University of Zulia 1999</li> </ul>

## COURSE DESCRIPTIONS PER PROGRAM

The course numbering system at UNAD Florida is composed of three letters and four numbers. The letters denote the abbreviations of the course subject matter and the numbers denoting the numeric course number and course level.

	Prefix	Level
0-99		Pre-College/Non-College credit
100-199		Freshman
200-299		Sophomore
300-399		Junior
400-499		Senior
500-599		Entry-level graduate courses.
600-799		Core level graduate courses.

## BACHELOR OF SCIENCE IN SYSTEMS ENGINEERING

### COURSE DESCRIPTIONS

#### **BUS111 INTRODUCTION TO BUSINESS (3 credits)**

Introduction to business will introduce the major topics of business that include management and leadership, organizational behavior, marketing, ethics, human resources, accounting and finance and technology. The basic business terminologies and concepts will be covered in the course, so when the students progress a business degree these concepts will be familiar and easier to understand.

#### **BUS233 FINANCIAL ECONOMICS (3 credits)**

Present the student a comprehensive and critical thinking of financial economics, including the fields of capital markets, corporate finance, financial institutions, and market microstructure. In addition will discuss the mayor economics models such as Capital Asset Pricing Model (CAPM) and their impact on a global economy. **Prerequisite: BUS 111**

#### **BUS368 INFORMATICS AUDITING (3 credits)**

This course illustrates the organizational structure and responsibilities of those involved in the information systems industry. It also explains the importance and the different types of data and its sources. This course follows industry standard such as CISA and CISSP best practices for auditing information systems. **Prerequisite: CES355**

#### **BUS481 PROJECT EVALUATION (3 credits)**

This course introduces the student to the project management life cycle and how it is affected by the organizational structure. Students learn project management skills that can be later applied to everyday businesses. The use of a project management information system is required to learn the different tools and reports that indicate project progress. This course familiarizes the student with business practices such as PMI, P3M3, and the AAPM.

**Prerequisite: MAT360**

#### **CES121 INTRODUCTION TO INFORMATION TECHNOLOGY (3 credits)**

This course prepares the student to solve business analyze business problems with the proper implementation of technology. This course familiarizes the student with business practices such as ITIL.

#### **CES232 GENERAL THEORY OF SYSTEMS (3 credits)**

Upon successful completion of this course, students will be able to demonstrate an understanding of: Examining a system in both its abstract and physical form, Analyzing the system's characteristics, including components interrelations, system.

boundary, environment, interface and constraints, Explaining the system's feedback and control subsystem, including control process, and their interoperability to supplement a complete system, What an information system is describing the different components and how they inter-operate to supplement one another, The framework for systems analysis and design methods including the business drivers for information systems, Describing the technology drivers for information systems using a simple system development process, The framework for information systems architecture and the IS and Computer Networking building blocks, System development and cross life-cycle activities overlapping multiple system development phases.  
**Prerequisite:** CES121

### **CES243 SYSTEM ANALYSIS (3 credits)**

This course familiarizes the student with the current technology use at many levels from enterprise information systems to local area networks. The student learns about the value of proper configurations and standardizations available in the market and follows industry-established practices such as ITIL. **Prerequisite:** CES232

### **CES244 SYSTEMS DYNAMICS (3 credits)**

The Systems Dynamics course helps the student gain valuable hands on experience with open source software that will assist on creating solution models. Students will use technology to communicate effectively across platforms and locations. Introduce students to systems design principles. It is expected that the student has the proper computer equipment to run the required software. **Prerequisite:** CES232

### **CES355 SYSTEM DESIGN (3 credits)**

This course presents a structured path to developing new systems based on business need. Students learn about the System Development Life Cycle and the tools available for its practice. The course introduces the student to practical methods to improve the effectiveness of the implementation of technology to solve business problems. **Prerequisite:** CES243

### **COM111 ENGLISH COMPOSITION I (3 credits)**

To allow students to demonstrate mastery of the principles of quality writing through a range of discussion, examples, and exercises, from writing development to mastery of the academic essay.

### **COM121 ENGLISH COMPOSITION II (3 credits)**

Integrates advanced reading, writing, and grammar; paragraph building and essay writing skills; coverage of the writing process and the rhetorical modes is included. This course is required for all majors.  
**Prerequisite:** COM111

**ELE 361 ELECTIVE I (3 credits)****Prerequisite:** COM121

**ELE 472 ELECTIVE II (3 credits)****Prerequisite:** COM121

### **HST121 COMPUTER ASSEMBLY (3 credits)**

Familiarizes students with the main work tool and its components and develops different skills and abilities which will allow a better professional performance.  
**Prerequisite:** MAT111

### **HST232 INTRODUCTION TO PROGRAMMING (3 credits)**

This course introduces the student to computer programming and problem solving in a structured program logic environment. Students learn to document the solution by creating algorithms, flowcharts, and data-dictionaries. This course covers C# language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures using flowcharts and case models. **Prerequisite:** CES121

### **HST243 PROGRAMMING I (3 credits)**

This computer programming course prepares the student to develop the skills as a programmer using structured programming that facilitates programming understanding and modification. Students use the top-down design approach, where a system is divided into compositional subsystems. It is expected that the student will have the proper computer equipment to run the required software.  
**Prerequisite:** HST232

### **HST244 COMPUTER ARCHITECTURE (3 credits)**

Introduces hardware concepts of digital computation: logical design, data representation, and transfer, digital arithmetic, input-output facilities, and system organization. Presents an introduction to the basic components and functions of operating systems, resources management and performance evaluation. It is expected that the student has the proper computer equipment to run the required software.  
**Prerequisite:** HST121

### **HST355 DATABASE I (3 credits)**

This course introduces the student to database concepts and design. Also, this course emphasizes problem solving skills, documentation, and the SDLC. Students learn about the history, types, and application of databases in a business environment. The course also features database relational design and normal forms for data integrity. There will be a programming project, which explores database design utilizing Structured Query Language.

**Prerequisite:** CES243

### **HST356 PROGRAMMING II (3 credits)**

This second computer programming course prepares the student to improve the skills as a programmer using object-oriented programming (OOP) that facilitates interaction with the user through a graphical user interface or GUI. It is expected that the student has the proper computer equipment to run the required software. **Prerequisite:** HST243

### **HST367 DATABASE II (3 credits)**

This course builds on the skills acquired in the first class. Students learn to manage data and apply security to protect the data. Students need to import, export, and correct data problems while assigning the proper levels of security. It is expected that the student has the proper computer equipment to run the required software.

**Prerequisite:** HST355

### **HST470 INTERNET PROGRAMMING I (3 credits)**

This course introduces the student to programming methodologies and planning for Internet applications. This course introduces the students to HTML and JAVA. It is expected that the student will have the proper computer equipment to run the required software.

### **HST478 SOFTWARE ENGINEERING (3 credits)**

Develops knowledge and the ability to analyze different software engineering approaches. Students will learn methods and techniques used to develop and to keep quality standards while improving performance and business efficiency. It is expected that the student has the proper computer equipment to run the required software. **Prerequisite:** CES355

### **HST479 DATABASE III (3 credits)**

The third of a series of three courses on database prepares students to edit forms and reports using Visual Basic for Applications. This course builds on the

problem-solving skills and critical thinking to improve operations by implementing relational database management system (RDBMS). It is expected that the student has the proper computer equipment to run the required software. **Prerequisite:** HST367

### **HST481 INTERNET PROGRAMMING II (3 credits)**

Internet Programming II – This course builds on the skills on JAVA and HTML. Students learn how to create and use objects such as applets, servlets, XML-constructions, and JSP. In addition, students apply problem solving and critical thinking skills to solve e-commerce situations. It is expected that the student will have the proper computer equipment to run the required software.

**Prerequisite:** HST470

### **HUM 111 GOVERNMENT AND DEMOCRACY (3 credits)**

The objective of this course is to provide students with the opportunity to learn the core concepts of American Government and understand how those concepts apply to their lives and the world around them. Students and the System. This unit covers the basic structure of the American Government and its origins. Individual Agency and Action. This unit covers the liberties and rights and starts talking about democratic systems. Toward Collective Action: Mediating Institutions and how policy issues are resolved. Delivering Collective Action: Formal Institutions such as Congress and other branches of the Government. Outputs of Government: How policies are formed.

### **INT481 INTERNSHIP (6 credits)**

The internship experience is the final phase of the undergraduate programs. This course includes a seminar and 15 weeks working in the field. This experience gives students the opportunity to transfer theoretical knowledge into practical application in a supportive and supervised environment. Students gradually assume full responsibility for doing the work to which they are assigned. Interns must get their internship site approved by Dean of School.

**Prerequisite:** HST478

### **MAT111 ALGEBRA AND TRIGONOMETRY (3 credits)**

The course reviews fundamental principles of Algebra and explores polynomials, functions and their graphs, linear and quadratic equations, Polynomial and Rational Functions, and Trigonometry. Advanced

topics such as Exponential and Logarithmic functions, and solving systems of equations, will be also covered.

### **MAT122 ALGORITHMS (3 Credits)**

Introduces students to principles and basic techniques of algorithm design and programming logic. **Prerequisite:** MAT111

### **MAT123 DIFFERENTIAL AND INTEGRAL CALCULUS (3 credits)**

Students will develop the necessary skills on the initial content of both differential and integral calculus including finding limits of functions, exposure to the epsilon-delta process and continuity, finding derivatives and integrals of polynomial, rational, radical, trigonometric, inverse trigonometric, exponential, and logarithmic functions, inverse functions, the chain rule, and integration by substitution. Theorems including the mean-value theorem for derivatives and integrals, the pinching theorem and the fundamental theorems of calculus. It is expected that the student has the proper computer equipment to run the required software. **Prerequisite:** MAT111

### **MAT236 DIFFERENTIAL EQUATIONS (3 credits)**

This course teaches students how to use differential equations as a tool, where principles are required, in order to solve pure science and applied sciences problems. Study the basic elements of Differential Equations. Describe Differential Equations as a means for Mathematical Modeling. Model real-life applications using Differential Equations. Identify the different techniques to solve Differential Equations. Classify Differential Equations by order, linearity, and homogeneity. Solve applied problems of Differential Equations. Use Laplace Transform and their Inverse Transform to solve Differential Equations. Solve Systems of Linear Differential Equations using matrix techniques and eigenvalues. **Prerequisite:** MAT123

### **MAT247 NUMERICAL ANALYSIS (3 CREDITS)**

During Numerical Analysis, the student will study what is the Collocation Polynomial, Finite Differences, Factorial Polynomials, Summation, the Newton Formula, Operators and Collocation Polynomials, Unequally Spaced Arguments, Divided Differences, Osculating Polynomials, the Taylor Polynomial, Interpolation and Prediction, Trigonometric

equations, Numerical Differentiation, Numerical Integration. **Prerequisite:** MAT236

### **MAT358 STATISTICS AND PROBABILITY (3 credits)**

Presents a solid foundation in methods of data analysis and synthesis. Helps students to understand the theoretical aspects as important, yet learning to properly apply the theory to real-world problems is essential. **Prerequisite:** MAT111

### **MAT360 OPERATIONS RESEARCH (3 credits)**

Mathematical models, introduction to linear and non-linear programming, the simplex method, convexity, Kuhn-Tucker condition, Game theory, decision analysis, and network analysis, Queuing theory, birth and death processes. **Prerequisite:** MAT358

### **MTI351 OPERATING SYSTEMS (3 credits)**

Students will analyze the structure and functioning components of different operational systems in order to program it as a basic part of a communications system. Students also will practice the advances of the most widely used and commercial open-source operating systems. It is expected that the student has the proper computer equipment to run the required software. **Prerequisite:** HST244

### **MTI362 NETWORKS I (3 credits)**

Students will study the theoretical fundamentals of data communication networks such as the OSI Model, especially local area networks LAN in order to apply this knowledge in the definition and construction of other kinds of networks. This course uses materials aligned with CompTIA N+ certification. It is expected that the student has the proper computer equipment to run the required software. **Prerequisite:** MAT351

### **MTI473 NETWORKS II (3 credits)**

Analyze LAN and WAN main characteristics in relation to functioning, standardization and elements, and use concepts in order to understand network data transmission concepts over great distances. This course uses materials aligned with CompTIA N+ certification. It is expected that the student has the proper computer equipment to run the required software. **Prerequisite:** MTI362

### **MTI484 NETWORKS III (3 credits)**

Students will use simulation software to simulate real life scenarios. Also, students learn how to monitor and

troubleshoot computer-based networks using third party and open source software. This course uses materials aligned with CompTIA N+ certification. It is expected that the student has the proper computer equipment to run the required software.

**Prerequisite:** MTI473

### **NAS121 PHYSICS I (3 credits)**

The course reviews fundamental principles of Mechanics, Fluid and Thermodynamics. Introduces the basic concepts of kinematics, dynamics, including Newton's laws and Conservation Principles, force and torque, linear and rotational motion, work, energy, power, fluids, and thermodynamics. **Prerequisite:** MAT111.

### **NAS232 PHYSICS II (3 credits)**

This course introduces students to the tools that will enable them to understand and correctly apply electronic components in computer systems. It is proposed with these themes provide elements to students to improve their understanding of the Universe in which we live, through the way in which Physics provides scientific knowledge and, in particular, from an "electromagnetic" vision.

**Prerequisite:** NAS121

## BACHELOR OF SCIENCE IN COMMERCIAL MARKETING ADMINISTRATION PROGRAM

### COURSE DESCRIPTIONS

#### **ADV242 ADVERTISING AND PUBLISHING MARKET (3 credits)**

Course Description Provides information on the power of advertising, the advertising industry, analyzing the customer, preparing campaign ads, and more, based on review and reinforcement, critical-thinking exercises, vocabulary building, business math, and communications. It also reviews who the editors are, what they want, how much they buy and how much they pay with features on ethics, international business, technology, and career awareness.

#### **BUS111 INTRODUCTION TO BUSINESS (3 credits)**

Introduction to business will introduce the major topics of business that include management and leadership, organizational behavior, marketing, ethics, human resources, accounting and finance and technology. The basic business terminologies and concepts will be covered in the course, so when the students progress a business degree these concepts will be familiar and easier to understand.

#### **BUS122 GENERAL ACCOUNTING (3 credits)**

Accounting is important for every business operations and for those individuals that strive to pursue a

business of their own. Daily transactions are important to know how to document them in order to follow the progression of the business. Businesses transactions include many different areas that include from employee payrolls to accounting for the company's capital gains in stock, dividends and investments. Accounting is essential for CEOs, executives, top managers to aid them in the decision-making process and what kind of impact a decision will have on the organization. All companies have a sole responsibility for their accounting actions and should be upheld to the highest ethical standards for their employees, stakeholders, and the organization.

#### **BUS235 COSTS AND BUDGETS (3 credits)**

The budget is the most important tool in the planning of future activities of the company. It shows what resources are needed and how they will be used. A budget is also a means to an end, which means that you must plan your budget according to the objectives in order to achieve them. If you do not take the time to formulate it, you are more likely to have difficulty achieving your company goals. Knowledge of planning, budgeting, and optimization of manufacturing costs in a company. **Prerequisite:** BUS122



### **BUS236 MARKET AND MANAGEMENT DEVELOPMENT (3 credits)**

The market and management development is focused on the search for strategies and tactics that allow the continuous improvement of administrative actions in the search to formulate successful marketing plans, from the various management approaches.

**Prerequisite:** ECO121

### **BUS367 STRATEGIC PLANNING (3 credits)**

The strategic planning course shows how the results of assessments can be transformed into action plans for an organization and the procedures for facilitating that change. It allows realizing long-term organizational plans, taking a methodology of analysis of internal and external factors, to find the relationships, which allow designing strategies according to the particular conditions of each company. The central task of strategic management is to provide for long-term company success.

### **BUS369 FINANCIAL MANAGEMENT AND NEGOTIATIONS (3 credits)**

Helps students identify, assimilate and understand the fundamental aspects of financial management and its influence on business decisions. Students will understand and apply quantitative methods in the process of identification, formulation and problem solving in order to inform decision-making. The student will be able to use computers as technological support tools in the solution of problems and decision-making in the company.

**Prerequisite:** BUS236

### **BUS470 PUBLIC AND CONTEMPORARY ADMINISTRATION (3 credits)**

Shows the operations of public agencies, helping them learn to affect positive changes, regardless of whether they are working outside the agency as citizens or within the agency as managers. With a strong emphasis on ethics, it introduces the theories and scholarly literature in the field. In addition, it increases a student's chances of being effective by developing personal and interpersonal skills such as personal management, communication, delegation, motivation, and decision making.

**Prerequisite:** BUS369

### **CES121 INTRODUCTION TO INFORMATION TECHNOLOGY (3 credits)**

This course prepares the student to solve business analyze business problem with the proper implementation of technology. This course familiarizes the student with business practices such as ITIL.

### **CMM231 LOGISTICS (3 credits)**

This course will cover the basic concepts of the logistics process, such as the organization and distribution of goods, services and personnel; focused on customer satisfaction. The participant will learn to plan and coordinate all the activities and processes necessary for a product or service and thus ensure that it is generated and reaches the point where and when the end customer requires it at the lowest cost.

### **CMM243 CONSUMER'S RETAIL SALES (3 credits)**

Helps students to understand consumer psychology, retail sales and service management. The student will understand the importance of implementing an efficient sales structure supported by each one of its members, and the importance of having a professional sales force within the organization who are able to assume the challenges and demands of the increasingly competitive market.

### **CMM352 COMMERCIAL PLANNING (3 credits)**

Compares the theoretical model with real processes in companies involved in distribution, commercialization, and end consumption of products and service.

**Prerequisite:** CMM243

### **CMM484 OCCUPATIONAL HEALTH (3 credits)**

Helps students to understand the main concepts in flexible manufacturing systems and their relationship with production management and occupational health.

### **COM111 ENGLISH COMPOSITION I (3 credits)**

To allow students to demonstrate mastery of the principles of quality writing through a range of discussion, examples, and exercises, from writing development to mastery of the academic essay.

### **COM121 ENGLISH COMPOSITION II (3 credits)**

Integrates advanced reading, writing, and grammar; paragraph building and essay writing skills; coverage of the writing process and the rhetorical modes is included. This course is required for all majors.

**Prerequisite:** COM111



### **ECO121 ECONOMICS (3 credits)**

Develops competencies in basic concepts and fundamental principles to allow students to understand their environment, how to evaluate the country's economy, the national constitution and American cultural anthropology aspects.

### **ECO232 MICROECONOMICS (3 credits)**

Examines the tensions between free market demands and government intervention and challenges students to consider the implications of each.

**Prerequisite:** ECO121

### **ECO243 MACROECONOMICS (3 credits)**

Diagnoses the external factors which have positive and negative effects on organizational survival and development. Examines the nature of today's economic market, issues of economic justice, macroeconomics and globalization, providing an ideal introduction to key economic ideas, offering a critical perspective on our present system and outlining clear alternatives for the future. **Prerequisite:** ECO232

### **ECO354 ECONOMY SUPPORT, PROMOTION AND DEVELOPMENT (3 Credits)**

Examines the nature of today's economic market, issues of economic justice, macroeconomics and globalization, providing an ideal introduction to key economic ideas, offering a critical perspective on our present system and outlining clear alternatives for the future. **Prerequisite:** ECO243

### **ELE 471 ELECTIVE I**

### **ELE 472 ELECTIVE II**

### **HUM 111 GOVERNMENT AND DEMOCRACY (3 credits)**

The objective of this course is to provide students with the opportunity to learn the core concepts of American Government and understand how those concepts apply to their lives and the world around them. Students and the System. This unit covers the basic structure of the American Government and its origins. Individual Agency and Action. This unit covers the liberties and rights and starts talking about democratic systems. Toward Collective Action: Mediating Institutions and how policy issues are resolved. Delivering Collective Action: Formal Institutions such as Congress and other branches of

the Government. Outputs of Government: How policies are formed.

### **HUM123 PHILOSOPHY (3 credits)**

Provides an examination of such central philosophical problems as ethics, theories of knowledge, the nature of reality, philosophy of religion and political philosophy.

### **INT481 INTERNSHIP (6 credits)**

The internship experience is the final phase of the undergraduate programs. This course includes a seminar and 15 weeks working in the field. This experience gives students the opportunity to transfer theoretical knowledge into practical application in a supportive and supervised environment. Students gradually assume full responsibility for doing the work to which they are assigned. Interns must get their internship site approved by Dean of School.

### **MAN231 ADMINISTRATIVE THEORIES AND PROCESSES (3 credits)**

The Theory and Administrative Process course establishes the bases of administrative knowledge, analyzing the evolution of administrative sciences and the contribution of civilizations from seniority to administration, as well as the postulates of the various administrative schools to converge on Administration functions

### **MAN242 ORGANIZATION AND METHODS (3 credits)**

Describes the importance and needs of organization and methods, their nature and the requirements for an effective process. **Prerequisite:** MAN231

### **MAN353 ENTREPRENEURIAL DIAGNOSTICS (3 credits)**

This is a course designed with the purpose of developing competencies in the diagnosis of internal factors that influence the organization through a business model to formulate actions that lead to the achievement of the proper functioning according to its long-term strategic device and short-term routine management control system. **Prerequisite:** MAN242

### **MAN354 COMMERCIAL AND FISCAL LAW (3 credits)**

The course a structural component of the Bachelor program in Administration, presenting the different contents related to Commercial and Fiscal Laws. Students will develop competencies, in the

application of basic concepts, fundamental principles of Tax (Tax) which will allow them to recognize their environment, especially the country's business opportunities and economic evaluation, national constitution, and Aspects of cultural anthropology. This basic course offers a clear legal application of real-world business and excludes theory that has no concrete practical applicability. Discussion on Contracts and Other commercial, fiscal, and related legal issues are fully integrated into thematic units where the related theory and the applicability of the policy is discussed.

**MAN475 ORGANIZATIONAL BEHAVIOR (3 credits)**

Discusses effective organizational behavior by practicing using realistic problems or dilemmas and then reflecting on their efforts, using concepts, theories, reasoning, and guidance. By playing back and forth between action and analysis, students develop the ability to conceptualize and learn from their experience. **Prerequisite:** MAN354

**MAN486 HUMAN RESOURCES MANAGEMENT (3 credits)**

Students learn to communicate and understand corporate terminology, research and make business decisions, use the Internet and corporate Intranet as office tools, and work in real and virtual teams that let student complete entry-level activities in the human resources department of a large corporation as they perform activities related to recruitment and hiring, employee benefits, training, and legal compliance. **Prerequisite:** MAN475

**MAT111 ALGEBRA AND TRIGONOMETRY (3 credits)**

The course reviews fundamental principles of Algebra and explores polynomials, functions and their graphs, linear and quadratic equations, Polynomial and Rational Functions, and Trigonometry. Advanced topics such as Exponential and Logarithmic functions, and solving systems of equations, will be also covered.

**MAT358 STATISTICS AND PROBABILITY (3 credits)**

Presents a solid foundation in methods of data analysis and synthesis. Helps students to understand the theoretical aspects as important, yet learning to properly apply the theory to real-world problems is essential. **Prerequisite:** MAT111

**MAT369 QUALITATIVE AND QUANTITATIVE METHODS (3 credits)**

Qualitative and Quantitative Methods is a course that provides participants with the epistemological and procedural orientation of research methods in the social field, stimulating a reflexive attitude towards the processes of production of knowledge, as well as the development of knowledge related to training Integral of citizens and professional's sensitive to their social reality. Research methodology is taught as a supportive subject in several ways in most academic disciplines. The course has been designed to give participants the opportunity to increase their knowledge and experience in the field of qualitative and quantitative research methods. The focus will be on the coexistence of epistemological paradigms within the social sciences and the most widely used data collection techniques. It is located in the theoretical and methodological perspectives that are widely disseminated in research, including the justification and characterization of what has been called trends, orientations, modalities or positioning of the methods, trying to provide tools that allow reflection on the different ways of producing scientific knowledge. **Prerequisite:** MAT358

**MAT481 FINANCIAL MATHEMATICS (3 credits)**

Presents how to diagnose the internal financial aspects, comparing them with the proposed model and getting an idea of the changes that must be introduced for good company administration. The student will learn to elaborate the financial diagnostics on external factors and financing opportunities positively or negatively affecting the company survival. **Prerequisite:** MAT369

**MKT244 MARKET RESEARCH (3 credits)**

This course provides students with the necessary knowledge and insight into the key marketing research concepts. The objective of the course is that the students will be able to understand how market research is performed, how different questionnaires are elaborated and how to communicate the findings to managers. Exploration of research for marketing decisions. Concepts and applications for gathering, processing, and interpreting primary and secondary data in identifying the needs and wants of prospective consumers. The first part of the course will review marketing and introduce the benefits and field of marketing research. It will be followed by the

second part where various types of marketing research and techniques will be discussed. Finally, the design of a research project as well as analysis of data will be discussed including an introduction to SPSS.

**Prerequisite:** BUS236

### **MKT362 INTERNATIONAL MARKETING (3 credits)**

Presents a comprehensive coverage of a broad range of topics and shows students the steps a business must take to go global. **Prerequisite:** BUS236

### **MKT363 MARKETING PLANS (3 credits)**

Guides students through the process of how to prepare and use a marketing plan. **Prerequisite:** CMM352

### **MKT471 MANAGEMENT GAME (3 credits)**

Gives students the opportunity to study, understand and apply comprehensive management concepts, analyze, manage and make decisions related to the business, simulating functions developed by the company's managers and staff. **Prerequisite:** MKT363

### **SOC111 SOCIOLOGY (3 credits)**

Offers tools for the understanding of communicative action in the cultural context of communities. It offers an American perspective, from sociology, on the development of the culture of our towns. The course introduces the student to the present debate on modern, pre-modern hybrid cultures and postmodern and the present contradictions of neoliberal capitalism as propellant of a "worldwide culture"

## BACHELOR OF SCIENCE IN INDUSTRIAL ADMINISTRATION PROGRAM

### COURSE DESCRIPTIONS

#### **ADV242 ADVERTISING AND PUBLISHING MARKET (3 credits)**

Course Description Provides information on the power of advertising, the advertising industry, analyzing the customer, preparing campaign ads, and more, based on review and reinforcement, critical-thinking exercises, vocabulary building, business math, and communications. It also reviews who the editors are, what they want, how much they buy and how much they pay with features on ethics, international business, technology, and career awareness.

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#### **BUS235 COSTS AND BUDGETS (3 credits)**

The budget is the most important tool in the planning of future activities of the company. It shows what resources are needed and how they will be used. A budget is also a means to an end, which means that you must plan your budget according to the objectives in order to achieve them. If you do not take the time to formulate it, you are more likely to have difficulty achieving your company goals. Knowledge of planning, budgeting, and optimization of manufacturing costs in a company. **Prerequisite:** BUS122

### **BUS236 MARKET AND MANAGEMENT DEVELOPMENT (3 credits)**

The market and management development is focused on the search for strategies and tactics that allow the continuous improvement of administrative actions in the search to formulate successful marketing plans, from the various management approaches. **Prerequisite:** ECO121

### **BUS367 STRATEGIC PLANNING (3 credits)**

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whether they are working outside the agency as citizens or within the agency as managers. With a strong emphasis on ethics, it introduces the theories and scholarly literature in the field. In addition, it increases a student's chances of being effective by developing personal and interpersonal skills such as personal management, communication, delegation, motivation, and decision making. **Prerequisite:** BUS369

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### **CMM484 OCCUPATIONAL HEALTH (3 credits)**

Helps students to understand the main concepts in flexible manufacturing systems and their relationship with production management and occupational health.

### **COM111 ENGLISH COMPOSITION I (3 credits)**

To allow students to demonstrate mastery of the principles of quality writing through a range of discussion, examples, and exercises, from writing development to mastery of the academic essay.

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Integrates advanced reading, writing, and grammar; paragraph building and essay writing skills; coverage of the writing process and the rhetorical modes is included. This course is required for all majors. **Prerequisite:** COM111

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Develops competencies in basic concepts and fundamental principles to allow students to understand their environment, how to evaluate the

country's economy, the national constitution and American cultural anthropology aspects.

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Examines the tensions between free market demands and government intervention and challenges students to consider the implications of each.

**Prerequisite:** ECO121

### **ECO243 MACROECONOMICS (3 credits)**

Diagnoses the external factors which have positive and negative effects on organizational survival and development. Examines the nature of today's economic market, issues of economic justice, macroeconomics and globalization, providing an ideal introduction to key economic ideas, offering a critical perspective on our present system and outlining clear alternatives for the future. **Prerequisite:** ECO232

### **ECO354 ECONOMY SUPPORT, PROMOTION AND DEVELOPMENT ( 3 Credits)**

Examines the nature of today's economic market, issues of economic justice, macroeconomics and globalization, providing an ideal introduction to key economic ideas, offering a critical Perspective on our present system and outlining clear alternatives for the future. **Prerequisite:** ECO243

### **ELE 471 ELECTIVE I**

### **ELE 472 ELECTIVE II**

### **HUM 111 GOVERNMENT AND DEMOCRACY (3 credits)**

The objective of this course is to provide students with the opportunity to learn the core concepts of American Government and understand how those concepts apply to their lives and the world around them. Students and the System. This unit covers the basic structure of the American Government and its origins. Individual Agency and Action. This unit covers the liberties and rights and starts talking about democratic systems. Toward Collective Action: Mediating Institutions and how policy issues are resolved. Delivering Collective Action: Formal Institutions such as Congress and other branches of the Government. Outputs of Government: How policies are formed.

### **HUM123 PHILOSOPHY (3 credits)**

Provides an examination of such central philosophical problems as ethics, theories of knowledge, the nature

of reality, philosophy of religion and political philosophy.

### **IND231 INDUSTRIAL GOODS (3 credits)**

This course aims to generate tools that contribute to knowledge and decision making on industrial products, supply chain, lean manufacturing, selection of suppliers and purchases, alliances and relationships, to finish with the challenges of the future, for effective management of the supply chain.

### **IND242 INDUSTRIAL MANAGEMENT & DESIGN (3 credits)**

This course has as main purpose the formation of an individual with the ability to design, manage and administer processes in enterprises of goods and services, under the criteria of productivity, competitiveness and sustainable economic development. **Prerequisite:** IND231

### **IND353 RETAILING AND WHOLESALING (3 credits)**

This course aims to develop competencies oriented to the strategic process of sales through the design of distribution channels according to the nature of the product and the economic activity of the organization. This will allow in the student a criterion that will lead to the analysis of the different intermediaries of the distribution channel, identifying functions and characteristics of wholesalers and retailers, taking into account characteristics of the client and their impact on the organization. **Prerequisite:** IND242

### **IND364 PROSPECTIVE OF PRODUCTION (3 credits)**

This course is intended to allow for a comprehensive study of the production, the strategies of productivity, from the management of world-class operations, to the study of the integrated manufacturing, all with the aim of achieving the possible futures that you can imagine in the business world. **Prerequisite:** IND353

### **IND365 INTERNATIONAL INDUSTRIAL COMMERCE (3 credits)**

Allows student to analyze our changing world and emphasize the different "game rules" we are working under in respect to the continental and world environment, thinking about the future to get ahead and start now to construct the future we want. The materials will help students to understand economic problems and international policies that commercial



openness entails in a world where countries act differently from what was assumed by the theory.

**Prerequisite:** IND353

### **INT481 INTERNSHIP (6 credits)**

The internship experience is the final phase of the undergraduate programs. This course includes a seminar and 15 weeks working in the field. This experience gives students the opportunity to transfer theoretical knowledge into practical application in a supportive and supervised environment. Students gradually assume full responsibility for doing the work to which they are assigned. Interns must get their internship site approved by Dean of School.

### **MAN231 ADMINISTRATIVE THEORIES AND PROCESSES (3 credits)**

The Theory and Administrative Process course establishes the bases of administrative knowledge, analyzing the evolution of administrative sciences and the contribution of civilizations from seniority to administration, as well as the postulates of the various administrative schools to converge on Administration functions

### **MAN242 ORGANIZATION AND METHODS (3 credits)**

Describes the importance and needs of organization and methods, their nature and the requirements for an effective process. **Prerequisite:** MAN231

### **MAN353 ENTREPRENEURIAL DIAGNOSTICS (3 credits)**

This is a course designed with the purpose of developing competencies in the diagnosis of internal factors that influence the organization through a business model to formulate actions that lead to the achievement of the proper functioning according to its long-term strategic device and short-term routine management control system. **Prerequisite:** MAN242

### **MAN354 COMMERCIAL AND FISCAL LAW (3 credits)**

The course a structural component of the Bachelor program in Administration, presenting the different contents related to Commercial and Fiscal Laws. Students will develop competencies, in the application of basic concepts, fundamental principles of Tax (Tax) which will allow them to recognize their environment, especially the country's business opportunities and economic evaluation, national constitution, and Aspects of cultural anthropology. This basic course offers a clear legal application of

real-world business and excludes theory that has no concrete practical applicability. Discussion on Contracts and Other commercial, fiscal, and related legal issues are fully integrated into thematic units where the related theory and the applicability of the policy is discussed.

### **MAN475 ORGANIZATIONAL BEHAVIOR (3 credits)**

Discusses effective organizational behavior by practicing using realistic problems or dilemmas and then reflecting on their efforts, using concepts, theories, reasoning, and guidance. By playing back and forth between action and analysis, students develop the ability to conceptualize and learn from their experience. **Prerequisite:** MAN354

### **MAN486 HUMAN RESOURCES MANAGEMENT (3 credits)**

Students learn to communicate and understand corporate terminology, research and make business decisions, use the Internet and corporate Intranet as office tools, and work in real and virtual teams that let student complete entry-level activities in the human resources department of a large corporation as they perform activities related to recruitment and hiring, employee benefits, training, and legal compliance. **Prerequisite:** MAN475

### **MAT111 ALGEBRA AND TRIGONOMETRY (3 credits)**

The course reviews fundamental principles of Algebra and explores polynomials, functions and their graphs, linear and quadratic equations, Polynomial and Rational Functions, and Trigonometry. Advanced topics such as Exponential and Logarithmic functions, and solving systems of equations, will be also covered.

### **MAT358 STATISTICS AND PROBABILITY (3 credits)**

Presents a solid foundation in methods of data analysis and synthesis. Helps students to understand the theoretical aspects as important, yet learning to properly apply the theory to real-world problems is essential. **Prerequisite:** MAT111

### **MAT369 QUALITATIVE AND QUANTITATIVE METHODS (3 credits)**

Qualitative and Quantitative Methods is a course that provides participants with the epistemological and procedural orientation of research methods in the social field, stimulating a reflexive attitude towards the processes of production of knowledge, as well as

the development of knowledge related to training Integral of citizens and professional's sensitive to their social reality. Research methodology is taught as a supportive subject in several ways in most academic disciplines. The course has been designed to give participants the opportunity to increase their knowledge and experience in the field of qualitative and quantitative research methods. The focus will be on the coexistence of epistemological paradigms within the social sciences and the most widely used data collection techniques. It is located in the theoretical and methodological perspectives that are widely disseminated in research, including the justification and characterization of what has been called trends, orientations, modalities or positioning of the methods, trying to provide tools that allow reflection on the different ways of producing scientific knowledge. **Prerequisite:** MAT358

### **MAT481 FINANCIAL MATHEMATICS (3 credits)**

Presents how to diagnose the internal financial aspects, comparing them with the proposed model and getting an idea of the changes that must be introduced for good company administration. The student will learn to elaborate the financial diagnostics on external factors and financing.

opportunities positively or negatively affecting the company survival. **Prerequisite:** MAT369

### **SOC111 SOCIOLOGY (3 credits)**

Offers tools for the understanding of communicative action in the cultural context of communities. It offers an American perspective, from sociology, on the development of the culture of our towns. The course introduces the student to the present debate on modern, pre-modern hybrid cultures and postmodern and the present contradictions of neoliberal capitalism as propellant of a "world-wide culture".

### **TCH241 TECHNOLOGY AND SYSTEMATIZATION (3 credits)**

Helps students to realize how technology affects people and the world in which we live. The student will be able to understanding how people use technology, and why technological systems work the way they do. The scope of this course has been broadened with the addition of topics on computer and internet communication, agriculture and related biotechnologies, food processing technologies, and medical and health technologies.

## BACHELOR OF ARTS IN MASS COMMUNICATION PROGRAM

### COURSE DESCRIPTIONS

#### **ADV351 PEDAGOGY AND ADVERTISING (3 credits)**

Presents the student with the meaning and role of publicity in today's world, discussing dynamics and techniques that invite the student to rethink advertising in light of concepts such as social processes of communication.

#### **BUS234 COMPUTER INTRODUCTION (3 credits)**

Introduces Word, PowerPoint, and Excel and how to get information from the Internet and establish remote communication.

#### **CMT361 ORGANIZATIONAL COMMUNICATION (3 credits)**

Takes an in-depth look at communication processes that occur in organized communities to elevate living standards. It offers students communicative conceptualization and necessary techniques to

improve and qualify organizational processes in local and regional communities.

#### **CMT472 PUBLIC RELATIONS (3 credits)**

Provides preparation in the theory and practice of two-way communication and management counsel for prospective professional public relations careers in business industry, agency, government, and nonprofit sectors of society.

#### **CMT473 JOURNALISM (3 credits)**

Prepares students, both theoretically and practically, for careers in print journalism, including newspapers, magazines, and web-based outlets. It also develops writing skills and deadline discipline necessary to excel as teachers, lawyers, and public relations professionals. **Prerequisite:** RAD241

#### **CMT474 GRAPHIC DESIGN (3 credits)**



Fills the gap between the traditional job and discipline boundaries created by the use of computers, and the understanding and cross- disciplinary skills required for designers and production personnel. It deals not only with graphic design and image generation, but also with what happens to the image when it leaves the computer screen. **Prerequisite:** COM359

#### **COM111 ENGLISH COMPOSITION I (3 credits)**

To allow students to demonstrate mastery of the principles of quality writing through a range of discussion, examples, and exercises, from writing development to mastery of the academic essay.

#### **COM121 ENGLISH COMPOSITION II (3 credits)**

Integrates advanced reading, writing, and grammar; paragraph building and essay writing skills; coverage of the writing process and the rhetorical modes is included. This course is required for all majors. **Prerequisite:** COM111

#### **COM123 FUNDAMENTALS OF COMMUNICATION (3 credits)**

The objective of this course is to analyze the fundamentals of communications. Through interactive group activities, self-assessments, and discussion, participants learn and practice various methods of strategic communication and experience how these influences and affect others. This course is designed to introduce the students to all of the key elements of public speaking, which include learning to be a good listener, analyzing your audience, speaking to multicultural audiences. This course helps students refine their ability to communicate, a skill rated as the primary requisite to advance toward a more important or responsible job or rank. Effective communication skills will be developed by sensitizing students to the human considerations of their message. Business research methodologies, report writing, and career preparation are major topics of this course.

#### **COM232 LANGUAGE AND COMMUNICATION (3 credits)**

Defines the diversity of cultural languages as a set of imaginary codes and forms of expression that constitute the symbolic space of communities. The course will allow for re- thinking the structure and operation of oral and written communication, understanding them as cultural phenomena and

communicative processes. The emphasis on oral history reviews verbal narration as a historical source that shows understanding of the development of the community. **Prerequisite:** COM111

#### **COM235 COMMUNICATION SYMBOLS (3 credits)**

Helps students understand, reflect, and interpret different local cultures the imaginary mediation from the urban and rural spaces (farmer and native) for the construction of alternative experiences in their community. **Prerequisite:** COM123

#### **COM246 ECONOMIC, ENVIRONMENT AND COMMUNICATION (3 credits)**

Provides students with basic elements of economics to discover the importance of involving the environment in communicative projects conducted by students.

#### **COM247 ETHICS OF COMMUNICATION (3 credits)**

Offers students the approach and knowledge of the ethical dimension of the human life with specificity in practices from his/her profession. It offers theoretical elements to include/understand the professional action like signaler from an ethical and social dimension.

#### **COM248 THEORY OF SOCIAL COMMUNICATION (3 credits)**

Includes/understands the study of different paradigms and linguistic and philosophical theories about communication. It offers the student a brief historical account of the development of communications and illustrates it in elaborated social theories more about the communication. It also allows students to understand the phenomenon of communication from approaches and alternative theories. **Prerequisite:** COM123

#### **COM359 MEDIA AESTHETICS (3 credits)**

Describes the major aesthetic image elements light and color, space, time-motion, and sound and how they are used in television and film. **Prerequisite:** COM248

#### **HUM 111 GOVERNMENT AND DEMOCRACY (3 credits)**

The objective of this course is to provide students with the opportunity to learn the core concepts of American Government and understand how those concepts apply to their lives and the world around

them. Students and the System. This unit covers the basic structure of the American Government and its origins. Individual Agency and Action. This unit covers the liberties and rights and starts talking about democratic systems. Toward Collective Action: Mediating Institutions and how policy issues are resolved. Delivering Collective Action: Formal Institutions such as Congress and other branches of the Government. Outputs of Government: How policies are formed.

### **HUM122 ETHICS & VALUES (3 credits)**

In this introductory course, we will draw on interdisciplinary sources (philosophical, theological, literary, legal, and medical) to examine a range of moral questions related to the much discussed phrases “an ethic of life” and the development of personal values. Special attention will be paid to helping students think about how one move from a general worldview to reflective opinions about contested historical ethical questions and debates.

### **HUM123 PHILOSOPHY (3 credits)**

Provides an examination of such central philosophical problems as ethics, theories of knowledge, the nature of reality, philosophy of religion and political philosophy.

### **INT481 INTERNSHIP (6 credits)**

The internship experience is the final phase of the undergraduate programs. This course includes a seminar and 15 weeks working in the field. This experience gives students the opportunity to transfer theoretical knowledge into practical application in a supportive and supervised environment. Students gradually assume full responsibility for doing the work to which they are assigned. Interns must get their internship site approved by Dean of School.

### **ELE 361 ELECTIVE I (3 credits)**

### **ELE 472 ELECTIVE II (3 credits)**

### **MAT111 ALGEBRA AND TRIGONOMETRY (3 credits)**

The course reviews fundamental principles of Algebra and explores polynomials, functions and their graphs, linear and quadratic equations, Polynomial and Rational Functions, and Trigonometry. Advanced topics such as Exponential and Logarithmic functions, and solving systems of equations, will be also covered.

### **MAT124 STATISTICS (3 credits)**

Reviews and extends statistical methods, including the use of real data in the examples. Topics include non-parametric statistics, a section on p-values in hypothetical testing, coverage of residual analysis, and more material on quality control and experiment design. Provides chapter introductions, including interesting historical information.

### **MAT358 STATISTICS AND PROBABILITY (3 credits)**

Presents a solid foundation in methods of data analysis and synthesis. Helps students to understand the theoretical aspects as important, yet learning to properly apply the theory to real-world problems is essential. **Prerequisite:** MAT124

### **MSM241 LEGISLATION AND MEDIA (3 credits)**

In this course of Legislation and Media the participants will analyze the importance of knowledge of the laws, regulations and ethics in the practice of journalism. During its development will be touched on terms such as ethics, deontology as well as its application in social communication and the differences between ethics and deontology, duties and rights of social communicators and emerging media.

### **MSM352 IMAGE SEMIOTICS (3 credits)**

During the course of this course participants will acquire knowledge about semiotics their definitions, theories according to the authors who contribute their knowledge, will be able to differentiate and apply the concepts in images and advertisements. To analyze the different concepts, theories and contributions in reference to Semiotics applied to communication and image. **Prerequisite:** COM235

### **MSM363 ALTERNATIVE MEDIA AND PARTICIPATION PROCESSES (3 CREDITS)**

Analyzes and interprets how communities have constructed their alternative means of communication and have used them in participation processes communication. **Prerequisite:** SOC233

### **MSM364 MEDIA PRODUCTION: AESTHETICS (3 credits)**

Provides students with a practical framework for all aspects of media production by addressing the technological and aesthetic changes that have shaped the industry. It provides a sound basis for the techniques, operations and philosophies of media

production as the world moves from analog to digital equipment. **Prerequisite:** COM359

### **MSM365 MEDIA PRODUCTION: RADIO (3 credits)**

Presents a current, comprehensive look at radio production and programming, integrating new material on cutting-edge technologies with explanation of traditional equipment and practices.

**Prerequisite:** MSM241

### **MSM486 MEDIA PRODUCTION: VIDEO TV (3 credits)**

During this course, participants will develop knowledge about the area of television production, language study, style, production of meaning, message construction, production routine, but involves analysis from different perspectives or Studies of communication. Analyze the theoretical foundation related to media production, contextualization and problematization of communication.

### **MSM487 MEDIA PRODUCTION: PRINTED MATERIAL (3 credits)**

The printed materials have been constituted in alternative mass media because they raise, from the own existing social groups in the cultural communities, their symbols that express necessities and interests. The course will contribute conceptual and practical elements for the design, contents, production and use of printed materials.

### **RAD241 WRITING FOR THE MASS MEDIA (3 credits)**

Offers simple organization, clear writing, abundant exercises, and precise examples that give students the information and opportunity to develop their skills as professional writers. It introduces and explains the major forms of media writing (inverted pyramid for print and Web, dramatic writing for broadcast, copy platforms for advertising, and the various writing structures required for public relations) and covers all major areas of media, including the World Wide Web.

**Prerequisite:** COM111

### **RAD352 SOCIAL RESEARCH METHODOLOGY (3 credits)**

Clearly explains a wide range of traditional and emergent research methods, as well as techniques of analysis and writing, and the critical link between theory and method. Also illustrates key concepts that are crucial to the understanding of qualitative

methods, connecting theoretical discussions with "how-to" examples of the research process.

### **RAD485 MASS COMMUNICATION IN THE WORLD WIDE WEB (3 credits)**

Through an approach that is both conceptual and practical, this course helps mass communication and broadcast students understand the value and commercial uses of the World Wide Web in the mass communication profession. Students will learn to think critically about social, legal, and ethical issues related to the world wide Web, and they will get practical information about how different media domains (radio, TV, public relations, advertising) are currently using the Web for both marketing and content purposes.

### **SOC111 SOCIOLOGY (3 credits)**

Offers tools for the understanding of communicative action in the cultural context of communities. It offers an American perspective, from sociology, on the development of the culture of our towns. The course introduces the student to the present debate on modern, pre-modern hybrid cultures and postmodern and the present contradictions of neoliberal capitalism as propellant of a "worldwide culture".

### **SOC122 PSYCHOLOGY (3 credits)**

This course serves as an introduction to the field of psychology. The knowledge and skills gained in this class will be useful to students, as framework of the study of psychology or to help them better understand themselves, others, and the world around them from their specific professional fields. In this course, the student will revisit some theoretical and research readings from the psychological and cultural perspective. This course invites students to look at the multiple links between the theme of behavior, using topics as affect, cognition and motivation as critical and essential elements that need to be understood in order to develop clear analysis of the human mind.

### **SOC233 CULTURAL ANTHROPOLOGY (3 credits)**

The purpose of the Cultural Anthropology course is to present a worldview about the origin and projection of man as a social and cultural being in a globalized and interconnected world, researching from the biological and evolutionary foundations of culture to the structural aspects of sociocultural systems. In

addition, it seeks to reaffirm the priority of the search for laws in the science of man, organization and social groupings that justify and coordinate their activities, resorting to their systems of values, customs and beliefs. SOC111

### **SOC234 SOCIOLOGY OF CULTURE (3 credits)**

Helps students understand tools for communicative action in the cultural context of communities. It offers an American perspective, from sociology, on the development of the culture of our towns. The course introduces students to the present debate on

modern, pre-modern hybrid cultures and postmodern and the presents contradictions of neo-liberal capitalism as a propellant of a world-wide culture.

### **SPS476 SUBJECTIVITY, MATERIALITY AND SPEECH (3 credits)**

Studies the psychologist who undertakes an intervention is a facilitator to the individuals and communities that require the intervention. The main resource and the focus of action is speech, as speech is the means of reconstructing events.

## **BACHELOR OF ARTS IN SOCIAL PSYCHOLOGY PROGRAM**

### **COURSE DESCRIPTIONS**

#### **BUS234 COMPUTER INTRODUCTION (3 credits)**

Introduces Word, PowerPoint, and Excel and how to get information from the Internet and establish remote communication.

#### **COM111 ENGLISH COMPOSITION I (3 credits)**

To allow students to demonstrate mastery of the principles of quality writing through a range of discussion, examples, and exercises, from writing development to mastery of the academic essay.

#### **COM121 ENGLISH COMPOSITION II (3 credits)**

Integrates advanced reading, writing, and grammar; paragraph building and essay writing skills; coverage of the writing process and the rhetorical modes is included. This course is required for all majors.

**Prerequisite:** COM111

#### **COM123 FUNDAMENTALS OF COMMUNICATION (3 credits)**

The objective of this course is to analyze the fundamentals of communications. Through interactive group activities, self-assessments, and discussion, participants learn and practice various methods of strategic communication and experience how these influences and affect others. This course is designed to introduce the students to all of the key elements of public speaking, which include: learning to be a good listener; analyzing your audience, speaking to multicultural audiences. This

course helps students refine their ability to communicate, a skill rated as the primary requisite to advance toward a more important or responsible job or rank. Effective communication skills will be developed by sensitizing students to the human considerations of their message. Business research methodologies, report writing, and career preparation are major topics of this course.

#### **COM234 ORAL COMMUNICATION (3 credits)**

The present course was designed as a structural the different contents related to Oral Communication are presented, the different concepts and theories will be analyzed, discussed, and worked on. The same components that intervene and relate the Media as its valid elements for social communication as a means of verbal and non-verbal expression.

**Prerequisite:** COM123

#### **HUM 111 GOVERNMENT AND DEMOCRACY (3 credits)**

The objective of this course is to provide students with the opportunity to learn the core concepts of American Government and understand how those concepts apply to their lives and the world around them. Students and the System. This unit covers the basic structure of the American Government and its origins. Individual Agency and Action. This unit covers the liberties and rights and starts talking about democratic systems. Toward Collective Action:

Mediating Institutions and how policy issues are resolved. Delivering Collective Action: Formal Institutions such as Congress and other branches of the Government. Outputs of Government: How policies are formed.

#### **HUM122 ETHICS & VALUES (3 credits)**

In this introductory course, we will draw on interdisciplinary sources (philosophical, theological, literary, legal, and medical) to examine a range of moral questions related to the much discussed phrases “an ethic of life” and the development of personal values. Special attention will be paid to helping students think about how one move from a general worldview to reflective opinions about contested historical ethical questions and debates.

#### **HUM123 PHILOSOPHY (3 credits)**

Provides an examination of such central philosophical problems as ethics, theories of knowledge, the nature of reality, philosophy of religion and political philosophy.

#### **HPS231 NEUROBIOLOGY (3 credits)**

Discusses the interests and needs of psychologists at the undergraduate level. Psychologists must be able to understand the structure and functioning of the nervous system and the biological base of conduct.

#### **HPS242 PSYCHOLOGICAL PROCESSES (3 credits)**

Students are introduced to the study of psychology, incorporating “superior psychological processes” in light of construction of human conscience as a product of social history. **Prerequisite:** SOC122

#### **HPS243 PSYCHOLOGY OF CONDUCT (3 credits)**

Provides a vision of the historical process of theory construction, starting with Pavlov. At the basic level, the course conducts some work around the concept and laws of reflex behavior, conditioned reflex, its laws and measurement, intentional behavior and its measurement, reinforcement and operating conditioning, operating extinction and re-conditioning and the fundamental units of analysis: behavior, environmental and situational events, stimulus contingencies, responses and environmental controls. **Prerequisite:** SOC122

#### **HPS354 SEXUALITY AND GENDER (3 credits)**

Explores the construction, destruction, and resistance of sexual subjects in the U.S. and Latin America using a variety of sources, including ethnography, film, testimony, narrative fiction, and autobiography. Drawing from both the social and human sciences, we will examine essentialist and constructivist notions of sexuality. Because the greatest challenges to such notions come from the margins of dominant culture, we will concentrate on non-heterosexual and non-Western formulations of identity, experience, and lifestyle. The course therefore emphasizes the diversity of sexual beings within and across specific cultures. **Prerequisite:** HPS243

#### **HPS355 PSYCHOGENESIS (3 credits)**

Presents the complete structural genesis process constructed by Piaget and explain it as an extension of the adaptation process and the way its basic assimilation and accommodation mechanisms operate in order to yield sensorial motor structures based on reflex. **Prerequisite:** HPS243

#### **HPS366 PSYCHOANALYTIC AND PSYCHOTHERAPEUTIC THEORIES AND TECHNIQUES (3 CREDITS)**

Recognizes the effects of psychoanalytical theory and technique on diagnosis and therapy technique of other work lines in Psychology.

#### **HPS367 PSYCHOPATHOLOGY OF CHILDREN AND ADOLESCENTS ( 3 Credits )**

Develops theoretical knowledge based on the main psychiatric syndromes from a classical clinical perspective tending to refine clinical and diagnostic capabilities. **Prerequisite:** HPS355

#### **HPS478 PSYCHOPATHOLOGY OF ADULTS AND ELDERLY (3 credits)**

Develops theoretical knowledge based on the main psychiatric syndromes from a classical clinical perspective tending to refine clinical and diagnostic capabilities. **Prerequisite:** HPS367

#### **HPS479 PSYCHODIAGNOSTICS (3 credits)**

An approach to the psychological understanding of adult and child patients. This course is designed to address important elements of Psycho-diagnostic assessment and to develop students’ skills in selection of assessment methods, integration of all assessment data, case formulation psycho- diagnosis



and treatment planning based on assessment findings. **Prerequisite:** HPS355

### **HPS480 PSYCHOMETRICS (3 credits)**

This course explores issues related to the assessment of human functioning within a variety of areas. It is designed to introduce the students to Psychometric Theory and to provide the basic skills necessary to evaluate the merits of psychological testing and the interpretation of inferences from these methods. **Prerequisite:** HPS479

### **HPS481 INTERDISCIPLINARY SUPPORT: SENSE (3 credits)**

In this introductory class, the student will research on interdisciplinary found in a number of different contexts by practitioners and scientists from diverse disciplines. Special attention is given to study the problems and processes of interdisciplinary inquiry. The course will reflect the current state of scientific knowledge regarding interdisciplinary collaboration and the student will be encouraged to research the relations between interdisciplinary cognition in relation to the ecological contexts in which it occurs.

### **INT481 INTERNSHIP (6 credits)**

The internship experience is the final phase of the undergraduate programs. This course includes a seminar and 15 weeks working in the field. This experience gives students the opportunity to transfer theoretical knowledge into practical application in a supportive and supervised environment. Students gradually assume full responsibility for doing the work to which they are assigned. Interns must get their internship site approved by Dean of School.

### **ELE 361 ELECTIVE I (3 credits)**

### **ELE 472 ELECTIVE II (3 credits)**

### **MAT 111 ALGEBRA AND TRIGONOMETRY (3 credits)**

The course reviews fundamental principles of Algebra and explores polynomials, functions and their graphs, linear and quadratic equations, Polynomial and Rational Functions, and Trigonometry. Advanced topics such as Exponential and Logarithmic functions, and solving systems of equations, will be also covered.

### **MAT124 STATISTICS (3 credits)**

Reviews and extends statistical methods, including the use of real data in the examples. Topics include

non-parametric statistics, a section on p-values in hypothetical testing, coverage of residual analysis, and more material on quality control and experiment design. Provides chapter introductions, including interesting historical information.

### **MAT235 LOGIC (3 credits)**

Pursues the study of the fundamental principles of formal and dialectic logic.

### **MAT358 STATISTICS AND PROBABILITY (3 credits)**

Presents a solid foundation in methods of data analysis and synthesis. Helps students to understand the theoretical aspects as important, yet learning to properly apply the theory to real-world problems is essential. **Prerequisite:** MAT124

### **NAS 233 LIFE SCIENCE (3 credits)**

Life Science is designed to be an introduction to Biology for non-science majors. This class is organized to help you understand the great diversity of living things. The course approach is to present the fundamental concepts in biology in such a way that students find them interesting and accessible. Through a variety of activities you will learn about organism classification, the requirements for life, and the process of reproduction, genetics and principles of evolution. The general objective of this course is to present students with fundamental concepts of evolution theory and biology, and it shows the interconnection of these topics within this extremely broad discipline. Students are expected to understand these principles and form an educated opinion about how specific scientific knowledge in life sciences can be applied in their lives.

### **NAS244 BIOLOGIC ENVIRONMENT AND ADAPTATION (3 credits)**

Provides a historical outline of the development of biology reconstructing the essential elements of the theoretical discussions around organic evolution and heredity. **Prerequisite:** NAS233

### **RAD354 EPISTEMOLOGY (3 credits)**

Reviews epistemological bases of prevailing psychological approaches. It provides explanation, comprehension and critique of psychology in social sciences. Epistemology is the study of knowledge and justified belief. As the study of knowledge, epistemology is concerned with the following

questions: What are the necessary and sufficient conditions of knowledge? What are its sources? What is its structure, and what are its limits? As the study of justified belief, epistemology aims to answer questions such as: How we are to understand the concept of justification? What makes justified beliefs justified? Is justification internal or external to one's own mind? Understood more broadly, epistemology is about issues having to do with the creation and dissemination of knowledge areas of inquiry.

### **SOC111 SOCIOLOGY (3 credits)**

Offers tools for the understanding of communicative action in the cultural context of communities. It offers an American perspective, from sociology, on the development of the culture of our towns. The course introduces the student to the present debate on modern, pre-modern hybrid cultures and postmodern and the present contradictions of neoliberal capitalism as propellant of a "worldwide culture".

### **SOC122 PSYCHOLOGY (3 credits)**

This course serves as an introduction to the field of psychology. The knowledge and skills gained in this class will be useful to students, as framework of the study of psychology or to help them better understand themselves, others, and the world around them from their specific professional fields. In this course, the student will revisit some theoretical and research readings from the psychological and cultural perspective. This course invites students to look at the multiple links between the theme of behavior, using topics as affect, cognition and motivation as critical and essential elements that need to be understood in order to develop clear analysis of the human mind.

### **SPS241 PSYCHOLOGY OF FAMILY, SCHOOL AND ORGANIZATIONS (3 credits)**

Identifies the community as a system that puts together a social network that includes the family, society, institution, among other and how, from such a network different approaches that will contribute to social change can be used as a means of social interaction with the physical and socio- cultural environment.

### **SPS242 COLLECTIVE MEMORY, MYTHS, RITUALS AND FEAST (3 CREDITS)**

Culture struggles between conservation and change over generations. For communities, this condition is expressed as the demand to guarantee some continuity that may ensure a sense of common belonging and identity while, at the same time, allowing the young to create and introduce new expressions that will let them create and re-create the sense of the events of that particular moment.

**Prerequisite:** HUM111

### **SPS353 SYMBOL, SIGN AND MEANING (3 credits)**

Gets students to approximate to a vision of culture from the semiotic perspective. Given his/her previous fieldwork, this choice entails a systematic approach of the problems they have already confronted without the severity that must be faced. **Prerequisite:** SPS241

### **SPS364 FREEDOM AND KNOWLEDGE (3 credits)**

Constructs the foundation of intervention ethics and the psychological research that compares human possibility of freedom to other considerations. Adequately places the concept of freedom and its relationship with biological and cultural determinations. **Prerequisite:** SPS242

### **SPS365 PSYCHOLOGY OF COMMUNITY, MINORITIES AND GROUPS (3 CREDITS)**

Constructs the concepts of "minority" and "exclusion" in a reflection framework that takes into account their relationships with power and centrality. **Prerequisite:** SOC111

### **SPS476 SUBJECTIVITY, MATERIALITY AND SPEECH (3 credits)**

Studies the psychologist who undertakes an intervention is a facilitator to the individuals and communities that require the intervention. The main resource and the focus of action is speech, as speech is the means of reconstructing events. **Prerequisite:** SPS365

### **SPS477 INTERVENTION PROJECT (3 credits)**

This course sharpens the skill set necessary for program development within the context of quality improvement and quality management. It is infused with technology applications to strengthen the collection, analysis and presentation of information and illuminates how values, needs and resources influence program design and decision making.



**SPS488 INTERVENTION PROJECT II (3 credits)**

Instills the habit of working on the basis of projects as a means of organization of intellectual action and

practice that allows for the planning and evaluation of results. **Prerequisite:** SPS477

**MASTER OF ARTS IN EDUCATION PROGRAM**
**COURSE DESCRIPTIONS**
**EDU5100 ONLINE EDUCATIONAL RESEARCH (3 credits)**

The topics that will be developed during the academic period range from the definition of science to the key points that include the research project, through the methodology and its main aspects. As for the way these topics are organized, in correspondence with the model and educational modality of the UNAD, it will be through its virtual environment, distributed by units and weeks, which will include the capacities that will allow the participant to profile or strengthen (according to previous experience): knowledge, skills, attitudes and values in educational research.

**Prerequisite:** EDU5207

**EDU5101 ONLINE INSTRUCTIONAL TECHNOLOGY (3 credits)**

Reviews the theories and methods for planning, operating, and evaluating instructional technology and distance education programs. The course also explores the process for managing online education programs in educational and corporate settings and covers the study of leadership for online learning.

**EDU5102 APPLICATION OF DISTANCE EDUCATION (3 credits)**

This course in the Master in Online Education addresses the theoretical foundations of distance education where it is conceived as an art and a science to help learn to the adult at any stage of their development as a person where it is intended to create spaces for reflection and Application of andragogical approaches in learning situation. The content of the Fundamentals of Distance Education module has been structured in two aspects, the first of which deals with distance education, its objectives, characteristics and the comparison between the modalities of face-to-face studies and the method of distance studies. During its development the participant will be able to reflect on the way in which the educational praxis in the EdD has specific characteristics that allow the participant to achieve

learning, autonomously managing their time, studying at their own pace and receiving the eventual support of the facilitator, to confront the Theory with their practical applications of their learning.

**EDU5201 ONLINE LEARNING ENVIRONMENT (3 credits)**

The course "Online Learning Environment" is part of the UNAD Online Education Master's Degree, its purpose is to provide participants with the necessary knowledge, skills and skills on teaching and learning virtualized or online managed At any educational level and training area. This course explores the potential of information and communication technologies in formal and informal online learning environments, giving them the opportunity to investigate and analyze their advantages, necessary elements and requirements for their implementation, providing participants with a range Of application tools in online teaching.

**EDU5202 PEDAGOGICAL PERSPECTIVES OF ONLINE EDUCATION (3 CREDITS)**

Enables students to gain an understanding of past, current and future of cultural challenges in the field of online educational. From a research perspective the student will gain an in-depth understanding of issues and cultural misunderstandings that could hinder the effective transfer of knowledge when e-learning is exported to other cultures. Addressing these cultural challenges will enhance the effectiveness of e- learning, thereby supporting the societal benefits of increased access to education at a global level. **Prerequisite:** EDU5101

**EDU5203 VIRTUAL EDUCATION, TRENDS AND DEVELOPMENT (3 CREDITS)**

Reflects the changes in the field of online learning as it continues to evolve and change over time. The course incorporates insights from the latest theory and research.

### **EDU5307 ONLINE LEARNING DESIGN, EVALUATION AND TECHNOLOGY (3 CREDITS)**

This course within the Master's Degree seeks to enable the participant to transform education by innovating through the use of Information Technology and communication and Internet networks, addressing the theoretical and practical foundations related to the teaching and learning process E-Learning, as the way of generating new contexts and transformations in the current educational systems, involving a set of facts that lead to the achievement of new educational scenarios, under criteria of quality, excellence and relevance to current demands. **Prerequisite:** EDU5201

### **EDU5308 INSTRUCTIONAL DEVELOPMENT AND DELIVERY (3 credits)**

This course is structured with a theoretical and practical approach, working the different components involved in a process. During its development, the various elements of instructional design are articulated under different types, approaches and modalities, bearing in mind that at the moment of the design and development process of Instructional Design, it must be taken into account that the student is the center of the educational model and All the actions and efforts of the teacher and the institution are directed towards him. This course will provide participants with the knowledge, skills and skills necessary for the design and development of instructional design. **Prerequisite:** EDU5202

### **EDU 5400 / EDU 5410 MASTER'S PROJECT**

Master's project is a research project that must be developed within one academic period. Students that fulfill with the required prerequisites must register it as a regular course. **Prerequisite:** All prior courses.

### **EDU5400 / EDU5402 MASTER'S ELECTIVE I EDU5401 / EDU5403 MASTER'S ELECTIVE II**

### **EDU5421 INTERNATIONAL CONFERENCE**

A conference is a meeting of people (face-to-face or virtual) where a confrontation of ideas takes place in various areas of knowledge, considered of relevant importance by the participants.

The objective of this subject called International Conference is for the master's student to value the

importance of participating in conferences with experts, either as a speaker or as an assistant, since interesting cases can be presented at these events that, on a day-to-day basis. Professional work usually happens, which enriches the area of knowledge and the assistants. In addition to being a favorable setting for the exchange of ideas and updating with their peers. At international conferences, he talks about the successful cases of pedagogical strategies that have improved educational situations. For this reason, it is very important to know what is being done in education and how to implement it in daily activities to be efficient in the area. **Prerequisites:** EDU 5307-EDU5308

### **EDU5103 EDUCATIONAL RESEARCH (3 credits)**

The present course is an essential part of the Master of ARTS IN EDUCATION in HIGHER EDUCATION for the improvement of the university professor that has research competences as one of the inherent dimensions of his professional performance; reason why it is in the first semester of the Study Plan. The topics that will be developed during the academic period range from the definition of science to the key points that include the research project, through the methodology and its main aspects. As for the way these topics are organized, in correspondence with the model and educational modality of the UNAD, it will be through its virtual environment, distributed by units and weeks, which will include the capacities that will allow the participant to profile or strengthen (according to previous experience): knowledge, skills, attitudes and values in educational research. **Prerequisite:** EDU 5100

### **EDU5104 EDUCATIONAL TECHNOLOGY (3 credits)**

The Educational Technology program provides the participant with the practical theoretical tools necessary for the development of the learning and self-learning tools developed in the field of educational computing, generating changes in attitudes and teaching practices, in order to achieve transformations in the educational process.

### **EDU5105 PSYCHOLOGY OF LEARNING (3 credits)**

The Master of ARTS IN EDUCATION in HIGHER EDUCATION, being a program of teacher improvement, contemplates the study of Psychology of Learning as one of its basic courses. The content allows the participant to learn the main psychological tendencies associated with learning, their most

representative authors and their current state in the context of an education permeated by technology, transformative trends and social inequalities.

### **EDU5204 AMERICAN HIGHER EDUCATION STRUCTURE AND ADMINISTRATION (3 CREDITS)**

Explores current issues of central importance to students, such as leadership, accountability, access, finance, technology, structure, administration, academic freedom. The course also examines challenges faced by higher education through its history.

### **EDU5205 INSTRUCTIONAL DESIGN FOR HIGHER EDUCATION (3 CREDITS)**

This course is structured with a theoretical and practical approach, working the different components involved in a process. During its development, the various elements of instructional design are articulated under its different types, approaches and modalities, keeping in mind that at the moment of the design and development process of instructional design, it must be taken into account that the student is the center of the educational model and towards him all the actions and efforts of the teacher and the institution are directed. This course will provide participants with the knowledge, skills, and skills necessary for the design and development of instructional design. **Prerequisite:** EDU 5104.

### **EDU5206 HIGHER EDUCATION TEACHING AND LEARNING (3 CREDITS)**

This course contributes to the optimization of the teacher. It serves as the basis for updating and reflecting on praxis at the higher level, while the teacher in his role of adviser and training of human talent, requires to keep up with the production, organization, dissemination and access to knowledge. Evaluate the theoretical bases of higher education, responding to new trends and diverse educational approaches. **Prerequisite:** EDU 5105

**EDU5207 Educational Research and Methodology (3 credits)** . This course will be an introductory and interdisciplinary approach of many of the procedures commonly used in educational research for the Master of Arts in Education and the Master of Arts in Teaching English as a Foreign Language. Conceptual, procedural and analysis issues from a wide variety of areas will be covered, ranging from problem statements, research objectives, theoretical

framework, literature review and the formal and ethical procedures employed by investigators conducting carefully in exploratory investigations in schools and other real-life settings. Educators at all levels and in all roles in the school setting need a good understanding of sound research principles.

This course introduces research in education and will enable participants to become informed consumers and effective users of educational research. It will increase participants' ability to apply research findings when appropriate in school settings. The course follows Inquiry-based learning (IBL) as a learning strategy and it has three main units which focus on first, the formulation of a problem tree and objective tree. Second, the revision of key principles of research, and third, an elaboration of a preliminary research proposal. While doing this you will be asked to offer evidence of your learning, particularly regarding your research and critical reasoning abilities. You will do this through discussion of readings, presentations, and exploration of key issues, and through your preliminary research proposal. It is critical, in that case, that you complete assigned readings on schedule, and submit written work when expected.

### **EDU5309 GLOBALIZATION AND HIGHER EDUCATION (3 credits)**

The course: Perspectives in Higher Education is one of the academic units of the program offered by FloridaOnline University. The course is structured in 4 units or themes that include attitudinal, value-based, conceptual, analysis and practical approaches with the aim of acquiring the specified competencies. The course has a theoretical-practical approach in which contents are intertwined and complementary in the analysis and understanding of globalization and its impact on higher education, with the aim of achieving success as a masters-level graduate and a higher education scholar. **Prerequisites:** EDU 5204

### **EDU5310 PERSPECTIVES IN HIGHER EDUCATION (3 credits)**

The course: Perspectives Higher Education is one of the academic units of the program offered by FloridaOnline University. The course is structured in 4 units, each one of them with two themes that include attitudinal, value-based, conceptual, analysis and practical approaches with the aim of acquiring the specified competencies. The course has a theoretical-practical approach in which contents are intertwined and complementary in the analysis and understanding of the different present and future perspectives. All with the aim of achieving success as a masters-level graduate and a higher education

scholar. **Prerequisites:** EDU 5205

## MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE PROGRAM

### COURSE DESCRIPTIONS

#### **EDU5100 ONLINE EDUCATIONAL RESEARCH (3 credits)**

The topics that will be developed during the academic period range from the definition of science to the key points that include the research project, through the methodology and its main aspects. As for the way these topics are organized, in correspondence with the model and educational modality of the UNAD, it will be through its virtual environment, distributed by units and weeks, which will include the capacities that will allow the participant to profile or strengthen (according to previous experience): knowledge, skills, attitudes and values in educational research.

#### **EDU5101 ONLINE INSTRUCTIONAL TECHNOLOGY (3 credits)**

Reviews the theories and methods for planning, operating, and evaluating instructional technology and distance education programs. The course also explores the process for managing online education programs in educational and corporate settings and covers the study of leadership for online learning.

#### **EDU5102 APPLICATION OF DISTANCE EDUCATION (3 credits)**

This course in the Master in Online Education addresses the theoretical foundations of distance education where it is conceived as an art and a science to help learn to the adult at any stage of their development as a person where it is intended to create spaces for reflection and Application of andragogical approaches in learning situation. The content of the Fundamentals of Distance Education module has been structured in two aspects, the first of which deals with distance education, its objectives, characteristics and the comparison between the modalities of face-to-face studies and the method of distance studies. During its development the participant will be able to reflect on the way in which the educational praxis in the EdD has specific characteristics that allow the participant to achieve

learning, autonomously managing their time, studying at their own pace and receiving the eventual support of the facilitator, to confront the Theory with their practical applications of their learning.

#### **TEF5201 LINGUISTIC ANTHROPOLOGY FOR TEFL PROFESSIONAL (3 CREDITS)**

The central goal of Linguistics is to study languages in general, a pertinent feature of human beings who live within a society. Linguistic Anthropology researches on language and its cultural environment. It means how language affects and is affected by human behavior. For a language teacher, how these two fields connect and how to use it in the classroom are two central aspects. During this course, students will make contact with language and meaning and its connection with culture. For instance, they will discuss about the role foreign language students' own culture play in learning, the links between culture, discourse, text, and mind, the ways teachers can develop an intercultural competence in foreign language learners, and the use of LA in the classroom, among others. In addition, the last unit of this course includes information on linguistic research to help students start a project as an exercise for their thesis.

#### **TEF5202 STRUCTURE OF ENGLISH (3 credits)**

The Structure of English course approaches grammar teaching from a functional perspective. The program will help students to analyze and describe English sentences for them and their students. The idea is to understand how English grammar works to achieve a variety of functional and communicative purposes. It also aims to study nouns, verbs, determiners, adverbs, and so on as well as phrases (noun phrases, verb phrases) to obtain visual representations of sentences' and clauses' structure. The program will introduce word and phrases functions (subjects, objects, predicates, etc.) and syntactic movements that lead to specific functions (e.g., question formation, focalization). The idea is to allow students

to understand the relationship between word order, structure, and meaning.

**TEF5203 SECOND LANGUAGE ACQUISITION AND LEARNING (3 CREDITS)**

Focuses on the permanent expansion of language in all human beings. We begin with the study of first language development in children and the acquisition of recognized grammar. Then we go ahead of grammar to explore other forms of competencies needed to speak a language proficiently. We will study dialects and social languages used across different situations and social groups and how social knowledge plays a role in language development. Throughout the course, emphasis will be placed on how knowledge of first and second language development can further the goal of effective classroom teaching for all children.

**TEF5301 METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (3 CREDITS)**

Addresses current and historical issues and practices in TESOL that focus on teaching practices and procedures and the theories that support them. Students will develop critical skills of analysis through lesson planning, evaluation of textbooks and language learning websites, evaluation principles and procedures of various language teaching methods and assessment. Students will practice using different types of collaborative learning techniques and will develop modules for presentation in class.

**Prerequisite:** TEF5201.

**TEF5302 TEACHING ENGLISH FOR SPECIFIC PURPOSE (3 Credits)**

This course contributes effectively to measure the results of the individual learning English as a second language and compare his outcomes and how they relate to exams already done in their own country.

**Prerequisite:** TEF5202.

**TEF5401 TESTING AND EVALUATION IN TEFL (3 credits)**

This course contributes effectively to measure the results of the individual learning English as a second language and compare his outcomes and how they relate to exams already done in their own country.

**Prerequisites:** TEF 5301.

**TEF5402 TEACHING ENGLISH TO CHILDREN (3 credits)**

Scientific studies since the 1960, show that children learn a second language in a natural way, stable and continuous, from birth until about three years ago. If the child continues with the process into the following stages of development. In this course you will understand how children learn another language, the theories that underline the acquisition of language, the factors that influence children learn English and how to structure a course for children. This course is composed of eight topics.

**Prerequisites:** TEF 5302.

**TEF5403 TEFL CURRICULUM AND MATERIAL DEVELOPMENT (3 CREDITS)**

Lots of changes have taken place in the educational area, and materials development for teaching ESL cannot be an exception. English teachers need to know how to complete research, to learn and to apply new teaching strategies, and to develop activities for learners from diverse backgrounds using standards-based an ESOL curriculum. Therefore, this course will help participants, on the one hand, to devise syllabi for the planning, management, and assessment of students learning; and, on the other, to create and adapt materials, resources, and technologies to generate supportive classroom environments for their students to develop a syllabus.

**Prerequisites:** TEF 5203.

**TEF5420 Masters Project**

The emphasis of this course is the completion of the project. The themes for the course are the development of an investigation, results of data analysis, discussion of results, and the presentation of the thesis or project. The development of the course takes into consideration the diverse facets of the methodological and epistemological aspects of the study conducted. The course is designed to strengthen the processes of analysis and systemizing information principally through qualitative and quantitative methods. The stated academic space is contemplated, as a scenario where the methodology, used is appropriate in relation to techniques sustained through technology (software) and the traditional techniques of interpretation and argumentation. **Prerequisite:** TEF5403 TEF5402 TEF5401.



## MASTER OF BUSINESS ADMINISTRATION PROGRAM

### COURSE DESCRIPTIONS

#### **BUS5101 MANAGEMENT (3 credits)**

Organizations are faced with environments characterized by volatility, uncertainty, complexity and ambiguity, which require the determination of their current state and the impact of the environment where they operate; as well as flexible structures that allow it to adapt to the changes posed by technological advances in communications, products, services and processes, demanding highly qualified human capital, with managerial skills, oriented to results, strategy, change and innovation.

#### **BUS5102 MARKETING (3 credits)**

The course Marketing enters the different ways of managing the new trends of the digital marketing. We analyze various concepts of e-commerce, management strategies and development of online commerce within the framework of global marketing.

#### **BUS5103 HUMAN RESOURCES (3 credits)**

Presents the core principles of human resource management. Takes a practical view and examines the responsibilities of the HR department to an organization's most important resource: people. Emphasis is placed on current legal considerations, issues, and how HR supports the overall mission, vision and strategy of the organization.

#### **BUS5204 ORGANIZATIONAL DESIGN DEVELOPMENT (3 credits)**

The first part of the course is organizational design, which centers on the design of how to operate the organization, how to generate schemes that facilitate change processes, as well as determining risk management, requirements and decision making under agile operating environments.

The second component, organizational development, focuses on personnel, defining their participation, commitment, sense of belonging and empowerment, which facilitates the measurement of results and the change processes implemented within the organization.

In this course, it is essential that the student has a comprehensive and interpretative reading level of the concepts presented by the author in his own words, which allows a better understanding of the subject. Finally, it is important to highlight the need for the student to consult and deepen the different topics

through the recommended bibliographic sources, so that the participant can contribute and internalize the knowledge and skills presented in this syllabus.

**Prerequisite:** BUS5101

#### **BUS5205 BUSINESS STRATEGIES**

This comprehensive, senior capstone course builds on the Business Master. Strategic analysis, strategy formulation, and strategy implementation are taught with emphasis on the application of business knowledge through case analysis and a business simulation game. Concepts covered include: industry and competitive analysis, value chain and resource analysis, business and corporate level strategies, international strategies, and corporate entrepreneurship. **Prerequisite:** BUS5102

#### **BUS5206 LEADERSHIP (3 credits)**

The objective of this course is to provide students with opportunities to learn of and about values-based leadership function, processes, and styles in the context of today's business and global environment. The course is designed as a conceptual and reflective practice that will help students to the process of determining their Personal leadership style and practices. Learn tools for improving interpersonal behaviors determining leadership. Analyze and challenge assumptions and ethical frameworks about leadership. **Prerequisite:** BUS5103

#### **BUS5307 INTERNATIONAL BUSINESS (3 credits)**

This course applies economic concepts to make international management decisions and explore the impact of the global trading system and world financial markets on the management of international business. This course is a detailed summary of how international business decisions are influenced by the global trading system and the financial markets. The Theory of International Trade. International Markets and Global Trading System. Foreign Exchange Exposure and Management. International Strategic Management. Organizational Behavior and Human Resource Management in Multinational Corporations. **Prerequisite:** BUS5204

#### **BUS5308 E-COMMERCE (3 credits)**

The growth of the Internet continues to have a tremendous influence on business. Companies and organizations of all types and sizes are rethinking their strategies and how they run their operations. This new

course in the Temple E-Marketing program challenges students to explore the realities and implications of e-commerce from a marketer's perspective. Business-to-consumer (B2C) and business-to-business (B2B) e-commerce markets are examined. The course introduces students to a wide range of electronic commerce issues for marketers, as a foundation for continual learning in the dynamic e-commerce environment. **Prerequisite: BUS5205**

### **BUS5309 ELEMENTS OF BUSINESS LAW (3 credits)**

The course presents a comprehensive study of major areas of business law. Critical thinking skills are enhanced by legal analysis of diverse fact patterns that evaluate the validity of the principles studied in the specific focus areas. Both oral and written responses are required to demonstrate proficiency in applying law to practical business problems. Furthermore, the principal areas of business law are examined in multi-jurisdictional and international climates enhancing the understanding of business law in a global environment. **Prerequisite: BUS5206**

### **BUS5410 MANAGING INFORMATION TECHNOLOGY IN A GLOBAL CONTEXT (3 credits)**

Studies the use of information technology and intelligent systems as a competitive tool in a global environment. Also, the student develops a real technological solution based on its location that will help a local business gain a global conscience. **Prerequisite: BUS5307**

### **BUS 5421 CORPORATE FINANCE MANAGEMENT (3 Credits)**

The course focuses on the management of the organization's financial resources and the measurement of value generation, defining concepts such as financial structure, leverage, cost of capital, financial projections, company valuation and profit distribution policy. Value generation is measured through value drivers and EVA (Economic Value Added), aspects that facilitate decision making for the medium and long term within the organization.

In this course, it is essential that the student has a comprehensive and interpretative reading level of the concepts presented by the author in his own words, which allows a better understanding of the subject. Finally, it is important to highlight the need for the student to consult and deepen the different topics through the recommended bibliographic sources, so that the participant can contribute and internalize the

knowledge and skills presented in this syllabus.

### **BUS 5422 PROJECT EVALUATION AND MANAGEMENT (3 credits)**

This course is essential for the MBA, given that every day public and private organizations require professionals with high-level training to work as project managers, with the necessary skills to effectively develop and execute projects that leverage organizational strategy. The materialization of the organization's objectives through projects for economic, social, environmental, and technological development requires a response from the MBA to prepare professionals in the direction and management of projects to face today's organizational environment, characterized by dramatic change, accelerated technological innovation and global competition. Therefore, this course will provide comprehensive training in the strategic alignment of projects, as well as in their formulation, evaluation and management, increasing the ability of students to lead successful projects in any type of organization.

This course has in its structure, the principles of agile methodologies, the fundamentals defined in the Project Management Body of Knowledge (PMBOK® Guide) and the Green Project Management Global, principally through qualitative and quantitative methods. The stated academic space is contemplated, as a scenario where the methodology used is appropriate in relation to techniques sustained through technology (software) and the traditional techniques of interpretation and argumentation. **Prerequisites: BUS5421**

### **BUS 5424 Master Elective (MBA) (3 credits)**

### **BUS5400 MASTER'S PROJECT (3 Credits)**

Master's Project is the Capstone project for the Master degree. It must be developed within one academic period. It is recommended that students have taken most of the program courses to have a better understanding of critical knowledge and take full advantage of developing a Capstone project.

The emphasis of this course is the completion of the project. The themes for the course are the development of an investigation, results of data analysis, discussion of results, and the presentation of the thesis or project. The development of the course takes into consideration the diverse facets of the methodological and epistemological aspects of the study conducted. The course is designed to strengthen the processes of analysis and systemizing information. **Prerequisites: BUS5309 BUS5308 BUS5307**



## DOCTOR OF BUSINESS ADMINISTRATION PROGRAM

## COURSE DESCRIPTIONS

**BUS712 Strategic Management and Critical Thinking Skills (4 Credits)**

The world is immersed in a process of globalization that transcends national, business, cultural and language borders. The expansion of electronic business, digital marketing, the use of social networks for the development of new markets force organizations to develop strategic planning processes based on analysis of economic, social and cultural environments in which the company is immersed. In the same way, organizations are constituted within the global economic system as generators of so-called socioeconomic development and enhancers of the quality of life of individuals and societies. For this reason, today's managers must develop capacities for strategic analysis and critical thinking skills that allow them to make decisions seeking organizational sustainability.

Companies of the 21st century must develop investigative capacities that allow them to make objective decisions to face business phenomena that can only be addressed through multi-determined and multi-dimensional actions and solutions. In this sense, the new paradigms of thought, organizational knowledge, and market intelligence at the service of business management, generates the need for new managers with greater capacities for critical and strategic analysis who make decisions based on complex scenarios based on in the modeling of present and future strategic scenarios

In this sense, strategic management and critical thinking in organizations must guarantee competitiveness through optimal management of financial, technological, productive and human capital resources available to the organization. For this reason, Strategic Management allows the development of competitive advantages that guarantee the sustainability and growth of organizations in a global context. In the same way, the creation of competitive conditions demands the correct formulation, execution and monitoring of management strategies.

Thinking globally and acting strategically is a greater responsibility of a manager today. The globalization of markets makes it necessary to make the right decisions based on quantitative and qualitative information that allow managers to understand new world trends in the economy, geopolitics, and free trade. Thinking strategically involves formal learning that encompasses various disciplines such as the prospective systemic approach, computing, and the comprehensive use of applicable technologies to take advantage of the opportunities that the environment offers. For this reason, a manager must understand the globalization process, the culture and geopolitics of markets that are priorities in understanding the evolution of organizations.

**BUS713 Social Responsibility and Sustainability (4 credits)**

In the post-globalization context, all organizations face permanent processes of change, adaptation and transformation, as well as the challenges of competitiveness, productivity and innovation, a set-up that favors the generation of new products and services to meet the needs of the world population. In this context, the commitment of organizations to present generations and with greater emphasis on future generations is required, for this reason, an organizational management that considers and evaluates the impact of its actions at social, economic and environmental level in a governance environment is compulsory. Therefore, the purpose of the course is to train a doctor who is able to answer to local, regional, national and global needs related to social responsibility through the design and execution of management initiatives with a sustainable approach.

The work path to be followed begins with the analysis of the generalities and concepts surrounding Social Responsibility and Sustainability, followed by a study of the characteristics of corporate social responsibility, organizational sustainability, management systems that allow the incorporation of social responsibility and sustainability in the management of organizations and ends with the contributions of innovation to strengthen people commitment, institutions, governments and institutions in a context that overcomes globalization framed with social liabilities.

**BUS721 Qualitative Research (4 credits)**

The Qualitative Research Course is a theoretical-practical academic space in which students can deepen their knowledge regarding qualitative research as a space for understanding social and organizational realities from both an epistemic and a methodologic perspective.

The purpose of this course is to offer the student conceptual basis and investigative tools to develop proactive, analytic and critic abilities as inputs for addressing different organizational problems and their impact on societies. To do so, the course will develop activities related to epistemic and conceptual grounds, orientation about the most relevant qualitative research approaches on administrative sciences, applied exercises, and analytical and integration perspectives with qualitative research..

### **BUS731 Quantitative Research I (4 credits)**

This course is the first of a two-course sequence that covers issues in conducting empirical research in business administration (e.g., organizational behavior, corporate strategy, marketing, international business). This course sequence is designed for doctoral students who intend to conduct empirical research publishable in scholarly journals. The immediate aim of this sequence is to teach students to work with basic and advanced statistical tools that will enable them to process high-quality research. This first course acquaints students with current best practice in the field of quantitative methods in business administration, including the way of presentation and interpretation of methods and results. Topics include probability theory, sampling, estimation, hypothesis testing, and regression analysis. Specialized statistical software will be used. **Prerequisite:** BUS721

### **BUS732 Advanced Organizational Behavior (4credits)**

Nowadays, the organizations are exposed to dramatic changes, due to this, the course is directed to identify the impact of these changes and determine the way organizations should react and propose their strategies to meet the competitive advantage at dimensions like the individual, team-work and organizational structure. Furthermore, it is mandatory to consider how organizations develop a good perception, values, personality, leadership, motivation, conflict, stress management, teamwork, culture and change processes to determine the individual knowledge, teamwork management, engagement and the organizational behavior. Additionally, it is important to analyze the effects of the pandemic on the human behavior in the

organizations

Likewise, it is of paramount importance for the students to develop a comprehensive and interpretive reading ability to synthesize, infer and understand all the level of the concepts presented in the subject. Finally, it should be noted that it is necessary to develop abilities to search for information at a local and a global level and study the recommended bibliographic sources, so that the participant can interact, contribute and internalize the knowledge and skills raised to be able to identify and create competitive advantage through the organizational behavior. **Prerequisite:** BUS734

### **BUS734 Accounting and Multinational Enterprises (4 credits)**

The Accounting and Multinational Enterprises course: it is a methodological course, belonging to the financial area of the DBA program. The objective is to examine and investigate problems related to international accounting theories, financial risk management and international budget management in the context of global management. In the same way, applied research methods are developed on financial analysis compared between multinational companies, company valuation, organizational financial sustainability reports, and international financial and economic situations. To this end, the learning strategy will be based on studies of organizational problems responding through research trials, financial technical studies, business valuations, comparative business valuation studies and global financial deepening studies.

In unit 1: Comparative financial analysis, it focuses on the development of analytical skills based on practical exercises based on the calculation of financial indicators, analysis of the international economic situation, through the use of financial and accounting databases. International, Unit 2, aims to bring the student closer to research processes derived from the valuation of multinational companies by performing comparative analysis exercises. Unit 3 Analysis of the international financial situation: strive for the development of financial technical capacities for the development of studies comparing the activities of multinationals in the world. **Prerequisite:** BUS713

### **BUS735 Global Financial Reporting (4 credits)**

The online course for the Doctor of Business Administration (DBA) provides participants with the acquisition of high-level competencies that will enable

the development of global financial skills applied to organizations. The course will also train professionals with high managerial skills that will facilitate the solution to the problems of financing and investment for financial management through the tools that will allow you to read financial reports and market variables. The course will allow doctoral students to have scenarios for making strategic decisions based on financial models at the business level. **Prerequisite:** BUS761

### **BUS741 Quantitative Research II (4 credits)**

This course is the second of a two-course sequence that covers issues in conducting empirical research in business administration (e.g., organizational behavior, corporate strategy, marketing, international business). This course sequence is designed for doctoral students who intend to conduct empirical research publishable in scholarly journals. The immediate aim of this sequence is to teach students to work with advanced statistical tools that will enable them to process high-quality research. This second course acquaints students with current best practice in the field of advanced quantitative methods in financial modeling, including the way of presentation and interpretation of methods and results. Topics include time series models, volatility models, the capital asset pricing model, Value-at-Risk. Specialized statistical software will be used. **Prerequisite:** BUS731

### **BUS742 Managing in a World-Wide Context (4 credits)**

The administration in organizations has increasing challenges due to its participation in markets at the national and international level due to all the processes of globalization that have made the world an interdependent place between the different activities and actors: state, companies, institutions, and people. In the first place, the characteristics of international businesses that have influenced the way of acting of companies will be identified, where each time they must make decisions about their participation in different markets, either due to national or foreign competition that makes them increasingly dynamic. In the development of the course, the student will learn about international economic relations showing how foreign agreements affect economic transactions between countries: export, import and direct foreign investment mainly to take advantage of the commercial opportunities presented in international business in a globalized world. that seeks to manage companies with the challenges of the international

system.

In the end, internationalization strategies will be defined for organizations that, based on innovation, have sought to increase their participation in a global world, where it is necessary to know the different areas: social, economic, political, legal, cultural, and technological to increase its participation in international markets taking into account quantitative data to make effective decisions in a knowledge society. **Prerequisite:** BUS732

### **BUS743 International Political and Legal Systems ( 4 Credits)**

During the course the participant will acquire theoretical and practical tools on the international political and legal system, delving into the following topics: Economic systems, theories. International commercial law. Legal aspects in international trade. Nature and complexity of international business. The right of States to regulate the attributes of the legal personality of enterprises. The regulatory responsibility of States: from command and control to improving competitiveness. Historical description of the participation of companies in the international legal order, key definitions and essential concepts. The nature of society. Constitution and dissolution. Organization and corporate power. The emergence of the International Chamber of Commerce and intergovernmental organizations. Historical relationship between commercial and political actors within the international legal order. International trade agreements. Contributions of companies to customary international law and "soft" international law. The role of business in customary international law. The corporate reputation of companies. The social contract of companies. Corporate citizenship Globalization Corporate Social Responsibility (CSR). Strategic management of companies. International protection of human rights and fundamental freedoms. Corporate social responsibility (CSR) and human rights. CSR and social rights. Developing countries. CSR as a tool to fight poverty. The standards of transnational corporations with respect to human rights. International labor standards. Self-regulation and codes of conduct. Liberal professions Socially responsible investment. Voluntary or mandatory. International environmental law and sustainable development. Environment. New realities and trends in international law. **Prerequisite:** BUS735

### **BUS751 Leadership (4 credits)**

The objective of the course is to accompaniment to student through an exploration about leadership. Understand the concept, principles and new vision about leadership, the impacts of a bad leadership inside corporations. With this information the student can propose an innovative leadership style to solve one of the problems that organizations faced currently.

The leadership course has 4 academical credits, it belongs to Doctor of Business Administration program. It has 4 unites and it will take 8 weeks of study. In first unit the student will be able to discover his/her leadership style through personal reflections. In the second unit they will be able to theorize the leadership meaning, the difference between traditional leadership and contemporaneous leadership and the reasons for this new approach to leadership. In third unit they can design an evaluation model to measure the impact of a bad leadership for organizations, taking into account factors like environmental, technical, economic and human. Finally in the last one unit the student will develop an innovative style of leadership that help companies to solve one of the main problems that face normally (communication, making decisions, empowerment, or tracking). This propose takes into account the exploratory research carried out in the previous units. **Prerequisite: BUS742**

### **BUS752 Doctoral Seminar I (4 credits)**

The course Doctoral Research Seminar I - Preliminary Graduation Project will allow the doctoral student to develop skills and manage the conceptual, methodological, and styling tools for the preparation of the work proposal for the doctoral thesis.

Four units will be developed: In the first, the preliminary project will be contextualized, including the description of the steps for a preliminary project, the selection and definition of the topic, the formulation of the problem to be studied and the definition of objectives; In the second unit the justification and delimitation of the research will be presented and the type of research, the theoretical framework and the hypotheses will be described; The third unit will show the methodological design in which the type of population and the sample to be studied will be explained, as well as the instruments or techniques to collect information; In the fourth unit the work schedule, the budget and the bibliographic references will be presented. The course will close with the presentation and approval of the preliminary project before the doctoral committee and the appointment of both the Tutor and co-tutor of the

doctoral thesis by the doctoral committee.  
**Prerequisite:** BUS741

### **BUS753 Leadership in 21st Century Global Multicultural Organizations**

Leading in today's complex, world-wide environment necessitates teamwork and collaboration to sustain and competitive advantage. In this course students will examine practices required to lead organizations with highly diverse workforces distributed across international, cultural and regional boundaries. You will systematically investigate the latest ideas emerging from both the world of practice and leadership research to identify "best practices" in the ever changing and dynamic workplace of the 21st Century. **Prerequisite:** BUS743

### **BUS761 Information Technology and Knowledge Management (4 Credits)**

This course emphasizes that information technology is, and will be, quite helpful for knowledge management, however knowledge science cannot be established only by information science. Managers, consultants, IT professionals and customers believe that they have finally discovered what makes organizations work: knowledge—that invisible force that propels the most successful companies to stock market values which far exceed the visible assets of their financial balance sheet. Where does this knowledge come from? The financial balance sheet, based on such tangible assets as capital and equity, does not tell us. Yet, this is what stock market investors look for when they decide to raise the market value of a company—they invest in the specific knowhow of the company to produce future cash flows. During this course, students are going to study the knowledge movement in organizational thinking and what refining rules of thumb, techniques, and methodologies are used by investors for the knowledge auditing of organizations.

**Prerequisite:** BUS751

### **BUS762 Doctoral Seminar II (4 credits)**

The course of Doctoral Research Seminar II – WORKSHOP (WS) 1- will allow the doctoral student to have the experience of creating, organizing, and participating in a scientific event in which preliminary doctoral thesis projects of the doctoral student community are shared. Multicultural relations are strengthened in this space through interaction in innovation rounds, net-working sessions, conferences, poster presentations, among others, with other colleagues, the business and/or the government



sector, where reflection will be made on needs and problems related to management and business sustainability at the local, regional, national, and international level. In the starting phase, the fundamentals of the strategic fields in the development of scientific events will be studied and concepts and theories will be integrated for the definition of the purpose of the multicultural WS to be developed. In the middle phase, protocols will be prepared for the publication of papers as well as techniques for the construction and transfer of knowledge (preparation of reports-rapporteur ships-moderations, among others) based on the preliminary doctoral thesis project. In the final phase, the WS will be held in which the preliminary doctoral thesis project will be presented. **Prerequisite:** BUS752

### **BUS772 Doctoral Seminar III (4 credits)**

Doctoral Seminar III is a theoretical-practical academic space where the students must advance in the development of their doctoral thesis. Once their project has been approved (During Doctoral Seminar I) and they have participated in events of divulgation and knowledge transference (within the course of Doctoral Seminar II), the students must focus on widening their theoretical framework, to write a document with the depth and quality required at the PhD level; in addition, they are expected to plan their fieldwork, to validate their instruments, to collect data and to systematize results. By the end of the course, the students will be asked to submit a document showing their progress and the fulfillment of their thesis specific objectives methodological that reflects the management and mastery of investigative skills. This course will address the methodological aspects that will lead to research design, based on a research plan, structure and strategy designed to obtain answers to research questions or problems. The plan is the outline or complete program; it includes the operationalization of the variables and the construction of instruments to collect data that allow testing hypotheses and analyzing the results. Building a research instrument or tool is an extremely important aspect of a research project because everything you say by way of findings or conclusions is based on the type of information you collect. The purpose of this Seminar is to generate an instance of on-site production. It allows the exchange of experiences, obstacles, successes and strategies used in different tasks linked to the analytical activity, the identification of findings and the writing of the thesis plan. The Doctoral Proposal clearly establishes the

activities that will be conducted and the resources that are required to achieve the objectives or purposes. It is therefore necessary to organize ideas, define what, why and what to investigate. **Prerequisite:** BUS762

### **BUS773 Global Management Models**

Today, businesses are fully globalized and interconnected; as a result, managing organizations in a globalized environment is more complex than ever. A global manager must evaluate differences from political, economic, social, and technology perspectives, among other factors, to develop successful global business strategies. This course introduces students to the theoretical framework used to define fundamental issues and the challenges faced by firms engaged with global management while demonstrating its application in actual cases.. **Prerequisite:** BUS763

### **BUS781 Marketing Management Process (4 credits)**

Companies are currently exposed to dramatic changes, world problems such as protests, climate change, global economic crises, viruses, cultural differences and the irruption of Neuromarketing, such as the new prosumer, among others. They make management processes complex in marketing. Due to this, the course is aimed at creating the tools to conduct correct marketing management processes that are in accordance with what the changing market demands, this to market their products successfully and have a greater connection with this new client (prosumer). To better understand we must analyze the commercial, service and industrial fields. And we can achieve this by adapting to dynamic market changes and choosing the ideal development processes, based on the results of marketing activities in their research and proposals in global markets. This has become today a central problem for companies. Among the factors that determine the need to improve marketing practices and processes are the costs of managing the flow of marketing information, the time to implement marketing opportunities and face threats, the knowledge of new technologies, markets, their application and upgrade to ensure competitiveness, etc. of decisive importance. The object of study should be commercial, service and industrial companies that implement marketing activities. The research topic is the business marketing management process. In addition, to investigate the characteristics of the evaluation of the effectiveness in the marketing activities of companies based on a balanced scorecard.

New techniques for developing and using a balanced scorecard to evaluate the effectiveness of business marketing activities should be considered. Also considering the future of marketing, seen from four axes if we think of the prosumer. Neuromarketing, Artificial Intelligence, Social Networks and Big Data (Data Analytics), as a strong analysis of global trends and macro trends. With this, it will be possible to corroborate the advantages of evaluating the effectiveness of business marketing management, using new concepts that focus on the future, precision, resource efficiency, objectivity, usefulness and opportunity. **Prerequisite:** BUS735

**BUS782 International Business Strategies (4 Credits)**

Today, organizations are exposed to dramatic changes, world problems such as protests, climate change, global economic crises, viruses, barriers to entry, among others, make the processes of Globalization complex. Due to this, the course is aimed at creating internationalization business strategies that are used when a company wants to produce or market its products in another or other countries in the world. But first, we must be clear that it is a strategy, that it is an idea that arises in the top executives, that can be designed and executed, for the best development of the Company. In this sense, M. Porter is clear to define it, a strategy is any action that will be executed to compete with other companies. Therefore, all other management performed by a company is not a strategy but a simple administrative or commercial management.

This leads us to ask ourselves. What drives the company's strategy in international business? What determines the success and failure of companies around the world? These are some of the most fundamental questions facing the field. Traditionally, there are two perspectives that address these two questions. An industry-based view, represented by Porter (1980) about competition (strategy), which holds that conditions within an industry largely

determine the strategy and performance of the firm. A resource-based view, exemplified by Barney (1991), suggests that it is company-specific differences that drive strategy and performance. These influential views have been developed primarily in the field of strategic management. Although the study of competition and strategy are closely related fields. What are the contributions of International Strategy research in business? and how it can contribute to our understanding of the two crucial questions raised above.

The objective of this course will be to reveal these important questions, but also to add others that are of great interest to the course. Since the opinions based on industry and resources arise mainly from the research on competition in the United States, in which it may seem reasonable to assume a relatively stable institutional framework based on the market. Once we study competition around the world, it is evident, as demonstrated by decades of research on international marketing strategies, that the world is different. Even among developed economies, there are significant differences in terms of how competition is organized.

**Prerequisite:** BUS773

**BUS795 Continuing Dissertation Seminar IV**

The Doctorate Seminar IV has been designed to guide students in fundamental aspects for the development, consolidation, and presentation of their doctoral thesis. In this sense, this course contributes to the development of competencies in the design of a doctoral research and its presentation to the evaluating jury in the dissertation. Through this course, students will explore the components of doctoral research proposals, analyze key aspects in the development of their own doctoral research project, conduct reviews using the role of academic peers, and make presentations on the results of their dissertations. **Prerequisite:** BUS772

**DOCTOR OF EDUCATION - EDUCATIONAL TECHNOLOGY PROGRAM****COURSE DESCRIPTIONS****EDU712 Technology Foundations in Education (4 credits)**

The Fundamentals of Educational Technology course promotes reflection on the emergence of the discipline from a historical and epistemological perspective, through the understanding and analysis of the facts and theories that influenced its application in the educational field. It provides elements that allow students to comprehend the transformations and implications that Technology has had in education since the 1950s until today, as well as the factors underlying the process of integration of information and communication technologies in learning and knowledge technologies.

It is a theoretical course that is structured in 4 units. It begins by bringing the students closer to an elaborate definition of Educational Technology, the evolution of the concept and some epistemological elements that led to its study as a discipline, as well as some repercussions on education. For a total understanding of the origin of this discipline, the perspectives and theoretical approaches in education that support it are addressed. PhD students will have the opportunity to explore the new learning models that emerge from this transformation, the new roles that both the educator and the students must assume, as well as the importance of the media. Reflection and discussion are created in the face of the advancements, challenges, possible risks of this discipline and the responsibility that the student has as an actor in the learning process. The course will be developed through the Problem Based Learning (ABP) strategy: It contains five phases. After developing all 5 phases, the PhD student will have the opportunity to propose and solve a problem situation focused on an educational technology integrated context.

**EDU721 Qualitative Research (4 credits)**

The Qualitative Research course develops skills for creating, designing, collecting data, analyzing it, and getting results from a qualitative research project. With the development of this course, the student is expected to understand the nature of a research problem, the theoretical-conceptual bases of the existing literature, the methodological design, and the

collection of data analysis of qualitative research. At the beginning of the course, the different qualitative methodologies are presented in a conceptual way. During its development, different software used to encode and interpret data and present results are presented. At the end of the course, the student makes a qualitative research proposal considering the knowledge acquired.

This is a fourth credit course that contains four units to develop. Unit 1: Qualitative Paradigm design, which describes the scientific knowledge, the research problem and the theoretical or referential frameworks. Unit 2: Qualitative methods, studies the main methods in qualitative research. Unit 3: Collection Techniques and Tools, considers the principal techniques to collect data and some programs to analyze it. Finally, unit 4: Qualitative reports designs and socialization, in which students will write a research protocol on the research problem that interest them, considering the new knowledge acquired

**EDU722 Learning Process and Creativity (4 credits)**

The Learning Process and Creativity course is constituted in a response to the need and importance of promoting creativity and creative thinking in the learning process, for solving problems from the design and application of various techniques, methods, strategies and experiences creative, innovative and interactive based on ICT tools, in the different contexts where the student develops, in such a way that he develops and increases his own creativity, that of his students, teams, institutions and organizations. The course focuses on developing and strengthening competencies related to critical thinking, communication, and innovation in the different performance scenarios of the doctoral student.

It is a four-credit course that includes four units: the first unit "Creativity, its characteristics and importance for learning", is presented as an approach to the concept of creativity, its neuropsychological bases, the main theories that support it and its importance for learning. The second unit called "Factors that influence creative processes" analyzes how myths, cultural context, personal characteristics, thinking styles, the school environment and new technologies constitute obstacles or facilitators of the development of the creativity. The third unit "The mental state to create", highlights the



importance of promoting motivation, divergent thinking, and critical thinking in the classroom, as allies of the creative process. And the fourth unit models and strategies for the development of creativity in the learning process, some techniques, tools, methods, and actions are proposed to be developed in the educational, institutional and organizational fields, aimed at the development of creativity. **Prerequisite:** EDU712.

### **EDU731 Quantitative Research I (4 credits)**

The quantitative research course aims to help students develop skills in quantitative research, considering the different methodological designs of this paradigm. At the beginning of the course, you will comprehend the epistemological Foundation, the ethical issues, the objectivity, prediction, and replication of the Quantitative Approach. During the course, you will differentiate between experimental and non-experimental designs with their respective scopes and diverse methodologies of data analysis and understand the mixed methods of research. At the end of the course, students will design their research project considering the knowledge acquired.

This is a four-credit course that contains four units to develop: Unit 1: Basic notions of quantitative research that considers the theory, types of research, scopes, and design projects to generate ideas for researching in the own context. Unit 2: Different Techniques and Tools for collecting data, where students recognize the different techniques and tools of collecting and analyzing data to promote reflections on research in education. Unit 3: Another way of researching: The mixed paradigm in order to understand the general concept, utility, strengths, disadvantages, and design of mixed research, and finally, Unit 4: Writing a report, in which students develop a qualitative, quantitative, or mixed research project protocol, explaining the research problem, the theory that supports it and the methodological framework. **Prerequisite:** EDU721

### **EDU 732 Evaluation of Educational Technology in Society and Education Around the World**

In the course Evolution of Educational Technology in Society and Education Around the World, an epistemological analysis is proposed on the conceptual evolution of educational technology, from its emergence to present times and future perspectives. It also analyzes the reasons for its expansion, the theories that give foundation to each

of the approaches that, in its historical development, have configured it as an academic discipline. And different tools are provided, based on ICT and CAT, for the creation, planning and development of learning media and environments at different levels and modalities of training

**Prerequisite:** EDU722

### **EDU725 Trends and Approaches in Educational Research (4 credits)**

The Course Trends and Approaches in Educational Research is held in the 3rd semester of the doctorate program. The course's goal is to design and present a research project to begin the doctoral thesis that identifies educational needs, trends, and approaches in methodologies and educational research. In this paper, the students will demonstrate their pedagogical and educational research interest, competence in the comprehension of social issues, and abilities to collect and organize theoretical and methodological tools and data to develop their proposal. Moreover, the ability to use language for communicative purposes.

The course will be organized in four units of documentary analysis to identify trends and approaches; designing the research project to focus on the research interest to contribute to knowledge. This unit is divided in two parts, the first to design title, research problem, research question, objectives, and justification. The second, theoretical framework and methodological design. In the last unit, the student organizes the document to be submitted to the doctoral program. **Prerequisite:** EDU731

### **EDU742 Online Education (4 credits)**

The Online Education course provides an in- depth review of the foundations, definitions, systems, innovation, research and history of distance education from different theoretical, epistemological and methodological perspectives in order to familiarize students with the conceptual and academic foundations of distance and online education, and in this way approach the main topics of the Doctorate in Education with a specific focus on educational technology.

Initially, globalization, culture and online education are addressed, reviewing different approaches and implications; secondly, the main aspects of innovation in online education are reviewed, focusing on technological tools, resources and the transformation of distance and online education methods; a third aspect is given from research, pedagogical movements and the role of actors in the instructional development of distance and online

education; in the last chapter, the most relevant pedagogical and techno-pedagogical aspects for interaction and communication are reviewed.

**Prerequisite:** EDU732.

### **EDU745 Educational Leadership (4 credits)**

This course aims for students to understand educational leadership theories, so that they are the basis for critical reflection on their own practice, and in turn lead to the design of strategies and initiatives for change in their contexts. Students will critically analyze the state of the art regarding effective change leadership and the role of educational leadership in the integration of technology for a sustainable inclusive education, in order to articulate existing research with their own work in context, evaluate their practices and design and implement initiatives for improvement. **Prerequisite:** EDU751

### **EDU751 DESIGN AND DEVELOPMENT OF DIGITAL- AGE LEARNING EXPERIENCES AND ASSESSMENTS (4 CREDITS)**

The Design and Development of Digital Age Learning Experiences and Assessment course addresses the definition of the Digital Age from different perspectives (pedagogical, social and cultural), the deep changes society has gone through in the culture of information immediacy and digitization; the implications, challenges and transformations that the learning process has experienced with the incorporation of new technologies, the internet and various other digital educational resources are explored.

An approach is made to the new learning theories that emerge and support the use of digital technologies, as well as their advantages and risks. Some aspects of design, development and evaluation of learning experiences mediated by digital educational resources are considered and analyzed during the course (content mediation instruments).

The student will evaluate the use and characteristics of some digital resources, and recognize some principles, models, and evaluation instruments in some examples of learning experiences. On another note, the EdD student will be able to transfer knowledge and applied theory to their field of action. As the units are developed, reflection and critical thinking will be encouraged.

The course is worth 4 credits, it is structured in 4 units and is implemented through the Case Study learning

strategy. This strategy allows to formulate creative solution proposals to a certain problem situation, encouraging the development of skills such as analysis, synthesis, and evaluation of information. **Prerequisite:** EDU742.

### **EDU752 Doctoral Seminar I (4 credits)**

Doctoral dissertation I is an academic space for personalized work between students and their tutor, the purpose is the construction of the writing plan of the thesis, one of its chapters and a paper to submit to an international refereed journal in the field of problems of interest.

According to the research project, the paper must present 1) a state of the art with the critical balance of the interdisciplinary approach to the field of problems in which the doctoral research expects to contribute, or 2) advances in observation, analysis, and interpretation of the investigation object, that outline the evidence-based support of central elements of the thesis. In this way, communicative and investigative skills are developed, and students produce new knowledge with significant contributions to the international debate.

Although the course is oriented towards the construction of a paper, the dissertation draft and one of its chapters it will offer the epistemological, methodological, strategic, and technical tools for the construction and validation of the academic writing, including reflections about the practices against the canons of literacy and the knowledge-power relationships that they build. **Prerequisite:** EDU741.

### **EDU762 Doctoral Seminar II (4 credits)**

The course of Seminar II of the Doctorate in Education is where the tutor offers personalized advice to the student, the main objective of the course is to present the research results previously obtained in the course of "Doctoral Dissertation I" or new results of the Thesis; in an international congress on Education with experience, where the proposals are evaluated by an expert scientific committee. **Prerequisite:** EDU752.

### **EDU771 Planning and Designing Learning Environments and Experiences (4 credits)**

The present course Planning and Designing of Learning Environments and Experiences of four (4) academic credits belongs to the level of knowledge: Educational Technology, within the Doctor of Education -

Educational Technology Curriculum. Its learning strategy is based on Complex Transdisciplinary Learning.

The importance of the course lies in acquiring critical and scientific thinking skills in their pedagogical training that allow the doctoral student to follow pedagogical, didactic, epistemological and technological guidelines to determine the type of learning and the development of a disciplinary content. Indeed, it is the elements of theoretical and contextual reflection that give rise to learning experiences.

The training purpose of the course allows the teacher/pedagogue to recognize himself as a competent subject who accepts the challenge of planning, designing and interacting in innovative learning scenarios and methodologies, becoming a dynamizer of diversity of learning experiences in AVA, and acquiring a protagonism for the responsibility he assumes in the pedagogical decisions he must adopt from the diagnosis of the instructional or learning needs and the particular characteristics of each multicontext. The course is structured in four didactic units as follows: Unit 1 - Educational practice, technology and innovation. Unit 2 - Epistemology in the planning and design of learning environments and experiences. Unit 3- Instructional design complexity in the planning and design of virtual. Unit 4 - Learning Experience Design LXD and its relationship with other disciplines. These units will be developed in three evaluation moments: diagnostic or initial, intermediate or formative and final or summative

**Prerequisite:** EDU745

### **EDU772 Doctoral Seminar III (4 credits)**

The doctoral dissertation III course is an academic space to accompany the writing process of the doctoral thesis in the context of an inter-institutional research stay, internship or exchange experience, in which students should design and conduct a didactic communication of their research outcomes.

According to the approved route for the research project, the writing of the thesis and the preparation of its defense should be completed in this period within the framework of a research stay, internship or exchange experience in an external institution, within an academic agreement with UNAD Florida. This experience may consist of a teaching practice, participation in a research group, mentoring

undergraduate, or master's students in the doctoral research field. In this way, communicative, investigative, and analytical skills are developed in the field of problems, and the program network is strengthened, giving to the doctoral candidate international visibility.

The expected goals in this course are the formulation of an action plan in the framework of the research stay, evidence of its execution certified by the host Institution, and the presentation of the first draft of the thesis for the tutor's review and feedback; the corrections will be integrated into the final version to be delivered at the beginning of the dissertation IV doctoral course.

**Prerequisite:** EDU762.

### **EDU795 Continuing Dissertation Seminar IV**

The Doctoral Dissertation IV, is held in the 8th semester. It is the last research course in which the students will present their doctoral thesis and defend it before the jury. This academic space will be conducted by the thesis director who gives the authorization to submit the doctoral thesis to the program.

The course will be organized in four units such as written doctoral thesis last document, beginning oral defense presentation, last written doctoral thesis based on jury's evaluation and feedback, and last oral defense version.

In this course, after submitting the doctoral thesis, the students will edit their papers according to jury's feedback. When these changes get approved, the doctorate program will schedule a date for the students' dissertation.

It is important to mention, students will demonstrate language competence during the dissertation, their appropriation of the research topic, their ability to synthesize and organize information, their academic, research and social competences, and their argumentative competence. **Prerequisite:** EDU772

**EDU781 PROCEDURES, POLICIES, PLANNING, AND BUDGETING FOR TECHNOLOGY ENVIRONMENTS (4 CREDITS)**

This course aims to help students know and review the standards and policies for the use of systems, hardware, software, networks and communications of technological environments. During the course, students will be able to identify the elements and characteristics of technological learning environments from a global and local perspective and understand the planning procedures based on different policies and budgets. At the end of the course, students will develop a strategy based on a specific policy, budget, and technology resource planning in an educational context that they will socialize in the classroom.

This is a four-credit course that corresponds to the educational technology component and consists of four units: unit 1 is related to procedures around data security in technological environments; unit 2 emphasizes technological learning environments; and finally, units 3 and 4 analyze technology planning based on policies and budgets for learning environments. **Prerequisite:** EDU 771

## UNAD Florida Catalog

### List of Amendments

(Note: All revisions since September of 2018 are reflected in the current catalog)

See	Date	Page(s)	Subject	Amendment (Revision / Removal / Addition)
<b>16.3</b>	<b>May 2025</b>	83	Academic calendar	Date adjusted for Spring 2025C
		14 & 124	Administrative Staff	New personnel and changes in roles
		78-79	Language Proficiency Graduation Requirement	Adding Cambridge test scores, certification exams, and alternatives for demonstrating English proficiency.
		111	Academic policy on Internships	Details added for supporting documentation
		120	Fees	Fees updates
		126	Faculty Listing	Updated
			Undergraduate Repeat	Discontinued policy
<b>16.2</b>	<b>Jan 2025</b>	10	Mission	Updated Institutional Mission
		121	Fees	Fees updates
		105	Repeat Policy	Policy updated
<b>16.1</b>	<b>Jun 2024</b>	All		Grammar review
<b>16.0</b>	<b>Mar 2024</b>	14, 124	Staff	New authorities and personnel
		72-74	Admission	Admission requirements updated
<b>15.10</b>	<b>Sep2023</b>	121	Fees	Fees updates
		14, 125	Staff	Admissions & Student Services (Vacant)
<b>15.9</b>	<b>Jun 2023</b>	14, 125	Board of Directors	Board of Directors members including students, graduated and faculty representatives.
		121	Fees	Fees updates
		35-38, 39-46, 57-64, 68-72	Graduate programs	Courses for graduate programs MAE, MBA, EdD and DBA
		14, 125	Staff	Administrative & Financial Services: Gina Valverde (New Role) , and Recruitment and Marketing Coordinator: Joseph Salamanca (New Staff)
<b>15.8</b>	<b>Jan 2023</b>	120	Fees updated	Apostille, transcripts, and documentation fees
		81	Academic Calendar	2023 Updated
<b>15.7</b>	<b>Dec 2022</b>	121	Fees	Fees updates
<b>15.6</b>	<b>Jun 2022</b>		Faculty listing	Faculty listing updated
<b>15.5</b>	<b>Jan 2022</b>	14, 125	Staff	Instructional Design and Doctoral Programs Director updated

		122	Scholarship	Introducing Scholarships
		81	Academic Calendar	2022 Updated
		121	Other fees	Some fees were updated
		122	Payment Policy	Forbearance and Deferment options included
		123-124	Refund Policy	Updated to grant refunds for terminated students
15.4	Jun 2021		Discounts	Discounts updated
15.3	Jun 2021		Authorities, hours and contact information	Updated.
14.52	May 2020		Mission Faculty Listing Description Course Road Map Financial Information Textbook policy	Updated Updated Revision and updated Revision and updated course e-book and instructional material fee changed. It is included in tuition. Updated
14.32	Apr 2020		Study Plans	Study plans were updated with improved images
14.3	Dec 2019		Policies Updated	Refund, Discount, Language proficiency requirement, and Student Academic Progress policies updated following DOE purposes to make explanations and examples easier to understand.
14.2	Sep 2019		Refund & Discount Policies updated, Termination and Withdrawal	Updated following DOE Requirements
14.1	June 2019		Refund & Discount Policies updated	Updated following DOE Requirements
14	Jan 2019	All	All	New style & Format
			Policies	Rewriting of policies to facilitate understanding
			Outcomes	Institutional and Program Outcomes
			Faculty Listing	Revision of Faculty Listing, updated
13.8	Dec 2018	103-104	Refund Policy	Revision of Refund Policy
13.7	Sep 2018	96-100	Faculty Listing	Revision of Faculty Listing, updated
13.7	Sep 2018	12 & 93	Faculty and Administration	Revision of UNAD STAFF, Updated FLORIDA ADMINISTRATIVE