



**B R O W A R D  
I N T E R N A T I O N A L  
U N I V E R S I T Y**

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## **GENERAL CATALOG**

**2016 - 2017**



## **WELCOME MESSAGE**

Congratulations! By selecting Broward International University, you are taking a firm step towards your future and fulfilling your educational aspirations. At Broward International University, we understand that as the world and professional fields evolve, your academic needs will do so, as well. We are committed to providing you with the tools to face those challenges, by delivering higher education programs.

Located in Davie, Florida, Broward International University is proud to embrace the diversity that engulfs South Florida. The region has become a hub for the United States to the Americas, Europe, Africa and Asia. The influx of ethnicities has helped us observe many different points of view regarding past, current, and future events; it is this global outlook that allows Broward International University to offer a diverse faculty with different perspectives that currently shape the global professional environment.

We are in an age where information and technological changes are constantly reshaping our lives. As time goes on, there is no doubt that this trend will continue to increase. Keeping this in mind, Broward International University is committed to offering our students a well-organized learning platform, which will allow them to have an enjoyable, reliable, and efficient learning experience. In order to accomplish this, Broward International University constantly monitors the most recent technological advancements and new innovations in the field of educational technology.

Finally, we believe that success comes to those who take advantage of opportunities and execute these opportunities at the right time. Your desire to grow professionally, combined with our academic instruction, is the best way to achieve success. Today, you undertake the challenge of improving your knowledge and we are confident that with your desire and our support you will reach your goals and will prevail at this new endeavor. Thank you for choosing Broward International University. We look forward to hearing from you and witnessing your achievements.

Good Luck!

**Broward International University**

# **BROWARD INTERNATIONAL UNIVERSITY**

## **General 2016-2017 Catalog**

Effective Date: January 01, 2016

Revision Date(s): February 15, 2016;

## **Publication Policy**

The Catalog of the University, which is published biennially during the month of December of even-numbered year, contains summaries of the University Official Policies and Procedures, Rules and Regulations, minimum and Specific Program eligibility requirements for admission, Academic Programs information, Academic Calendar, Student support services, and other regulatory information.

## **Changes to the Catalog**

At its discretion, Broward International University reserves the right to change, at any time and without previous notice, the Policies and Procedures, Regulations, Academic Calendar, applicable Tuition and Fees, Academic Programs and related Courses, and any other information published in this Catalog in order to carry out its purposes and objectives. Periodical revisions of the content of the Catalog, which also includes references to applicable Federal and State laws and regulations as well as rules and policies enforced by the Florida Commission for Independent Education, will be made to correct error and omissions, and to publish updates. This effort is motivated by the University commitment to ensure the accuracy of the material included herein. In particular, when major changes are incorporated due to curricular reviews, which may result in the discontinuation of programs and courses, and changes in requirements for admission, academic progress, and graduation, the University will make every reasonable effort to honor the curriculum and requirements originally established for each Student affected.

Any Academic Department responsible for the administration and leadership of a specific program of study may also publish additional material prepared to provide specific information pertaining to its program. This information must be consistent with the information provided within the Catalog. However, if any conflict is observed, the information found in this Catalog supersedes any other published conflicting information regardless of the source.

Since the University Catalog is subject to periodical revisions, we urge Students to visit our website at <http://www.biu.us> or our academic platform at <http://lms.biu.us> to explore the latest version of the Catalog as well as other useful information pertaining to academic programs, admission processes, cost, financial assistance, and Student services. Student could also contact the Office of the University Registrar at ([registrar@biu.us](mailto:registrar@biu.us)) for further assistance.

## Equal Access and Equal Opportunity Statement

Broward International University is committed to provide equal access to education and employment opportunities to applicants for admission, students, applicants for employment, and employees. In more specific terms, this policy covers the areas of admission, employment, financial assistance, access to programs and course offerings, and University services such as library, advising, and guidance. The University is also committed to provide educational and work environments that are free from unlawful discrimination, harassment, or retaliation practices, which are based on race, color of the skin, ethnicity, creed, religion, age, disability, gender, pregnancy, sexual orientation, marital status, national origin, veteran or military status, and/or any other protected status.

## Academic Calendar

Broward International University offers four (4) ten-week academic terms. The following is the official University Academic Calendar for the years 2016-2017.

Winter 2016 Academic Calendar	
Event	Date
Registration and Advising	10/19/15 – 01/08/16
Late Registration	01/18/16 – 01/22/16
First day of classes and First day of Add/Drop Period	01/18/16
Last day of Add/Drop Period	01/31/16
Last day to Drop with 100% Refund	01/31/16
Last day to Withdraw from Classes	03/06/16
Last day to pay tuition and fees to avoid cancellation of Enrollment	03/07/16
Last day of classes and examinations	03/27/16
Grade entry and submission by Faculty	03/28/16 – 04/03/16
Grade Report available to Students	04/05/16

Spring 2016 Academic Calendar	
Event	Date
Registration and Advising	01/25/16 – 04/15/16
Late Registration	04/18/16 – 04/22/16
First day of classes and First day of Add/Drop Period	04/18/16
Last day of Add/Drop Period	05/01/16
Last day to Drop with 100% Refund	05/01/16
Last day to Withdraw from Classes	05/05/16
Last day to pay tuition and fees to avoid cancellation of Enrollment	05/06/16
Last day of classes and examinations	06/26/16
Grade entry and submission by Faculty	06/27/16 – 07/03/16
Grade Report available to Students	07/06/16

Summer 2016 Academic Calendar	
Event	Date
Registration and Advising	04/25/16 – 07/15/16
Late Registration	07/18/16 – 07/22/16
First day of classes and First day of Add/Drop Period	07/18/16
Last day of Add/Drop Period	07/31/16
Last day to Drop with 100% Refund	07/31/16
Last day to Withdraw from Classes	09/04/16
Last day to pay tuition and fees to avoid cancellation of Enrollment	09/05/16
Last day of classes and examinations	09/25/16
Grade entry and submission by Faculty	09/26/16 – 10/02/16
Grade Report available to Students	10/05/16

Fall 2016 Academic Calendar	
Event	Date
Registration and Advising	07/25/16 – 10/07/16
Late Registration	10/10/16 – 10/14/16
First day of classes and First day of Add/Drop Period	10/10/16
Last day of Add/Drop Period	10/23/16
Last day to Drop with 100% Refund	10/23/16
Last day to Withdraw from Classes	11/27/16
Last day to pay tuition and fees to avoid cancellation of Enrollment	11/28/16
Last day of classes and examinations	12/18/16
Grade entry and submission by Faculty	12/19/16 – 12/25/16
Grade Report available to Students	12/28/16

Winter 2017 Academic Calendar	
Event	Date
Registration and Advising	10/10/16 – 01/13/17
Late Registration	01/16/17 – 01/20/17
First day of classes and First day of Add/Drop Period	01/16/17
Last day of Add/Drop Period	01/29/17
Last day to Drop with 100% Refund	01/29/17
Last day to Withdraw from Classes	03/05/17
Last day to pay tuition and fees to avoid cancellation of Enrollment	03/06/17
Last day of classes and examinations	03/26/17
Grade entry and submission by Faculty	03/27/17 – 04/02/17
Grade Report available to Students	04/05/17

Spring 2017 Academic Calendar	
Event	Date
Registration and Advising	01/23/17 – 04/14/17
Late Registration	04/17/17 – 04/21/17
First day of classes and First day of Add/Drop Period	04/17/17
Last day of Add/Drop Period	04/30/17
Last day to Drop with 100% Refund	04/30/17
Last day to Withdraw from Classes	06/04/17
Last day to pay tuition and fees to avoid cancellation of Enrollment	06/05/17
Last day of classes and examinations	06/25/17
Grade entry and submission by Faculty	06/26/17 – 07/02/17
Grade Report available to Students	07/05/17

Summer 2017 Academic Calendar	
Event	Date
Registration and Advising	04/24/17 – 07/14/17
Late Registration	07/17/16 – 07/21/16
First day of classes and First day of Add/Drop Period	07/17/17
Last day of Add/Drop Period	07/30/17
Last day to Drop with 100% Refund	07/30/17
Last day to Withdraw from Classes	09/03/17
Last day to pay tuition and fees to avoid cancellation of Enrollment	09/04/17
Last day of classes and examinations	09/24/17
Grade entry and submission by Faculty	09/25/17 – 10/01/17
Grade Report available to Students	10/04/17

Fall 2017 Academic Calendar	
Event	Date
Registration and Advising	07/24/17 – 10/06/17
Late Registration	10/09/17 – 10/13/17
First day of classes and First day of Add/Drop Period	10/09/17
Last day of Add/Drop Period	10/22/17
Last day to Drop with 100% Refund	10/22/17
Last day to Withdraw from Classes	11/26/17
Last day to pay tuition and fees to avoid cancellation of Enrollment	11/27/17
Last day of classes and examinations	12/17/17
Grade entry and submission by Faculty	12/18/17 – 12/24/17
Grade Report available to Students	12/27/17

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## **Statement of Legal Control**

Broward International University (BIU) is owned and operated by Broward International University Inc., a Florida corporation. Broward International University operates under the guidelines and policies established by its Board of Directors.

## **Board of Directors**

- Jaime Rincon, President
- Angel Gomez, Vice President
- Magdalena Pinzón, Secretary

## **Licensing**

Broward International University is a private institution licensed by the Florida Commission for Independent Education, License #4619.

Additional information regarding this Institution may be obtained by contacting the Commission at:

Florida Department of Education  
Commission for Independent Education  
325 West Gaines Street, Suite 1414  
Tallahassee, FL 32399-0400  
Toll-Free: 1(888) 224-6684

## **Purpose**

The philosophy of Broward International University is to equip students with the tools they need to become knowledgeable and responsible citizens. Our online programs involve imparting both knowledge and skills using an online environment in order to provide professional opportunities to the students that will become more engaged in the labor force. It is imperative for Broward International University to offer flexible academic programs with high quality standards. Through online education, we are committed to satisfying the needs of the segment of the market that is engaged in the labor force and has a desire for academic improvement.

## **Mission**

Broward International University is committed, forming excellent human beings and citizens, promoting personal and social values, through knowledge integration, critical, creative and interdisciplinary thinking leading to a deeper ethical discernment, to generate a peaceful, participatory and equitable coexistence in the global society. Our online education will promote the highest quality, through an Information Technology (IT) based knowledge organization, with employees with high human capital, fostering innovation in technology, pedagogy and processes.

## **Vision**

To become a prestigious international university capable of training professionals prepared for the knowledge economy, with a social transformation and environmental sustainability orientation, for the good of humanity and the planet.

## **Objectives**

- To offer academic programs in high-demand field of studies, designed to meet employment needs and reflect, as a result, a high degree of relevance in the job market place, leading graduates to a path of success in their professional endeavors.
- To create a virtual environment conducive to learning and developing critical and creative thinking. A virtual place where ideas and experiences are broken into their fundamental units and reconstructed back into new and innovative strategies conducive to successfully addressing academic and real-world challenges as well as personal and public good interest of Students.
- To create an online environment conducive to the development of knowledge, in order to attain sustainable growth in the social, cultural, technological, economic, and environmental fields. It will focus on the Hispanic and other populations, vulnerable and others, promoting knowledge integration, critical thinking, interdisciplinary and social dimension that will lead to discernment, and integration, culture, fostering excellent human beings and citizens, innovation and internationalization.
- To provide quality online education, enhance knowledge, utilizing creative information technology through innovative delivery systems.
- To develop human capital in its personnel, expanding research internally and with its stakeholders.

## **Goals**

- To create strategic partnership agreements with other Universities in order to solidify academic and research growth.
- To implement updated instructional technology in order to provide a quality education.
- To constantly review our programs in order to implement quality in the delivery of our higher education programs.
- To create academic strategies that will allow the students and professors to meet together in forums and chats to fulfill the requirements of research and academic programs.
- To foster innovation through research, theses, and dissertations.

## **Facility Description**

Broward International University is conveniently located near major highways and public transportation. The University current location offers approximately 1,000 square feet for administrative offices only. This includes four (4) double offices, one (1) conference room, and one (1) restroom. Note that due to the virtual nature of the University, no

classrooms are available. From this facility, the University provides administrative support for its operational activities including Admissions, Registrar, Student Services, Job Placement Services, and Financial assistance. Additionally, adequate parking space is also available.

## **Servers**

Broward International University has entered into a strategic alliance with Corporación Unificada Nacional de Educación Superior (CUN) to host its technological infrastructure and guarantee the reliability needed for its educational purposes. The server, which has an unlimited hosting capability, currently hosts several sites, provides web managing privileges, and uses an encrypted network protocol, Secure Shell (SSH), to allow remote login and other network services to operate securely over the network. The web hosting offers an advanced platform that operates with Linux under the best performance characteristics so as to provide greater reliability for the websites and application management. The server includes a remote desktop connection with all the managing benefits to be able to install and execute any application. Moreover, the hosting counts with unlimited domains, database creation and performance customization to meet our needs.

## **Contact Information**

6832 Griffin Road  
Davie, FL 33314, USA

Phone: (954) 870 - 7359

Fax: (954) 337 - 0210

Email: **admissions@biu.us** (this e-mail address is to be used for matters related the Admission process, including request for information about the requirements, cost and fees, and other related issues).

[registrar@biu.us](mailto:registrar@biu.us) (this e-mail address is to be used for issues related to the Students' Educational Records).

**contact@biu.us** (this e-mail address is used to request technical support in matters related to BIU's LMS).

## **Office Hours**

Broward International University is open to the public Monday through Friday from 8:30 a.m. to 5:00 p.m. The University reserves the right to change this schedule during holidays and academic period breaks.

## **University Holidays**

- New Year's Day (January 1)
- Birthday of Martin Luther King, Jr. (January 19)
- Washington's Birthday (February 16)

- Memorial Day (May 25)
- Independence Day (July 4)
- Labor Day (September 7)
- Columbus Day (October 12)
- Veterans Day (November 11)
- Thanksgiving Holiday (November 26 – 27)
- Christmas Eve Holiday (December 24<sup>th</sup> – 25<sup>th</sup>)
- New Year's Eve Holiday (December 30<sup>th</sup> – 31<sup>st</sup>)

It should be noted that Broward International University will not hold academic activities of any kind during the holidays above indicated.

## **METHOD OF INSTRUCTION**

### **Delivery**

The appropriate online instruction enables effective achievement of educational goals.

The instructional design and methods have been revised to include eLearning applications.

The online platform will allow these interactions to be more flexible. It is important to outline the following criteria:

- The instructor has knowledge of online instructional technology, and help students who have any issues.
- The virtual classroom will find relevant information to, schedule of activities, facilitators, support material, list of participants, assessments, activities to do and other information programs by phase.
- The delivery of activities must be done according to the established schedule; it is the responsibility of the student to complete the course work with the constant attention of the teachers.
- The flexibility offered by virtual studies is that it is not necessary to attend a classroom; however, forums or conferences can be set online when teachers deem appropriate, at a predetermined fixed schedule, one day a week at the most (and not every week). You can pursue studies at home or workplace anywhere in the world.

### **Learning Platform**

Our learning platform is an e-learning education system based on the web that models conventional in-person education by providing equivalent virtual access. Broward International University implements Moodle 3.0.3 platform.

Some of the elements contained in the platform are:

- **Course syllabus:** outlines the structure of the class.
- **Forums:** this asynchronous tool allows class participants to create threads of information that will be available throughout the class; a great tool for studying down the road.
- **Chats:** allow students to interact with other students and the professor.
- **Calendar:** reminds students of class progress and tasks, quizzes or exams to come.
- **Document load zone:** throughout the course, students will have spaces to upload their assignments in a clear and convenient way.

### **Credit Hours**

Conforming to generally accepted practices in higher education, students at Broward International University are awarded credit hours for classes taken at the University, which are calculated in accordance with the definition of the Carnegie unit of credit hour. Since the academic calendar of Broward International University consists of four (4) **ten-week** periods, then, the University defines one (1) quarter credit hour as one and one (1) hour (50-minute session) of direct Student-Professor interaction for a minimum of three (3) hours of Student work per week during a quarter of not less than ten (10) weeks. Thus, a unit of credit hour is equivalent to fifty (50) minutes of direct Student-Professor interaction plus two (2) hours of coursework per week for ten (10) weeks.

### **Activities and Knowledge Assignments**

There are many Academic activities typically required to be performed by Students, including, but not limited to, reading, forums, chats, and watching videos. In order to evaluate their knowledge, Students may be required to take quizzes, exams, and other forms of evaluations, and complete individual and team assignments.

### **Language of Instruction**

Broward International University has created a robust Online Learning Platform designed to enhance the quality of the Students' academic experience and serve the purpose of providing Spanish-Speaking Students the opportunity to study at an American educational institution without the language barrier. Accordingly, the University has developed a fully Bilingual Online Learning Platform, which enable Students to navigate throughout its content, including users' courses and academic resources, using either the English or Spanish language. To support the objectives this infrastructure and the operations performed within, the Faculty and Administrative Staff of Broward International University are bilingual professionals who are proficient in the used of both the English and Spanish languages.

Having this Online Bilingual Learning Platform enables Broward International University to offer three (3) distinctive pathways to study any of the available academic program. Specifically, qualifying Students may select:



- English as the language of instruction. This track is offered to native English speakers and other qualified Students who are highly proficient in the use of the English language. This is also the recommended option for those Students who are seeking employment in the United States, other English-speaking countries, or in other countries where English is required.
- Spanish as the language of instruction. This track is designed for Spanish-Speaking Students who want to advance their academic careers studying at an American educational institution, but are not proficient enough in the use of the English Language. This track is offered to people seeking employment in Spanish speaking countries, or in places where Spanish is required. Completing a program in Spanish may reduce employability in the United States, other English speaking countries, or, in general, in any country where English is required.
- The Bilingual option. This track allows qualified Students to take selected courses that will be instructed in the English language and others that will be instructed in the Spanish language. Completing a portion of a program in Spanish may reduce employability in the United States, other English-Speaking countries, or, in general, in any country where English is required.

## **ADMISSIONS**

### **Non-Discrimination Policy**

Broward International University is an equal access and equal opportunity educational institution that, by conviction and to comply with the applicable federal and state laws, does not discriminate in the execution of its functions on the basis of race, color of the skin, ethnicity, creed, religion, age, disability, gender, pregnancy, sexual orientation, marital status, national origin, veteran or military status, and/or any other protected status. On the contrary, the University is firmly committed to make Students and Employees related decision based on merit.

### **Regular Admission to Graduate Study Policy**

It is the Policy of Broward International University (BIU) to accept applications for admission from any Applicant, and regulate eligibility and admissibility to the University Graduate Studies, solely on the basis of the Applicant's credentials and other applicable standards adopted by the University. This process, which is within the legal control of the University, is executed regardless of the Applicant's race, ethnicity, color of the skin, creed, religion, age, disability, gender, pregnancy, sex, sexual orientation, marital status, national origin, veteran or military status, and/or any other protected status, which is consistent with all applicable federal, state, and local laws on non-discrimination and equal opportunity, as well as BIU's own Equal Access & Equal Opportunity Policy.

The Admission of Applicants to the University's Graduate Studies is a dual evaluation process, which is subject to approval by the University Office of Admission and the Applicants' selected Academic Department. First, the Office of Admission determines

the eligibility for admission to the University by confirming that the Applicant meets the minimum University admission requirements. Secondly, the Academic Department, responsible for the Administration of the Applicant's selected program of study, determines the admissibility to the selected graduate degree program by confirming that the Applicant meets the Department specific admission requirements.

To be eligible for admission, Applicants must meet the minimum University admissions requirements. Specifically:

- An Applicant who is seeking admission to a Master Degree Program at Broward International University must have a Bachelor's Degree or higher Undergraduate or Graduate Degree from a regionally or nationally accredited U.S. educational Institution or an equivalent Degree from an international educational Institution, with a minimum Cumulative Grade Point Average (GPA) of 3.00 (on a 4.00 scale).
- Similarly, an Applicant who is seeking admission to a Doctor Degree Program at Broward International University must have a Master's Degree or higher Graduate Degree from a regionally or nationally accredited U.S. educational Institution or an equivalent Degree from an international educational Institution, with a minimum Cumulative Grade Point Average (GPA) of 3.00 (on a 4.00 scale).

Foreign Applicants who are non-native English Speakers and selected English or the Bilingual option as the language of instruction, must also pass:

- A standardized Test of English as a Foreign Language (TOEFL), earning a score of 79 on the Internet Based Test, or 550 on the Paper Based Test.

Furthermore, Applicants must be awarded that Academic Departments or, the Schools or Colleges they belong to, may impose more restrictive admission requirements than those stated above. Therefore, it is recommended that Applicants review the University General Catalog, available at the University Website ([www.biu.us/](http://www.biu.us/)), in order to learn relevant information on departmental admission requirements related to their selected Academic Departments. If this is the case, to be eligible for admission, Applicants must also meet the departmental admission requirements imposed by their selected Academic Departments.

Applicants, who are eligible for admission to the University and admissible to their selected graduate degree programs, must be conscious of the fact that the University reserves the right to close the Admission process earlier than the published deadline for a specific graduate degree program in the event that its enrollment limit is reached. Therefore, Applicants are encouraged to submit their Applications for Admission to Graduate Studies with sufficient time prior to the academic term for which they are seeking Admission. However, Applications for Admission will not be accepted by the University if they are submitted earlier than one (1) year prior to the selected academic term.

This policy applies to both, domestic and international Applicants who are interested in seeking admissions to any of the Graduate Programs offered by Broward International University.

## Regular Admission to Graduate Study Procedures

In order to apply for admission to the Broward International University, **the Applicant** must email the following documents, in a pdf format, to the Office of the University Registrar (**admissions@biu.us**):

- Evidence that the \$50.00 Application for Admission Fee was paid. A \$50.00 application fee is required for each application submitted to Broward International University. Failure to pay this fee will delay the review of your application until the fee is paid in full. There is no exception to this requirement.
- Completed and signed “STUDENT APPLICATION FOR ADMISSION TO GRADUATE STUDY FORM”. This Form is available at the University Website (**www.biu.us/**) and the University Platform (**lms.biu.us/**), and could also be requested by contacting the Office of the University Registrar at **admissions@biu.us**.
- A certified copy of the original Diploma issued by each College and/or University attended. If this/these document(s) is/are issued in a language other than English, then, it/they must be translated into the English Language by an official certified Translator. Copy of the official translation(s) must also be email to the Office of the University Registrar (**admissions@biu.us**).
- An original or certified copy of the original Graduation letter issued by each College and/or University attended, which certifies completion of degree. If this/these document(s) is/are issued in a language other than English, then, it/they must be translated into the English Language by an official certified Translator. Copy of the official translation(s) must also be email to the Office of the University Registrar (**admissions@biu.us**).
- An original official transcript issued by each College and/or University attended. If this/these document(s) is/are issued in a language other than English, then, it/they must be translated into the English Language by an official certified Translator. Copy of the official translation(s) must also be email to the Office of the University Registrar (**admissions@biu.us**).
- His/her Statement of Purpose. In this letter of intent, the Applicant should describe his/her Motivation to pursue a Graduate Study in his/her chosen field of study; Academic and/or work experience related to his/her selected field of study; Educational objectives, including academic plans and/or research interests; and Reasoning for considering Broward International University to be a good option to achieve his/her professional goals. This letter must be submitted in English.
- Copies of two (2) photo identification documents issued by an official government agency.
- Copies of original Letters of Recommendations issued by members of the profession advocating for your Admission to Graduate Study.
- A copy of an Official course-by-course evaluation of the most relevant original official transcript issued by the corresponding College and/or University attended. This evaluation must be done by a member of the National Association of Credential

Evaluation Services (NCES) or a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) (\*).

(\*) Even if this document is not available at this time, the University will begin the evaluation process. That fact does not exempt the Applicant from complying with this requirement. See the University “STUDENT PROVISIONAL ADMISSION TO GRADUATE STUDY” for more details.

- A copy of the most recent original official result of a standardized Test of English as a Foreign Language (TOEFL). In order to be acceptable for the purposes of Admission to the University, the Applicant must have earned a score of 79 on the Internet Based Test, or 550 on the Paper Based Test. This requirement applies to Foreign Applicants who are non-native English Speakers and selected English or the Bilingual option as the language of instruction (\*\*).

(\*\*) This requirement applies only to Foreign Applicants who are non-native English Speakers and selected English or the Bilingual option as the language of instruction.

Upon completion of the above requirements, **the Office of the University Registrar** must:

- Evaluate the Applicant's Application for Admission and the accompanying documents in order to verify compliance with the University minimum requirements for admission.
- Complete and sign the corresponding “STUDENT APPLICATION FOR ADMISSION APPROVED/DISAPPROVED FORM” reflecting compliance and non-compliance issues.
- If noncompliance issues are identified, notify the Applicant that his/her Application cannot be processed until all noncompliance issues has been fully addressed.
- If full compliance with the University minimum requirements for admission is verified, deliver the Applicant's Application for Admission and the accompanying documents to the Dean of the selected School or College.

Upon receiving the above documents, **the Dean of the selected School or College** must:

- Evaluate the Applicant's Application for Admission and the accompanying documents in order to verify compliance with the School or College minimum requirements for admission to the selected program of study.
- Complete and sign the corresponding “STUDENT APPLICATION FOR ADMISSION APPROVED/DISAPPROVED FORM” stating his/her decision on the matter and describing the reasons for such decision.
- Return the Applicant's Application for Admission and the accompanying documents, and the “STUDENT APPLICATION FOR ADMISSION APPROVED/DISAPPROVED FORM” to the Office of the University Registrar.

Upon receiving the above documents, **the Office of the University Registrar** must:

- Notify the Applicant, via email, of the University decision. In addition, if the Applicant's Application for Admission has been approved, this notification will include additional instructions on how to proceed to complete the enrollment process.

Upon receiving the Notification of Approval, **the Applicant** must email the following additional documents, in a pdf format, to the Office of the University Registrar (**admissions@biu.us**):

- Completed and signed:
  - "STUDENT ENROLLMENT AGREEMENT FOR MASTER DEGREE FORM" or "STUDENT ENROLLMENT AGREEMENT FOR DOCTORAL DEGREE FORM", depending on selected program of study.
  - "STUDENT UNIVERSITY CATALOG ACKNOWLEDGEMENT OF RECEIPT FORM".
  - "DFSCA - STUDENT ACKNOWLEDGEMENT OF RECEIPT".
  - "STUDENT STATEMENT OF UNDERSTANDING FORM".
  - "STUDENT PUBLICITY CONSENT AND RELEASE FORM".

These Forms are available at the University Platform (**lms.biu.us/**) and could also be requested by contacting the Office of the University Registrar at **admissions@biu.us**.

In addition, the Applicant must submit (via certified mail) the following documents, to the Office of the University Registrar:

- A certified copy of the original Diploma issued by each college and/or university attended. If this/these document(s) is/are issued in a language other than English, then, it/they must be translated into the English Language by an official certified Translator. The official translation(s) must also be submitted to the Office of the University Registrar.
- An original or certified copy of the original Graduation letter issued by each College and/or University attended, which certifies completion of related degree. If this/these document(s) is/are issued in a language other than English, then, it/they must be translated into the English Language by an official certified Translator. The official translation(s) must also be submitted to the Office of the University Registrar.
- An original official transcript issued by each College and/or University attended. If this/these document(s) is/are issued in a language other than English, then, it/they must be translated into the English Language by an official certified Translator. Copy of the official translation(s) must also be submitted to the Office of the University Registrar.
- His/her original Statement of purpose.
- Copies of two (2) photo identification documents issued by an official government agency.

- Original Letters of Recommendations issued by members of the profession advocating for your Admission to Graduate Study.
- Official course-by-course evaluation of the most relevant original official transcript issued by the corresponding College and/or University attended. This evaluation must be done by a member of the National Association of Credential Evaluation Services (NCES).
- The most recent original official result of a standardized Test of English as a Foreign Language (TOEFL).

### **Provisional Admission to Graduate Study Policy**

As part of the Admission process, Applicants are responsible for submitting all the documentation required, including specific educational records to prove compliance with some of the admission requirements imposed by the University and the Department responsible for the administration and leadership of the Applicant chosen academic program. Broward International University, however, fully understands that gathering educational documentation, such as official transcripts, degree certificates, and other academic credentials, is a time consuming task in many countries. The University also recognizes that the time factor of this process cannot be altered in any way by the Applicant. Consequently, it is the Policy of Broward International University to grant Provisional Admission to any Applicant who claims compliance with degree requirement, but does not have available all the educational documents required for Admission at the time the Application for Admission is submitted to the University. Applicants who are granted Provisional Admission must, nevertheless, submit all the missing admission documents within the time period established by this policy (see the PROCEDURES section of this document shown below).

This policy specifically addresses educational documents such as official transcripts, degree certificates, and other academic credentials that are necessary to establish compliance with the University and the selected School or College admission degree requirement. It should be noted that to meet the minimum University degree requirement, an Applicant must have a bachelor's degree from a regionally accredited U.S. educational institution or a foreign degree comparable to a U.S. Bachelor's degree, if the Applicant aspires admission to a Master Degree Program. It should also be noted that to meet the minimum University degree requirement, an Applicant must have a graduate degree from a regionally accredited U.S. educational institution or a foreign degree comparable to a U.S. graduate degree, if the Applicant aspires admission to a Doctoral Degree Program.

### **Provisional Admission to Graduate Study Procedures**

To be granted a Provisional Admission to the University, an Applicant must:

- Complete and sign an **Affidavit of Educational Background**, and submit it concurrently with his/her Application for Admission.

To remove the Provisional Admission status, Students who were granted Provisional Admission must

- Submit all the missing admission documents to the Office of the University Registrar no later than the end of the second (2<sup>nd</sup>) consecutive academic term from the first day of enrollment at the University. Students who fail to comply with this obligation may, at the discretion of the Department Chair (or School or College Dean if the Department Chair is not available), be dismissed from the University.

A Student who was granted a Provisional Admission to Graduate School, but failed to submit the missing admission educational documents, within the timeframe allowed, due to no fault of his/her own, may submit a request to remove the provisional status based on his/her academic progress. To this effect, the affected Student must:

- Initiate the process by completing a “STUDENT REQUEST FOR REMOVAL OF CONDITIONAL STATUS FORM”.
- Sign and email this Form to the Office of the University Registrar at **registrar@biu.us** at least **one (1) week** before the end of the second (2<sup>nd</sup>) consecutive academic term from the first day of enrollment at the University. The Office of the University Registrar will then forward this Form to the proper Department Chair (or School or College Dean if the Department Chair is not available) for his/her review and consideration.

### **Conditional Admission to Graduate Study Policy**

As part of the Admission process, Applicants are responsible for submitting all the documentation required, including an evaluation of their Transcripts to prove compliance with the admission requirement related to the minimum Cumulative Grade Point Average (GPA) imposed by the University and the Department responsible for the administration and leadership of the Applicant chosen academic program. Broward International University, however, fully understands that some educational and grading systems from other countries are widely different than those in the United States. In some cases, for instance, the curricular contents of foreign undergraduate programs are designed to specialize Students in their field of study, and therefore, could be construed as fully based on challenging courses rather than a combination of easy and challenging courses as typically found in the U.S. education system. This reality may make the comparison of GPA compositions somewhat inappropriate and even unfair. Consequently, it is the Policy of Broward International University to grant Conditional Admission, to graduate studies, to any Applicant who does not meet the minimum cumulative GPA requirement, provided that the Applicant complies with the specific requirements and GPA time-sensitive condition established by this policy (see the SCOPE OF POLICY and PROCEDURES sections of this document shown below).

It should be noted that an Applicant who is granted a conditional Admission to the University is not considered to be enrolled as a graduate Student, but rather as a non-degree seeking Student who is enrolled in graduate courses. If the conditionality of his/her application is resolved, then, the Applicant status will change to that of a

graduate Student. The date of the new status will be the date he/she first enrolled at the University. The courses enrolled and the grades earned will become part of his/her official transcript.

This policy specifically addresses Applicants who:

- Earned a bachelor's degree from an accredited U.S. College or University with a cumulative GPA of 2.50 or greater.
- Earned a foreign tertiary (postsecondary) degree that is considered equivalent to a four (4) year U.S. bachelor's degree with a cumulative GPA of 2.50 or greater, provided that such foreign degree is granted by a degree-granting educational institution legitimately recognized in the country in which it operates.

### **Conditional Admission to Graduate Study Procedures**

To be granted a Conditional Admission to the University, an Applicant must:

- Comply with the general Admission requirements imposed by the University and, in addition, the specific requirements, if any, imposed by the Department responsible for the administration of the graduate program of his/her choice.

Once submitted, if the Applicant Cumulative GPA is lower than the minimum required by the selected graduate program, then, the Department Chair (or the School or College Dean if the Department Chair is not available) responsible for the administration of the selected graduate program will review the application and make the determination of approving or denying the application for admission on a conditional basis. If approved, an Applicant who is granted a conditional admission to the University must:

- Enroll in at least two (2) graduate courses belonging to the curriculum of the selected program of study.

To remove the Conditional Admission status, an Applicant who was granted Conditional Admission must:

- Earn a grade of "B" or better on each of those courses during the academic term the Applicant was admitted on a conditional basis.

If a conditional Student fails to accomplish the above condition, then, his/her Application for Admission to Graduate Study may be denied.

### **Transferring to Broward International University from another Institution**

As a matter of policy, Broward International University is not currently accepting the transferring of credits earned at another University. It should be noted, that the transferability of credits from one University to another is at the discretion of the accepting institution. Therefore, it is the student's responsibility to confirm whether or not credits will be accepted by the institution of the student's choice.



## **Professional Experience Credit Policy**

Broward International University does not recognize credits from work experience.

## **Visiting Students**

Visiting Students are defined as degree-seeking-qualify Individuals who wishes to register to take courses for personal development only. An Applicant who fully qualifies for admission as a Regular Student, but who is not seeking a degree from Broward International University may be allowed to register to take one (1) or many courses during one (1) academic period. Provided that the Visiting Student achieved the established standard for academic progress at the end of his/her first (1<sup>st</sup>) academic period, he/she will be allowed to take one (1) or many courses during the next academic period. The Visiting Student will be allowed to repeat this cycle as many times as he/she wishes, provided that his/her academic progress continues to meet the established standard. Regardless of whether a Visiting Student is seeking or not a degree from another University, he/she is responsible for having the knowledge and or the skill required to successfully benefit from the selected course(s).

## **Non-Degree Seeking Study**

An Applicant who has not been admitted to Broward International University as a regular Student, or as a Visitor Student, may be allow to enroll to take courses as a non-degree seeking Student. For those Students enrolled under this category who, at a later time, are admitted to the University as regular Students, up to nine (9) credit hours could be transferred toward the selected degree program. To be eligible for this purpose, a Student must have earned a grade of “B” or better on those courses that could be transferred.

# **FINANCIAL ASSISTANCE**

## **Financial Aid Programs**

The Financial Aid Office at Broward International University is committed to assists students in pursuing and reaching their educational goals by providing access to institutional and private donor funding. At this time, however, BIU does not provide access to federal and state funding.

## **Academic Scholarships**

Broward International University awards merit- and needs-based scholarships to its national and international graduate students based on their academic achievements and economic necessities, respectively. Merit-scholarships are offered to recognize students’ significant academic accomplishments. Needs-based scholarships, on the other hand, are offered to support low-income students. BIU offers these scholarships to further support our commitment to make high quality education as affordable as possible for all our students. In order to recognize and assist as many students as possible, qualified students may only be the beneficiary of one (1) scholarship at a time.

## BIU Merit-based Scholarships

Broward International University is pleased to offer merit-based scholarships to academically gifted potential full-time graduate students who enroll for the first time into a Master or a Doctoral degree program. These scholarships are awarded for a period of time equal to that of an academic term and could be renewed each successive academic term until graduation, depending on availability of funds and the student ability to maintain the required academic achievements. A potential student aspiring to be awarded a scholarship of this nature does not need to submit any application form or supporting documentation, since he/she is automatically considered for such scholarship at the time he/she applies for admission to BIU. Only the application for admission and all other required admission documents are, therefore, used to determine merit-based scholarship eligibility. These merit-based scholarships are awarded each admission cycle until the University scholarship funds are depleted or the scholarship program is discontinued. Therefore, due to funding limitations and the highly competitive nature of these scholarships, they are not guaranteed. In order to improve the likelihood of being awarded a merit-based scholarship, we encourage potential students to submit their application for admission and all the required documentation at least six weeks prior to the termination of each admission cycle. Potential students who have been accepted to BIU and have been awarded merit-based scholarships will be notified, in writing, no later than **two (2) business days** after the admission process has been closed. The following table summarizes the academic criterion and the amount of funds awarded to first time students.

UNDERGRADUATE GPA (*)	SCHOLARSHIP AMOUNT (**)
≥ 3.50	50.00 %

(\*) Based on a 0.00 to 4.00 Grade Scale.

(\*\*) Percentage of the current applicable Tuition Fee.

BIU students who have already completed at least one (1) academic term and register for a new academic term are also eligible for merit-based scholarships. A graduate student who accomplishes the required academic achievements at the end of any academic term will also be automatically considered for such scholarship at the time he/she enrolls for the next academic term. Students who have already completed at least one (1) academic term and have been awarded merit-based scholarships will be notified, in writing, no later than **two (2) business days** after the enrollment period expired. The following table summarizes the academic criterion and the amount of funds awarded to other than first time students.

GRADUATE GPA (*)	SCHOLARSHIP AMOUNT (**)
≥ 3.50	50.00 %

(\*) Based on a 0.00 to 4.00 Grade Scale.

(\*\*) Percentage of the current applicable Tuition Fee.

## BIU Need-based Scholarships

Broward International University is also pleased to offer need-based scholarships to low-income potential full-time graduate students who enroll for the first time into a Master or a Doctoral degree program and meet other eligibility criteria. This kind of scholarship is funded by the University and, therefore, should not be confused with any

federal or state financial aid program. These scholarships are awarded for a period of time equal to that of the remaining fiscal year and could be granted each successive fiscal year until graduation, depending on availability of funds and the student need-based eligibility and ability to maintain the required academic requirements. Contrary to merit-based scholarships, a potential student aspiring to be awarded a scholarship of this nature must submit an application form, along with all the supporting documentation, at the time he/she applies for admission to BIU. These need-based scholarships are awarded each admission cycle until the University scholarship funds are depleted or the scholarship program is discontinued. Therefore, due to funding limitations these scholarships are not guaranteed. A potential student who is seeking need-based financial assistance should submit, at least six weeks prior to the termination of each admission cycle, his/her application and mandatory supporting documents concurrently with his/her application for admissions and all the required documentation. Potential students who have been accepted to BIU and have been awarded need-based scholarships will be notified, in writing, no later than **two (2) business days** after the admission process has been closed. The following table summarizes the financial handicap, academic criteria, and the amount of funds awarded to first time students.

HOUSEHOLD SIZE	UNDERGRADUATE GPA (*)	SCHOLARSHIP AMOUNT (**)	ADJUSTED INCOME
1	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$23,760
2	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$32,040
3	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$40,320
4	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$48,600
5	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$56,860
6	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$65,160
7	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$73,460
8	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$81,780

(\*) Based on a 0.00 to 4.00 Grade Scale.

(\*\*) Percentage of the current applicable Tuition Fee.

(\*\*\*) These amounts, which are based on the 2016-2017 Federal Poverty Guidelines, will be reviewed and updated annually.

BIU students who have already completed at least one (1) academic term and register for a new academic term are also eligible for need-based scholarships provided that they have accomplished the academic criterion indicated in the table below and experienced financial hardship during the last fiscal year. A graduate student who is seeking need-based financial assistance should submit, at least **four (4) weeks** prior to the termination of the current academic term, his/her application for need-based scholarship form and mandatory supporting documents, except for the last grade report, which will be collected when such is posted in the student academic records. Students who have already completed at least one (1) academic term and have been awarded

need-based scholarships will be notified, in writing, no later than **two (2) business days** prior to the termination of the enrollment period for the next academic term. The following table summarizes the financial handicap, academic criteria, and the amount of funds awarded to first time students.

HOUSEHOLD SIZE	GRADUATE GPA (*)	SCHOLARSHIP AMOUNT (**)	ADJUSTED INCOME
1	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$23,760
2	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$32,040
3	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$40,320
4	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$48,600
5	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$56,880
6	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$65,160
7	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$73,440
8	≥ 3.00	50.00 %	≤ 200% of the current Poverty Level Threshold (***) = \$81,720

(\*) Based on a 0.00 to 4.00 Grade Scale.

(\*\*) Percentage of the current applicable Tuition Fee.

(\*\*\*) These amounts, which are based on the 2016-2017 Federal Poverty Guidelines, will be reviewed and updated annually.

### Requirements for BIU Need-based Scholarships

An applicant who wishes to be awarded a need-based scholarship must demonstrate to have financial need. In addition, the applicant must be of sound moral character and habits. In order to demonstrate the above criteria, applicants must submit the following documents:

- (a) Application for Need-based Scholarship Form
- (b) Official federal income tax return form from the previous tax year. An international applicant must submit his/her official income tax return form as issued by his/her country of residence. In addition, the international applicant must submit a notarized affidavit stating the year average conversion rate between his/her country currency and the US Dollar for the year matching the year of the income tax return form submitted.

- (c) Prove of household size. To this effect, the applicant must submit a copy of his/her married certificate, if any, and a copy of each child birth certificate, if any.
- (d) Submit three (3) letters of recommendation from his/her current and former employers and/or former professors.
- (e) Submit an original police report.
- (f) Copy of the official student undergraduate transcript (first time students only).

## TUITION AND FEES

### Master’s Degree Programs (36 quarter credit hours)

The flat rate tuition for each Master degree program only cover the program tuition cost, and is established as a per credit hour value. Specifically, the tuition rate for Master degree courses during the **2016-2017** academic years is **\$334.00 per credit hour**. Therefore, the total tuition cost of a Master degree program is \$12,024.00 (36 quarter credit hours).

In addition to the program tuition cost, there are other fees and supply expenses applicable to Master level graduate Students. The following describes fees and supply expenses currently applicable to Master level graduate Students:

FEES AND SUPPLY EXPENSES FOR MASTER PROGRAMS	
DESCRIPTION	COST
Application Fee	\$ 50.00 (*)
Graduation Fee	\$ 100.00 (*)
Insufficient Funds Fee	\$ 50.00 (*)
Late Payment Fee	\$ 50.00 (*)
Books and Supplies	\$1,950.00 (**)

(\*) Non-refundable fees.

(\*\*) BIU does not provide books or related material. This cost is only an estimate.

### Doctoral Programs (60 quarter credit hours)

The flat rate tuition for each Doctoral degree program only cover the program tuition cost, and is established as a per credit hour value. Specifically, the tuition rate for Doctoral degree courses during the **2016-2017** academic years is **\$410.00 per credit hour**. Therefore, the total tuition cost of a Doctoral degree program is \$24,600.00 (60 quarter credit hours).

In addition to the program tuition cost, there are other fees and supply expenses applicable to Doctoral level graduate Students. The following describes fees and supply expenses currently applicable to Doctoral level graduate Students:

<b>FEES AND SUPPLY EXPENSES FOR DOCTORAL PROGRAMS</b>	
<b>DESCRIPTION</b>	<b>COST</b>
Application Fee	\$ 50.00 (*)
Graduation Fee	\$ 100.00 (*)
Insufficient Funds Fee	\$ 50.00 (*)
Late Payment Fee	\$ 50.00 (*)
Books and Supplies	\$4,000.00 (**)

(\*) Non-refundable fees.

(\*\*) BIU does not provide books or related material. This cost is only an estimate.

### **Accepted Forms of Payment**

- **Personal Check, Cashier's Check, or Money Order:** The Student using this option, must make the Check payable to Broward International University and must be sent, by certified mail, to the attention of the BIU accounting office at 6832 Griffin Road, Davie, FL 33314.
- **Payment by Credit Card:** Broward International University accepts Visa, MasterCard, Discover, and American Express. To use this option, you must call the BIU accounting office (Tel.: (954) 870-7359).
- **Online Payment:** The Student may schedule the transferring of funds from a bank checking or saving account. A Domestic/International transferring fee of \$35.00/\$65.00 will be charge to the Student using this option.

All returned checks are assessed a returned check fee of \$35.00.

Payment is expected prior to the beginning of classes every academic period.

### **Cancellation of a Course**

If Broward International University cancels a course, BIU will notify the students via email and/or phone. The student also has the option to:

- a) Enroll into another course being offered, or
- b) Ask for a full refund.

### **Refund Policy**

In the event that Broward International University cancel an academic course that has been offered, the affected Student has the option of requesting full refund of the tuition portion incurred by registering the cancelled course.

Students, who drop a course, after their tuition and fees are paid, may be eligible for a tuition refund. Any amount paid in excess of the amount owed to Broward International University (BIU) will be issued as a refund according to the following schedule:

- If the applicant is not accepted by BIU, or the student cancels his/her registration within three (3) business days after signing the enrollment agreement and making initial payment, all monies paid to BIU, including the admissions application fee, will be refunded.
- If the student cancels his/her registration after the third business day after signing the enrollment agreement and making initial payment, but prior to the first day of classes, all monies paid to BIU, with the exception of the admissions application fee, will be refunded.
- If the student drops any course or courses, at any time within the add/drop period, all monies paid, with the exception of the admissions application fee (for new students), will be refunded.
- If a student drops any course or courses at any time after the add/drop period, no refund will be issued.
- All monies paid to procure textbooks and/or other goods through BIU are non-refundable.
- All monies paid in excess to BIU are due and to be refunded to the student within 30 calendar days after notification that he/she has dropped from a course or courses, or has withdrawn from academic program.

The Add/Drop Period begins the first day of classes, of each Academic Term, and ends the last day of the second week after the commencement of classes, of the same Term. During this two (2) weeks period, Students are allowed to change their academic load by adding and/or dropping academic courses. Tuition will be adjusted accordingly.

### **Enrollment Agreement Termination or Cancellation**

Students must comply with the rules and policies and understand that the University shall have the right to terminate a student's enrollment at any time for violation of rules and policies as outlined in this catalog. Broward International University reserves the right to modify the rules and regulations.

## **ACADEMIC**

### **Grading System Policy**

In order to represent the academic achievement of a Student in a course that he/she was enrolled at the end of an academic period, the course Professor will assign a grade commensurable to the Student cumulative performance in such course. To standardize such representation, Broward International University adopted the Grading System defined in the following table:

Definition	Percentage Earned	Grade	Quality Points Per Credit Hour
<b>Excellent</b>	<b>94-100</b>	<b>A</b>	<b>4.00</b>
	<b>90-93</b>	<b>A-</b>	<b>3.67</b>
<b>Good</b>	<b>87-89</b>	<b>B+</b>	<b>3.33</b>
	<b>84-86</b>	<b>B</b>	<b>3.00</b>
	<b>80-83</b>	<b>B-</b>	<b>2.67</b>
<b>Average</b>	<b>77-79</b>	<b>C+</b>	<b>2.33</b>
	<b>74-76</b>	<b>C</b>	<b>2.00</b>
<b>Failure</b>	<b>≤ 73</b>	<b>F</b>	<b>0.00</b>
<b>Incomplete (*)</b>		<b>I</b>	<b>N/A</b>
<b>Satisfactory (**)</b>		<b>S</b>	<b>N/A</b>
<b>Unsatisfactory (**)</b>		<b>U</b>	<b>N/A</b>
<b>Withdrawn before deadline (***)</b>		<b>W</b>	<b>N/A</b>
<b>Withdrawn after deadline with failing grade (****)</b>		<b>WF</b>	<b>0.00</b>

(\*) Incomplete (“I”) is a temporary grade granted to a Student who, due to reasons beyond his/her control, was unable to complete a gradable portion of a coursework. The requirements imposed by the course Professor who granted the Incomplete grade must be submitted within the time period established by the said Professor, which should not, under any circumstances, exceed one (1) academic term after the incomplete grade was awarded. See the “INCOMPLETE “I” GRADE POLICY AND PROCEDURES” for more information.

(\*\*) The Satisfactory (“S”) and Unsatisfactory (“U”) grade options are assigned to Supervised Research, Master Thesis, and Doctoral Dissertation. It should be note that the course credit hours assigned to any of such academic activities, for which a grade of “S” is awarded, will be recognized as part of the number of credit hours required to comply with the graduation requirements of your Academic Program of Study.

(\*\*\*) The Withdrawn before deadline (“W”) grade option is assigned to a course when such is withdrawn after the second (2<sup>nd</sup>) week of classes (end of the Add/Drop Period) and before the beginning of the eighth (8<sup>th</sup>) week of classes (end of the Withdrawal Period). The “W” grade option is also assigned to a course when such is withdrawn after the end of the Withdrawal Period, provided that the grade earned at the time of withdrawal is a passing grade ( $\geq C$ ).

(\*\*\*\*) The Withdrawn after deadline with failing grade (“WF”) grade option is assigned to a course when such is withdrawn after the end of the Withdrawal Period, provided that the grade earned at the time of withdrawal is a failing grade ( $< C$ ). This is equivalent to a grade of “F”, and is used to calculate Grade Point Averages.

It should be noted that the “I”, “S”, “U”, and “W” grades are not used to calculate Grade Point Averages (see Grade Point Average below) for the purpose of verifying



compliance with requirements for Admission to the University, determining end-of-term academic progress, or establishing compliance with the minimum academic standard required to confer a degree.

It should be noted that the grading system described above is applicable to all Graduate Schools and Colleges.

### **Grading Procedures**

Upon completion of an academic period, each Student must receive a grade in each course for which he/she was enrolled at the end of such academic term. The grade assigned to a course by the course Professor must be commensurable to the Student cumulative performance in such course.

Within the **first (1<sup>st</sup>) week after the end of each academic term**, each Professor must complete and sign a “FACULTY CURRENT TERM GRADE REPORT PER CLASS FORM”, and send it, via e-mail ([registrar@biu.us](mailto:registrar@biu.us)), to the Office of the University Registrar. Soon after all the Grade Reports are submitted by the Professors charged with teaching duties, the Office of the University Registrar will process the information and issue a “STUDENT CURRENT TERM GRADE REPORT FORM” for each Student who was enrolled in at least one (1) academic course at Broward International University. Each Student in such group will receive via email, no later than **one (1) week after** collecting all Grade Reports, his/her corresponding Term Grade Report. To this effect, the Office of the University Registrar will use the Student’s institutional email as well as a personal email if available.

Once the final grade assigned to a course is reported by the course Professor to the Office of the University Registrar, the said grade cannot be changed by the Professor who assigned it unless a recording error is identified or the consideration of a “Student Grade Grievance” resulted in a grade change. In the event that a grade change is due, the Professor involved must complete a “FACULTY CORRECTION OR CHANGE OF GRADES FORM”.

In order to assign a grade defined as Excellent (“A” or “A-“), Good (“B+”, “B”, or “B-“), Average (“C+” or “C”), or Failure (“F”), a Professor must use the Grading System described in the Table provide under the POLICY STATEMENT. Accordingly, a course that was not withdrawn from a Student term enrollment will be graded according to the Percentage earned for the said course. Any of these grades are used to calculate Grade Point Averages for the purpose of Admission to the University, determining end-of-term academic progress, or stablishing compliance with the minimum academic standard required to confer a degree. Other grades, including “I”, “S”, “U”, “W”, or “WF”, are used under the specific circumstances previously described. Finally, a course withdrawn **within the first two (2) weeks of classes (Add/Drop Period)** will have no grade assigned to it, and the transcript of the Student involved will have no record of such enrollment.

## Grade Point Average

Grade Point Averages (GPAs) are used for the purpose of verifying compliance with requirements for Admission to the University, determining end-of-term academic progress, or establishing compliance with the minimum academic standard required to confer a degree. GPAs are calculated by using the “Quality Points” assigned to each course credit hour as shown in the Grading System described in the Table provide under the **Grading System Policy** previously described. Specifically, the Cumulative GPA is calculated as following:

$$\text{Cumulative GPA} = \frac{(\text{Total Number of Quality Point})}{(\text{Total Number of Term Credit Hours})}$$

In the above calculation,

$$\begin{aligned} &(\text{Number of Quality Points Per Course}) \\ &= (\text{Quality Point Per Credit Hour}) \times (\text{Course Credit Hours}) \end{aligned}$$

where Course represents any academic Courses in which a Student has enrolled and a grade of “A”, “A-”, “B+”, “B”, B-”, “C+”, “C”, “F”, or “WF” was assigned to it.

## Incomplete “I” Grade Policy

It is the policy of Broward International University that an Incomplete grade could be used by a Faculty member, at his/her discretion, to record a temporary designation representing a Student inability to complete a gradable portion of a coursework for reasons beyond his/her control. Under this policy, an incomplete grade could only be recorded if the Student has already completed a significant portion of the gradable coursework and, as a result, earned a passing grade ( $\geq \mathbf{C}$ ) even if the missing gradable coursework is not considered. Furthermore, to take advantage of this opportunity, the affected Student must submit the requirements imposed by the course Professor no later than one (1) academic term after the incomplete grade was awarded.

An Incomplete grade may be granted, at the discretion of the course Professor, only to a Student who experienced a mitigating circumstance, such as an unexpected personal, job-related, or medical emergency situation, that justifiably prevented the completion of required coursework within the timeframe allowed. Under this policy, an incomplete grade cannot be granted to a Student as a replacement for a failing grade even if such Student experienced an emergency situation as previously described. Furthermore, an incomplete grade may not be granted to provide a Student with an opportunity to improve his/her grade by completing additional coursework after the end of an academic term.

## Incomplete Granting Procedure

Incomplete grades are not granted automatically. A Student who believes he/she qualifies for an incomplete grade and is interested in pursuing this option must:

- Initiate the process by completing a “STUDENT REQUEST FOR INCOMPLETE GRADE FORM”.
- Sign and email this Form to the Office of the University Registrar at **registrar@biu.us**, for his/her review and consideration, at least **one (1) week** before the end of the current academic term.
- Submit, along with the completed and signed “STUDENT REQUEST FOR INCOMPLETE GRADE FORM”, the necessary documentation to support your request.

The course Professor involved will calculate the Student’s grade earned at the time he/she reviews the request without factoring the missing coursework to determine if the Student has earned a passing grade regardless of missing coursework. This grade will be identified as the “Default Grade”. If the “Default Grade” is a passing grade and the supporting documentation is acceptable to the course Professor, then, the “Request for an Incomplete Grade” will be approved. The Student involved will then receive, via email, a copy of the “STUDENT REQUEST FOR INCOMPLETE GRADE FORM” reflecting the course Professor’s decision and, if approved, the required coursework and the expected date of completion for assigned coursework.

If the required coursework is submitted within the timeframe allowed, the course Professor will recalculate the grade to factor the contribution of the submitted required coursework. The calculated final grade is then recorded using a “FACULTY CORRECTION OR CHANGE OF GRADES FORM”. To finalize the change of grade, the course Professor will send this Form, via e-mail, to the Office of the University Registrar at **registrar@biu.us**. If, on the contrary, the required coursework is not submitted on time, the course Professor will proceed exactly as indicated above to record and validate the Default Grade previously defined.

### **Add / Drop Courses Policy**

It is the Policy of Broward International University to allow a Student who requests to withdraw from a course to do so without academic or financial consequences, provide that the request is sent, via e-mail (**registrar@biu.us**), to the Office of the University Registrar at any time within an Add/Drop Period. To this effect, an Add/Drop Period will be scheduled within each academic term (see the Academic Calendar published in the University Catalog for detailed information). A course dropped within the Add/Drop Period, will be removed from the Student permanent academic records. Furthermore, any tuition paid due to enrollment in a dropped course will be refunded in accordance to the University Refund Policy.

The Add/Drop Period begins the first day of classes, of each Academic Term, and ends the last day of the second week after the commencement of classes, of the same Academic Term. During this **two (2) weeks period**, Students are allowed to change their academic load by adding and/or dropping academic courses. Tuition will be adjusted accordingly.

## Add / Drop Courses Procedures

Students may enroll in open classes through the end of open registration. At the end of open registration, all the open classes will be closed and remain closed regardless of any drop activity. Only the Department Chair (or School or College Dean if the Department Chair is not available) may approve a Student enrollment into a closed class. Once open registration closes, a Student who wishes to Add/Drop a course must:

- Download a copy of the “STUDENT SCHEDULE CHANGE REQUEST (ADD/DROP) FORM” from the University Platform (<http://lms.biu.us/>) or contact the Office of the University Registrar, via e-mail ([registrar@biu.us](mailto:registrar@biu.us)), to request a copy of the said document.
- Complete and sign the Add/Drop Form, and send it within the Add/Drop Period, via e-mail ([registrar@biu.us](mailto:registrar@biu.us)), to the Office of the University Registrar. Add/Drop Forms submitted after the Add/Drop Period ended will not be considered.

In order to process this request, the Office of the University Registrar will:

- Check if the Student satisfies the prerequisite requirements when the petition involves adding a course.
- Seek the formal opinion (approval or rejection) and signature of the Department Chair (or School or College Dean) who is responsible for the administration and leadership of the Student academic program of study.
- Update the Student academic record accordingly, and place the Add/Drop Form, signed by the Student and the Department Chair (or School or College Dean), into the Student academic file.
- Within **five (5) business days** from the end of the Add/Drop Period, email a “STUDENT CURRENT TERM ACADEMIC LOAD FORM” to each Student who has changed his/her academic load to reflect those changes.

## Withdrawal from Courses Policy

It is the Policy of Broward International University to require a Student, who wishes to withdraw from individual courses or his/her entire course load, to follow the University’s official withdrawal procedures described below. Failure to follow the said procedures during the Withdrawal Period may result in the assignment of failing grades in all the courses involved, adversely affecting the Student Good Academic Standing, Academic Progress, and Cumulative Grade Point Average (GPA).

During each Academic Term, The Withdrawal Period begins the first day of the third (3<sup>rd</sup>) week after the commencement of classes (the first (1<sup>st</sup>) day after the end of the Add/Drop Period) and ends the last day of the seventh (7<sup>th</sup>) week after the beginning of classes. During this **five (5) weeks period**, Students are allowed to withdraw individual courses or their entire course load without any impact on their Good Academic Standing, Academic Progress, or Cumulative GPA. However, the tuition portion

incurred by registering the withdrawn course(s) will not be refundable. Furthermore, a grade of “**W**” will be assigned to each course withdrawn within the Withdraw Period.

Any course withdrew after the end of the Withdrawal Period will be assigned the grade of “**WF**” if, at the time of withdrawal, the grade earned by the Student is a failing grade ( $< C$ ). For the purpose of calculating a Student cumulative GPA, both “**F**” and “**WF**” have the same “Quality Points Per Credit Hour” (0.00). Therefore, they both represent failing grades that will adversely affect the Student Cumulative GPA. In fact, they are merely used to establish whether a Student who earned a failing grade stayed in class until the end of the academic term or withdrew the class after the end of the Withdrawal Period. If, on the contrary, the grade earned by the Student at the time of withdrawal is a passing grade ( $\geq C$ ), then, the passing grade will be assigned to the course withdrew instead of the “**WF**” grade. Therefore, in such case, submitting a Withdrawal Form is not required.

It should be noted that withdrawing the entire course load is equivalent to withdrawing from the University.

### **Withdrawal from Courses Procedures**

A Student may drop individual courses or his/her entire course load during the Add/Drop Period without any academic or financial consequences (see the “**STUDENT ADD-DROP COURSES POLICY AND PROCEDURES**” for more information).

Once the Add/Drop Period ends, a **Student** who wishes to withdraw from individual courses or his/her entire course load **must**:

- Download a copy of the “**STUDENT WITHDRAWAL FORM**” from the University Platform (<http://lms.biu.us/>) or contact the Office of the University Registrar, via e-mail ([registrar@biu.us](mailto:registrar@biu.us)), to request a copy of the said document.
- Complete and sign the “**STUDENT WITHDRAWAL FORM**”, and e-mail it to the Office of the University Registrar ([registrar@biu.us](mailto:registrar@biu.us)).
  - If a “**STUDENT WITHDRAWAL FORM**” is submitted within the Withdrawal Period, no further action is required.
  - If, on the other hand, a “**STUDENT WITHDRAWAL FORM**” is submitted after the Withdrawal Period ended, but prior to the end of the academic term, the withdrawing Student must also provide proper documentation to prove that extenuating circumstances resulted in his/her inability to submit the “**STUDENT WITHDRAWAL FORM**” within the Withdrawal Period. Poor academic performance, for instance, is not a valid extenuating circumstance, and therefore, it will not be accepted as justification for Later Withdrawal. Withdrawal Forms submitted after the end of the academic term will not be accepted.
  - If a “**STUDENT WITHDRAWAL FORM**” involves the Student entire course load, the application will be considered as a formal Withdrawal from the University for that Academic Term. To this effect, the withdrawing Student must also provide proper documentation to prove that unforeseen circumstances forced him/her to

unexpectedly interrupt his/her enrollment.

All Student-initiated withdrawals that are submitted to the Office of the University Registrar within the Withdrawal Period will be automatically accepted. In this case, a “W” grade will be assigned to each course withdrew. Such information will become part of the permanent academic record of the withdrawing Students and will be shown in their corresponding transcripts. Withdrawals initiated during this period will not result in tuition adjustment or reimbursement.

On the other hand, all Student-initiated withdrawals that are submitted to the Office of the University Registrar after the Withdrawal Period ended, but prior to the end of the academic term, will be review by the proper Department Chair (or School or College Dean if the Department Chair is not available). In case that a Late Withdrawal is approved, a “W” grade will be assigned to each of the courses withdrew by the Student involved. On the contrary, in case that a Late Withdrawal is not approved, a “WF” grade will be assigned to a course withdrew by the Student involved that, at the time of the request, has earned a failing grade. The grade earned will be assigned to a course withdrew that, at the time of the request, has earned a passing grade.

If, a Student-initiated withdrawal involves the Student entire course load, then, the “STUDENT WITHDRAWAL FORM” will be recognized as a formal Withdrawal from the University for that Academic Term.

A Student who does not act in accordance with the “STUDENT WITHDRAWAL FROM COURSES POLICY AND PROCEDURES” will be considered as having failed the portion of his/her course load not properly withdrawn. Consequently, a grade of “F” will be assigned to the course or courses involved.

### **Withdrawal from the University Policy**

It is the Policy of Broward International University to consider that a Student who is withdrawing from his/her entire course load during an Academic Term is in fact “Withdrawing from the University”. To this effect, a Student, who wishes to withdraw from the University during an Academic Term, or equivalently, his/her entire course load, must follow the University’s official withdrawal procedures described below. Failure to follow the said procedures during the Withdrawal Period may result in the assignment of failing grades in all the courses involved, adversely affecting the Student Good Academic Standing, Academic Progress, and Cumulative Grade Point Average (GPA).

In addition, the University also considers that a Student who is dropping his/her entire course load during the Add/Drop Period is indeed “Withdrawing from the University” (see the University “ADD/DROP POLICY AND PROCEDURES” for more information). Similarly, the University considers that a Student who fails, intentionally or unintentionally, to register for an Academic Term is also “Withdrawing from the University”.

Finally, the University further considers that a Student who had secured an approved Leave of Absence also had “Withdrew from the University”.

In accordance with this Policy Statement, this Policy covers any Student who drops his/her entire course load during the Add/Drop period, fails to register for an Academic Term, secures an approved Leave of Absence, or withdraws from his/her entire course load during an Academic Term.

During each Academic Term, the Withdrawal Period begins the first day of the third (3<sup>rd</sup>) week after the commencement of classes (the first (1<sup>st</sup>) day after the end of the Add/Drop Period) and ends the last day of the seventh (7<sup>th</sup>) week after the beginning of classes. During this **five (5) weeks period**, Students are allowed to withdraw from the University, or equivalently, their entire course load, without any impact on their Good Academic Standing, Academic Progress, or Cumulative GPA. However, the tuition portion incurred by registering the withdrawn course load will not be refundable. Furthermore, a grade of “W” will be assigned to each course withdrawn within the Withdraw Period.

### **Withdrawal from the University Procedures**

A Student may withdraw from the University, or equivalently, his/her entire course load during the Add/Drop Period without any academic or financial consequences (see the “STUDENT ADD-DROP COURSES POLICY AND PROCEDURES” for more information).

After the Add/Drop Period expires, a **Student** who wishes to withdraw from his/her entire course load **must**:

- Gather all proper documentation to prove that unforeseen circumstances forced him/her to unexpectedly interrupt his/her enrollment.
- Download a copy of the “STUDENT WITHDRAWAL FORM” from the University Platform (<http://lms.biu.us/>) or contact the Office of the University Registrar, via e-mail ([registrar@biu.us](mailto:registrar@biu.us)), to request a copy of the said document.
- Complete and sign the “STUDENT WITHDRAWAL FORM”, and e-mail it, along with the related documentation of extenuating circumstances, to the Office of the University Registrar ([registrar@biu.us](mailto:registrar@biu.us)).
  - If a “STUDENT WITHDRAWAL FORM” is submitted within the Withdrawal Period, no further action is required.
  - If, on the other hand, a “STUDENT WITHDRAWAL FORM” is submitted after the Withdrawal Period ended, but prior to the end of the academic term, the withdrawing Student must also provide proper documentation to prove that extenuating circumstances resulted in his/her inability to submit the “STUDENT WITHDRAWAL FORM” within the Withdrawal Period. Poor academic performance, for instance, is not a valid extenuating circumstance, and therefore, it will not be accepted as justification for Later Withdrawal. Withdrawal Forms submitted after the end of the academic term will not be accepted.

## Leave of Absence Policy

Broward International University fully understands that a Student may face the possibility of experiencing unforeseen adverse circumstances (medical, military service, or other personal reasons) that could force him/her to unexpectedly interrupt his/her studies at the University. Consequently, it is the Policy of Broward International University to grant a Leave of Absence to a Student, who is experiencing unexpected hardship, to interrupt his/her studies temporarily and to grant him/her an exemption from the Continuous Registration requirement. To be in effect, any request for a Leave of Absence must first be review and approved by the proper Department Chair (or School or College Dean if the Department Chair is not available). Consequently, the requesting Student will remain registered and, therefore, be responsible for fulfilling his/her financial and academic obligations until the approval of his/her requested Leave of Absence is granted.

Under this policy, a period of up to two (2) years associated with an approved Leave of Absence requested to perform Active Military Service, or any other active duty service, will not count against the time limit established for the graduate program selected by the requesting Student.

Leave of Absences requested due to unexpected hardship, other than the “Active Duty Service” exception about indicated, will be considered only if the requesting Student is in good academic standing at the time of the request and that the period of the approved Leave of Absence is within the applicable time limit. In addition, under this policy, a Student with an approved Leave of Absence is not considered an enrolled Student and therefore, he/she will not be allowed to make any academic progress toward the completion of his/her graduate degree, have access to the University services and benefits afforded to enrolled Students, or be eligible for any Student financial support. Moreover, the approval of a Student request for a Leave of Absence should not be construed as a guarantee that the University would be in a position to offer financial support, or any graduate assistantship to a Student with an approved Leave of Absence once he/she return to resume his/her studies.

This policy applies to all Graduate Students registered at Broward International University to pursue a Master or a Doctoral degree program, provided that the requesting Student has not received an extension of his/her degree program time limit or has an unresolved Incomplete grade on any course taken, and has satisfactory completed at least one academic term. A Student who wishes to request a Leave of Absence, but has not satisfactory completed at least one (1) academic term, should request a withdrawal from the University instead.

During the entire length of an academic program, Leaves of Absence are granted for periods of time equivalent to multiples of one (1) academic term. However, the combined time granted must not exceed **one (1) academic year (four (4) academic terms)**. If extraordinary circumstances persist, the affected Student, who was granted a Leave of Absence or a series of Leave of Absences that amount to the maximum time of one (1) year, could request an extension of the Leave of Absence for a maximum period of time of **one (1) additional year**. Any request to return from an approved



Leave of Absence will be granted and in effect as of the beginning of the selected academic term.

Although a Student with an approved Leave of Absences is required to submit a "STUDENT REQUEST TO RETURN FROM AN APPROVED LEAVE OF ABSENCE FORM" in order to resume his/her studies, under this policy his/her acceptance is guaranteed. However, in the event that a Student has been on leave for more than two (2) years (eight (8) academic terms), he/she will have to apply for admission as a new student with no assurance of acceptance. Regardless of whether a Student request to resume his/her studies is guaranteed or not, the proper Department Chair (School or College Dean, if Department Chair is not available) will review the Request and the Student existing records in order to evaluate if the current degree requirements are met, determine if any of the credit hours previously earned meet the current degree requirements, organize an achievable plan for returning to complete the degree, and establish a new time limit for completion (if needed).

Typical compelling circumstances that could force students to interrupt their studies at the University include, but are not limited to, a persistent medical condition (physical or psychological), illness, maternity, military service obligation, financial impediment, unavoidable child or adult care, grief, conflicting changes in employment related conditions, jury duty, and other compulsory obligations required by law.

### **Leave of Absence Procedures**

In advance of the Leave period, the requesting Student must:

- Complete and sign a "STUDENT REQUEST FOR A LEAVE OF ABSENCE FORM".
- Gather documentation to support his/her request whenever possible. For instance, this requirement must be fulfilled in case of a medical or a military service leave.
- Submit, via email (**registrar@biu.us**), the completed and signed "STUDENT REQUEST FOR A LEAVE OF ABSENCE FORM", including the supporting documents, to the Office of the University Registrar. This Form must be submitted at least **four (4) weeks** prior to the requested Leave of Absence effective date.

If a Student who was granted a Leave of Absence for the maximum period of time of one (1) year is still experiencing hardship conditions that prevent him/her to return to the University, he/she must:

- Complete and sign a new "STUDENT REQUEST FOR A LEAVE OF ABSENCE FORM".
- Gather documentation to support his/her request for an extension of the Leave of Absence.
- Submit, via email (**registrar@biu.us**), the completed and signed new "STUDENT REQUEST FOR A LEAVE OF ABSENCE FORM", including the supporting documents, to the Office of the University Registrar. This Form must be submitted at least **four (4) weeks** prior to the expiration of the originally approved Leave of Absence.

All the submitted “STUDENT REQUEST FOR A LEAVE OF ABSENCE FORM”, must be reviewed by the proper Department Chair (or School or College Dean if the Department Chair is not available). After a thoroughly consideration, he/she will issue his/her final decision on the matter. The Office of the University Registrar will then email, to the requesting Student, a copy of the signed “STUDENT REQUEST FOR A LEAVE OF ABSENCE FORM” reflecting the decision of the proper Department Chair (or School or College Dean if the Department Chair is not available) and, if applicable, instructions to follow.

## **ACADEMIC STANDARDS**

### **Minimum Academic Standard**

The Minimum Academic Standard is defined in terms of the Cumulative Grade Point Average (GPA). Specifically, a Students pursuing a Master’s Degree program must maintain a Minimum Cumulative GPA of 3.00. Similarly, a Student pursuing a Doctoral Degree program must maintain a minimum Cumulative GPA of 3.00.

### **Academic Probation**

Many Students experience some form of academic difficulty while pursuing their education. For some Students, they may simply struggle through a class or two or through a single term. For others, academic difficulty may be more severe and/or long lasting. Students whose Cumulative GPA falls below the minimum of 3.00, are place on Academic Probation. A Student placed on Academic Probation must return to Good Academic Standing by the end of the following academic period, or face the possibility of termination of his registration at Broward International University.

For a Student on Academic Probation, the two most important steps you can take, are to gain as much information as possible about your individual academic situation and based on this information develop a plan to return to good academic standing during the following academic period. To this effect, the affected Student should:

- Seek the advice and support of his/her professors during the probationary period and beyond.
- Assess the severity of your grade point average deficit.
- Know what courses he/she should be taking (or retaking).
- Be aware of the grades that need to be achieved in order to accomplish good academic standing and, consequently, be removed from probationary status.
- Develop a study schedule and routine that will provide you with both the structure and support you need to concentrate on improving your academic performance.

### **Extended Enrollment Status**

A student who has been deemed to have not met satisfactory academic standard, may be given the opportunity to continue as an Extended Enrollment student, with the

approval of the Academic Dean and for a period not to exceed one academic period. When a student is designated to be in Extended Enrollment Status, the student will be the opportunity to improve his/her academic record and re-establish a satisfactory academic standard by re-attempting any courses in which the student received a failing grade. Costs for re-attempting any courses shall be bourn solely by the student, and any credits or attempted grade points will be considered in GPA calculation.

If, upon completion of the academic period as an Extended Enrollment status student and as a result of the re-attempts made at failed courses, the student meets minimum academic standards, course completion rates, and demonstrates ability to continue their education; the Academic Dean may reinstate the student to their prior status for the following educational term.

### **Repeating a Course**

A course may be repeated by a student who has received a failing grade. The fees associated with the course shall be bourn solely by the student, and all grade points earned will be taken into account of the student's cumulative GPA and academic record.

### **Graduate Program Completion Time Limits Policy**

Usually, graduate Students pursuing a Master Degree at Broward International University are expected to complete all the requirements, including all the course work on the Student's plan of study, within a period between one and one half (**1½**) and three (**3**) years. This time frame begins with the academic term of the earliest course taken that carries graduate credits according to the Student's plan of study. A Master Degree plan of study typically consists of a total of six (6) to twelve (12) consecutive ten-week academic periods taking two (2) or one (1) academic course (six (6) or three (3) quarter credit hours), respectively. Accordingly, it is the Policy of Broward International University that a graduate Student pursuing a **Master Degree** must complete all applicable requirements within a **period of three (3) years** starting with the academic term of the earliest course load taken that carries graduate credits applicable to his/her selected degree program. Therefore, if no other action is taken within this period, a Student who fails to graduate from a Master Degree program within the three (3) years' time limit will be dismissed from the University. However, Broward International University fully understands that a Student may experience unforeseen circumstances (medical, military service, or other personal reasons) that could limit his/her ability to complete his/her studies within the expected 1½- to 3-year time period limitation. Consequently, when specific circumstances deserve consideration, this time limit restriction may be waived by the Academic Dean at the recommendation of the Department Chair (or School Dean if the Department Chair is not available). Under this policy, an extension of up to **one (1) year** (four (4) additional consecutive ten-week academic periods) at a time for a **maximum of two (2) years** may be granted when circumstances deserve such consideration.

Normally, graduate Students pursuing a Doctoral Degree at Broward International University are expected to complete all the requirements, including all the course work on the Student's plan of study and the Doctoral Dissertation, within a period of three and

three quarters ( $3\frac{3}{4}$ ) to seven and one half ( $7\frac{1}{2}$ ) years. This time frame begins with the academic term of the earliest course taken that carries graduate credits according to the Student's plan of study. A Doctoral Degree plan of study typically consists of a total of fifteen (15) to thirty (30) consecutive ten-week academic periods taking two (2) or one (1) academic course (six (6) or three (3) quarter credit hours), respectively.

Accordingly, it is the Policy of Broward International University that a graduate Student pursuing a **Doctoral Degree** must complete all applicable requirements, including a Doctoral Dissertation, within a **period of seven and one half ( $7\frac{1}{2}$ ) years** starting with the academic term of the earliest course load taken that carries graduate credits applicable to his/her selected degree program. Therefore, if no other action is taken within this period, a Student who fails to graduate from a Doctoral Degree program within the seven and one half ( $7\frac{1}{2}$ ) years' time limit will be dismissed from the University. However, Broward International University fully understands that a Student may experience unforeseen circumstances (medical, military service, or other personal reasons) that could limit his/her ability to complete his/her studies within the expected  $3\frac{3}{4}$ - to  $7\frac{1}{2}$ -year time period limitation. Consequently, when specific circumstances deserve consideration, this time limit restriction may be waived by the Academic Dean at the recommendation of the Department Chair (or School Dean if the Department Chair is not available). Under this policy, an extension of up to **one (1) year** (four (4) additional consecutive ten-week academic periods) at a time for a **maximum of two (2) years** may be granted when circumstances deserve such consideration.

If, after the maximum extension of two (2) years is granted, a Student is still unable to complete all the requirements for graduation within the extension period, then, the Student will be dismissed from the University. Students who were dismissed under this circumstance and wish to enroll again are required to apply for readmission. If accepted, they are then required to abide by the current University and graduate policies as well as comply with the University and graduate program requirements enforced at the time of readmission. Furthermore, courses that were satisfactory completed more than **5 / 9  $\frac{1}{2}$  years** prior to the date on which all requirements for a **Master / Doctoral** degree are completed will not be counted to meet program requirements. Therefore, outdated course work, defined as course work satisfactory completed more than the Student's applicable time limit ago, cannot be validated and, consequently, must be retaken.

Summarizing, it is the Policy of Broward International University that graduate Students pursuing a **Master Degree** must complete all applicable requirements within a **period of three (3) years** and those pursuing a **Doctoral Degree** must complete all applicable requirements, including the Doctoral Dissertation, within a **period of seven and one half ( $7\frac{1}{2}$ ) years** both starting with the academic term of the earliest course load taken that carries graduate credits applicable to their selected degree programs. Moreover, under this policy, an extension of up to **one (1) year** (four (4) additional consecutive ten-week academic periods) at a time for a **maximum of two (2) years** may be granted when extenuating circumstances deserve such consideration. Examples of hardship includes, but are not limited to, Active Military Service, Service in the Peace Corps, Jury Duty, Persistent Medical Condition (Physical or Psychological), Illness, Maternity, Financial Impediment, unavoidable Child or Adult Care, Grief, Conflicting Changes in Employment related conditions, and other Compulsory Obligations required by law.

Full-time student candidates for a Master's degree are expected to complete the requirements of their program in two years and part-time student candidates are allotted a maximum of three years. Doctoral degree, full time student candidates are expected to complete the requirements of their program in five years and part-time student candidates are allotted a maximum flexibility of six years.

This policy affects all the Master and Doctoral degrees currently offered by Broward International University.

An exception to the time limit established in this policy is granted to any Student who is forced to interrupt his/her enrollment in a graduate program due to Active Military Service, Service in the Peace Corps, or any other equivalent service. Specifically, up to two (2) years of the time period expended while in active duty will not count toward the applicable time limit. To be considered for this exception, an official letter issued by the appropriate agency must be sent to the University to document the cause of the interruption.

### **Graduate Program Completion Time Limits Procedures**

A **Student** seeking an extension of time to complete his/her academic degree requirements **must**:

- Complete and sign a "STUDENT REQUEST FOR EXTENSION OF TIME TO COMPLETE DEGREE REQUIREMENTS FORM", including any related documentation that could be used as evidence of extenuating circumstances.
- Email, in PDF format, the above completed and signed Form to the Office of the University Registrar at [registrar@biu.us](mailto:registrar@biu.us). This request must be email at least **four (4) weeks** prior to the end of the applicable time limit, which is the end of the term 12 of a Master degree program and the end of the term 30 of a Doctoral degree program.

Upon receiving the request, the **Office of the University Registrar must**:

- Submit the Student Request for extension of Time, including their related documentation of extenuating circumstances, to the proper Department Chair (or School or College Dean if the Department Chair is not available) in order to seek his/her formal opinion (approval or rejection) and signature. The term "extenuating circumstances" refers to verifiable cases of accidents, illness, or other circumstances beyond the control of the student.
- Submit the Student Request for extension of Time, including their related documentation of extenuating circumstances, and the proper Department Chair (or School or College Dean if the Department Chair is not available) recommendation to the Academic Dean in order to seek his/her final decision (approval or rejection) and signature.
- Notify the Student, via E-mail, of the Academic Dean decision.
- Place the completed and signed "STUDENT REQUEST FOR EXTENSION OF TIME TO COMPLETE DEGREE REQUIREMENTS FORM", any related documentation submitted to support the request, and any notification issued to Student, into the

Student's Administrative file.

### **Course Prerequisites**

Certain courses that the University offers have prerequisite course completion requirements. All prerequisite courses are listed and described as applicable to the upper level course.

In the event that a student has registered for a course while not completing the prerequisite course(s) for that course prior to the commencement of the term which the upper level course is attempted, the student must withdraw from the upper level course.

### **Graduation Requirements**

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

- Complete all program coursework requirements for the Student's selected academic program.
- Have a cumulative GPA of 3.00 or higher for Master's Degree Students and a cumulative GPA of 3.00 or higher for Doctoral Degree Students.
- Have no outstanding financial obligations with Broward International University.
- Ensure that all documents are up to date, such as change of marital status and/or name change.

## **STUDENT POLICIES AND PROCEDURES**

### **Discrimination and Harassment Grievance Policy**

Broward International University (BIU) is fully committed to ensure that each member of its educational community (Students, Faculty members, and non-Faculty members) benefit from an academic and work environment that is free from any form of unlawful discrimination, harassment, or retaliation. A misconduct related to any of these actions is in absolute contrast with the values and moral standards of Broward International University (BIU). Furthermore, it is also a violation of federal and state laws as well as BIU's policies. Consequently, illegal discrimination, harassment, or retaliation will not be tolerated by BIU, whether perpetrated by faculty, staff, students, or by others while on the BIU physical premises or virtual platform, or by faculty or staff while conducting official activities on behalf of BIU outside such domain.

BIU stands strong against any unethical and unprofessional treatment of students, professors, administrators, and other employees by any member of our academic community. BIU hold every one of its members responsible for exercising critical self-discipline and ethical judgment in executing their duties and responsibilities.

BIU strongly believe that any kind of illegal discrimination, harassment, or retaliation, materialized in any form of conduct, creates an intimidating, hostile, degrading, and/or offensive academic and work environment that adversely affects the integrity of such setting and prevent its victims and others in fear of becoming victims from achieving their full potential. An unethical and unprofessional misconduct of this nature may involve individuals of different or the same gender and individuals having equal or unequal power, authority, or influence. Although any member of the Institution academic community could be the perpetrator of such misconduct, those who hold positions of authority over others must be particularly conscious of their responsibility to avoid actions that are, or may be, considered discriminatory and/or abusive.

Specifically, it is the policy of Broward International University that no member of its academic community may discriminate against, harass, or retaliate against another member, an applicant for enrollment, or an applicant for employment on the basis of their race, ethnicity, color of the skin, creed, religion, age, disability, gender, pregnancy, sex, sexual orientation, marital status, national origin, veteran or military status, and/or any other protected status. Therefore, any misconduct of this kind is unconditionally prohibited and will not be tolerated. BIU is fully committed to enforce this policy in order to ensure that its academic and work environments are free from illegal discrimination, harassment, or retaliation. Furthermore, this Discrimination and Harassment Grievance Policy has been designed to provide the means for alleged victims to seek recourse in a just and swift manner should an unlawful act of discrimination, harassment, or retaliation take place. At the same time, this policy also provides due process for those accused of such misconduct. This policy applies to Students, Applicants for Admission, Faculty members, non-Faculty members (Staff), Applicant for Employment, Contractors, Guests, and other Third Parties interacting with Broward International University in any capacity.

Under this policy, it is irrelevant whether a written, verbal, or physical discriminatory or harassment act was perpetrated purposefully or not. What matter is whether a member of the academic community or a guest of the Institution has been mistreated, intimidated, harassed, or exposed to a hostile or offensive environment due to the fact that he/she belongs to a protected class or his/her status is protected under the law. Consequently, a perpetrator who commits a discriminatory or harassment act, regardless of whether such misconduct was intentional or not, may be subjected to disciplinary action including, but not limited to, termination of employment, if the perpetrator is an employee, or dismissal from the University, if the perpetrator is a student. It should also be remarked that any individual who discriminates against or harass another may also be subject to civil or criminal liability under federal or state laws.

This Policy and related procedures are used to address grievances by any alleged victim in which the complaint involves conducts of illegal discrimination or harassment based on race, ethnicity, color of the skin, creed, religion, age, disability, gender, pregnancy, sex, sexual orientation, marital status, national origin, veteran or military status, and/or any other protected status. Incidents in which the complaint involves sexual harassment and duress, however, are not specifically cover under this policy.

Such cases are rather covered under the University “**SEXUAL HARASSMENT GRIEVANCE POLICY**”. Consistent with the Institution equal opportunity policy, this policy emphasis on whether alleged victims have been treated arbitrarily or differently, subjected to substantial abuse, duress and/or aggression, or exposed to a dangerous, hostile, intimidating, or offensive academic or work environment.

For the purpose of this policy, any action associated with the treatment of an individual or group based on specific features protected by law or the University, is construed as unlawful discrimination when:

- Such misconduct is directed to adversely affect conditions of employment, restrict work related benefits and opportunities relative to those offered to others, limit professional advances within the University, interfere with the alleged victim’s ability to perform his/her work related duties and responsibilities, or unfavorably affect the assessment of the alleged victim’s work performance.
- Such misconduct is directed to adversely affect conditions of enrollment, restrict scholarships and other academic benefits, or unfavorably perform the assessment of the alleged victim’s academic performance.

In addition, also for the purpose of this policy, any action associated with the treatment of an individual or group based on specific features protected by law or the University, is construed as unlawful harassment when:

- Such misconduct is directed to interfere with the alleged victim’s ability to perform his/her work related duties and responsibilities.
- Such misconduct is directed to interfere with the alleged victim’s ability to perform academically.
- Such misconduct has the purpose or effect of creating a daunting, hostile, or offensive work or educational environment for the alleged victim(s).
- Such misconduct is directed against another person or group of people and is physically threatening, harmful, abusive, or severely humiliating, or persists despite the disapproval of the alleged victim(s).
- Such misconduct is purposely performed to cause substantial emotional distress.
- Such misconduct is sufficiently serious to limit the alleged victim’s ability to participate in or benefit from the University academic programs, services, opportunities, or events.

A misconduct of a discriminatory nature that is perpetrated in the form of a speech or other means of expression, and takes place in the teaching context, is only construed as discrimination when such misconduct is realistically regarded as offensive and also is persistent, inescapable, and not relevant to the subject matter being taught. This definition is formulated to indisputably differentiate between a discriminatory incident and an event that may be inferred as acceptable according to court precedents interpreting the concept of free speech, and, therefore, is protected under the First



Amendment of the U.S. Constitution. In fact, the policies and regulations of the U.S. Department of Education's Office for Civil Rights (OCR), entity in charge of enforcing the prohibition of discrimination and harassment do not require or prescribe speech, conduct, or harassment codes that impair the exercise of the rights protected under the First Amendment. For instance, in regard to racism, the ORC in its published guidance to schools makes clear that the mere offensiveness of speech is insufficient to establish a racially hostile work or academic environment. Therefore, consistent with the fact that speech is constitutionally protected and that academic freedom is highly valued in higher education, in addressing discrimination or harassment grievances under this policy, the University will take all permissible actions to ensure the safety of all the members of BIU's academic community while complying with their free speech requirements.

### **Discrimination and Harassment Grievance Procedures**

The Office of Discrimination and Harassment Grievance Resolutions (ODHGR) is charged with the responsibility of receiving and investigating allegations of discrimination and harassment within the boundaries set forth in this policy. This office is also responsible for receiving and investigating allegations of sexual harassment. The director of the ODHGR has primary responsibility for leading these investigations and maintaining all the records pertaining thereto.

To support BIU's full commitment to enforce this policy, any member of its academic community (student or employee) who has witnessed, become aware of, or just become suspicious of the perpetration of what is alleged to be a discriminatory or harassing misconduct, is expected to promptly report it to the proper authorities, including the Director of the ODHGR. Any employee with supervisory authority over an alleged violator of this policy, including Vice-Presidents, Deans, Directors, Department Chairs, Unit Head, Supervisors, or Faculty when acting in a supervisory capacity, must take appropriate corrective actions promptly in addition to report the alleged misconduct. Failure to execute such responsibilities is in itself considered a violation of this policy and, therefore, shall constitute misconduct subject to disciplinary actions.

The Director of the ODHGR urges any individual who believes that he/she has been the target of any discriminatory or harassing misconduct perpetrated by a member, whether a student or an employee, of the BIU academic community, or even if he/she is not absolutely sure if a specific conduct is in fact Discriminatory or Harassing, to contact the ODHGR promptly in order to seek advice in clarifying the issue(s) and trigger the execution of applicable procedures. Even though, due to the unpredictable nature of these incidents, the ODHGR is incapable of preventing Discriminatory or Harassing cases from occurring, this office believes that by swiftly implementing corrective measurements and, if applicable imposing disciplinary actions against perpetrators, others may be deterred from performing such misconducts. This, however, could only happen if alleged victims come forward and inform the ODHGR that misconduct of a Discriminatory or Harassing nature are occurring. Therefore, the ODHGR fully appreciates an alleged victim's courage in exposing these misconducts, and

emphasizes that such resolute action is the first and most important step in maintaining BIU work and academic environments free from discrimination and harassment.

For specific step by step information pertaining to the procedures related to this policy and other relevant information, please refer to the “DISCRIMINATION AND HARASSMENT GRIEVANCE POLICY AND PROCEDURES”, which is available at <http://lms.biu.us/> under “Policies and Procedures”.

### **Confidentiality in Cases of Discrimination or Harassment**

The confidentiality of an investigation shall be maintained to the extent authorized by law. All the activities related to any investigation triggered by a grievance of a Discriminatory or Harassing nature, shall be conducted with respect and as much discretion as possible, in order to maintain the privacy of the complainant and of the respondent, without compromising in any way the integrity of the investigation. The ODHGR will require anyone who is contacted and interviewed regarding a specific case under investigation, to exercise full discretion and the respect the privacy of the parties involved.

### **Disciplinary and Other Actions in Cases of Discrimination or Harassment**

As indicated in this policy, any misconduct of a Discrimination and Harassment nature is unconditionally prohibited by BIU. Therefore, the University will take appropriate actions against any individual found to be in violation of this policy. Specifically:

- Any employee, whether a non-faculty or a faculty member, who has discriminated against or harassed another employee or a student, retaliated against the complainant, or has withhold information or tampered with evidences pertaining to a Discrimination or Harassment case, regardless of whether or not under investigation, or otherwise violated this policy, shall be considered guilty of discriminatory or harassing misconduct and, therefore, subject to any disciplinary action, including, but not limited to, reprimand, demotion, change of assignment, suspension, and/or immediate termination of employment with University, in accordance with applicable Laws, Rules, Regulations, and University Policies.
- Any student who has discriminated against or harassed another student or employee, retaliated against the complainant, or has withhold information or tampered with evidences pertaining to a Discrimination or Harassment case, regardless of whether or not under investigation, or otherwise violated this policy, shall be considered guilty of discriminatory or harassing misconduct and, therefore, subject to any disciplinary action, including, but not limited to, reprimand, suspension, and/or immediate dismissal from the University, in accordance with the student Code of Conduct.
- Any non-employee or non-student, who has discriminated against or harassed another student, employee, or other individual while in the University premises, shall be considered guilty of discriminatory or harassing misconduct and, therefore, be reported to the proper federal or state authorities for prosecution. Furthermore, a non-employee or non-student, who has been found guilty of violating this policy, will

be forever denied from consideration for employment with BIU or admission to the University.

### **Retaliation in Cases of Discrimination or Harassment**

Retaliation against any member of BIU academic community, whether a student, an employee, an applicant for admission, an applicant for employment, or any other person interacting in any capacity with BIU, who in good faith reported a misconduct of a Discriminatory or Harassing nature or assisted the ODHGR in the investigation of a Discrimination and Harassment grievance, is illegal and, therefore, is prohibited and will not be tolerated by BIU. Any individual who is found to be guilty of retaliation, shall be considered in violation of this policy and, consequently, subject to appropriate disciplinary and other actions, in accordance with those described under “**Disciplinary and Other Actions**”.

### **Filing of False Discrimination or Harassment Grievance**

Discriminatory or harassing misconduct must be taken seriously due to the potential adverse implications for the parties involved. Consequently, knowingly reporting a misconduct of a sexual nature is prohibited and will not be tolerated. Any grievance of a sexual nature, that, after subjected to an investigation, regardless of whether informal or formal, is not found to be a violation of this policy and, therefore, dismissed as baseless, is not necessarily considered a false complaint. However, if a member of BIU academic community, whether a student, an employee, an applicant for admission, an applicant for employment, or any other person interacting in any capacity with BIU, who knowingly report a false sexual harassment grievance shall be considered in violation of this policy and, consequently, subject to appropriate disciplinary and other actions, in accordance with those described under “**Disciplinary and Other Actions**”.

### **Sexual Harassment Grievance Policy**

Sexual harassment is considered a form of discrimination based on a person’s gender. Such misconduct is contrary to the values and moral standards of Broward International University (BIU). Furthermore, it is also a violation of federal and state laws as well as BIU’s policies. Consequently, sexual harassment will not be tolerated by BIU, whether perpetrated by faculty, staff, students, or by others while on the BIU physical premises or virtual platform, or by faculty or staff while conducting official activities on behalf of BIU outside such domain.

BIU stands strong against any unethical and unprofessional treatment of students, professors, administrators, and other employees by any member of our academic community. BIU hold every one of its members responsible for exercising critical self-discipline and ethical judgment in executing their duties and responsibilities.

BIU firmly believes that any kind of illegal discrimination, including sexual harassment, adversely affect the integrity of the academic and work environment. BIU further believes that such unethical and unprofessional actions prevent its victims and others in fear of becoming victims from achieving their full potential. A misconduct of this nature

may involve individuals of different or the same gender and individuals having equal or unequal power, authority, or influence. Although any member of the Institution academic community could be the perpetrator of such misconduct, those who hold positions of authority over others must be particularly conscious of their responsibility to avoid actions that are, or may be, considered sexually abusive.

Specifically, it is the policy of Broward International University that no member of its academic community may sexually harass another. Therefore, any unwelcome misconduct of a sexual nature is unconditionally prohibited. BIU is fully committed to enforce this policy in order to ensure that its academic and work environments are free of sexual harassment and duress. Furthermore, this Sexual Harassment Grievance Policy has been designed to provide the means for alleged victims to seek recourse in a just and swift manner should a sexual harassment or duress incident occur. At the same time, this policy also provides due process for those accused of such misconduct.

A perpetrator who commits this kind of misconduct, regardless of whether such action was intentional or not, may be subjected to disciplinary action including, but not limited to, termination of employment, if the perpetrator is an employee, or dismissal from the University, if the perpetrator is a student. It should also be remarked that any individual who sexually harass another may also be subject to civil or criminal liability under federal or state laws.

This Policy and related procedures are limited to address grievances by any alleged victim in which the complaint involves sexual harassment and duress. Consistent with the Institution equal opportunity policy, this policy emphasis on whether alleged victims have been treated differently, subjected to duress and/or aggression, or exposed to an offensive academic or work environment.

For the purpose of this policy, any and all unbecoming sexual advances, explicit or implicit requests for sexual favors, and any other physical or non-physical misconducts of a sexual nature, allegedly perpetrated by any member of BIU academic community against any other member regardless of whether such person is of different or of the same gender and have equal or unequal power, authority, or influence, is construed as sexual harassment when:

- Proposal of such misconduct or request is made an explicit or implicit condition of employment, academic or work status, or affects the assessment of the alleged victim's academic performance.
- Proposal of such misconduct or request is made under a situation implying that the consensual or nonconsensual response to it by the alleged victim might influence decisions of the alleged offender who has authority over the employment, academic or work status, or measurement of academic performance of the alleged victim.
- Such misconduct or request has the objective or effect of perversely interfering with the work and/or scholastic performance, or employment opportunities for advances of the alleged victim(s).

- Such misconduct or request has the purpose or effect of creating a daunting, hostile, or offensive work or educational environment for the alleged victim(s).
- Such misconduct or request is directed against another person or group of people and is either abusive or severely humiliating, or persists despite the disapproval of the alleged victim(s).

A misconduct of a sexual nature that is perpetrated in the form of a speech or other means of expression, and takes place in the teaching context, is only construed as sexual harassment when such misconduct is realistically regarded as offensive and also is persistent, inescapable, and not relevant to the subject matter being taught. This definition is formulated to indisputably differentiate between a sexual harassment incident and an event that may be inferred as acceptable according to court precedents interpreting the concept of free speech, and, therefore, is protected under the First Amendment of the U.S. Constitution. In fact, the policies and regulations of the Office for Civil Rights in the U.S. Department of Education, entity in charge of enforcing the prohibition of sexual harassment under Title IX, do not require or prescribe speech, conduct, or harassment codes that impair the exercise of the rights protected under the First Amendment.

BIU strongly advice against romantic sexual relationships between individuals having unequal power, authority, or influence since there is an intrinsic conflict of interest between making sexual proposals and exercising supervisory, educational, or other official authority. Note, however, that relationships of such nature do not necessarily constitute sexual harassment. Furthermore, it should also be emphasized that it is the BIU everlasting position that decisions affecting an employee's job duties and responsibilities, job related promotions, payment and other job related benefits, opportunities for further professional development, or other terms and conditions for employment must be made solely on the basis of merit. Similarly, decisions affecting a student's academic progress, evaluation, grades, student status, financial assistance, or job placement assistance, must also be made solely on the basis of merit. Other factors may also be used to support the decision making process as long as such factors are within the administrative or academic discretion of the BIU official involved.

### **Sexual Harassment Grievance Procedures**

The Office of Discrimination and Harassment Grievance Resolutions (ODHGR) is charged with the responsibility of receiving and investigating allegations of sexual harassment within the boundaries set forth in this policy. This office is also responsible for receiving and investigating allegations of discrimination and other types of harassment. The director of the ODHGR has primary responsibility for leading these investigations and maintaining all the records pertaining thereto.

To support BIU's full commitment to enforce this policy, any member of its academic community (student or employee) who has witnessed, become aware of, or just become suspicious of the perpetration of what is alleged to be a sexual harassment misconduct, is expected to promptly report it to the proper authorities, including the Director of the ODHGR. Any employee with supervisory authority over an alleged violator of this

policy, including Vice-Presidents, Deans, Directors, Department Chairs, Unit Head, Supervisors, or Faculty when acting in a supervisory capacity, must take appropriate corrective actions promptly in addition to report the alleged misconduct. Failure to execute such responsibilities is in itself considered a violation of this policy and, therefore, shall constitute misconduct subject to disciplinary actions.

The Director of the ODHGR urges any individual who believes that he/she has been the target of any misconduct of a sexual nature perpetrated by a member, whether a student or an employee, of the BIU academic community, or even if he/she is not absolutely sure if a specific conduct is in fact Sexual Harassment, to contact the ODHGR promptly in order to seek advice in clarifying the issue(s) and trigger the execution of applicable procedures. Even though, due to the unpredictable nature of these incidents, the ODHGR is incapable of preventing Sexual Harassment cases from occurring, this office believes that by swiftly implementing corrective measurements and, if applicable imposing disciplinary actions against perpetrators, others may be deterred from performing such misconducts. This, however, could only happen if alleged victims come forward and inform the ODHGR that misconduct of a sexual nature are occurring. Therefore, the ODHGR fully appreciates an alleged victim's courage in exposing these misconducts, and emphasizes that such resolute action is the first and most important step in maintaining BIU work and academic environments free from sexual harassment.

For specific step by step information pertaining to the procedures related to this policy and other relevant information, please refer to the "SEXUAL GRIEVANCE POLICY AND PROCEDURES", which is available at <http://ms.biu.us/> under "Policies and Procedures".

### **Confidentiality in Cases of Sexual Harassment**

The confidentiality of an investigation shall be maintained to the extent authorized by law. All the activities related to any investigation triggered by a grievance of a sexual nature, shall be conducted with respect and as much discretion as possible, in order to maintain the privacy of the complainant and of the respondent, without compromising in any way the integrity of the investigation. The ODHGR will require anyone who is contacted and interviewed regarding a specific case under investigation, to exercise full discretion and the respect the privacy of the parties involved.

### **Disciplinary and Other Actions in Cases of Sexual Harassment**

As indicated in this policy, any misconduct of a sexual nature is unconditionally prohibited by BIU. Therefore, the University will take appropriate actions against any individual found to be in violation of this policy. Specifically:

- Any employee, whether a non-faculty or a faculty member, who has sexually harassed another employee or a student, retaliated against the complainant, or has withhold information or tampered with evidences pertaining to a sexual harassment case, regardless of whether or not under investigation, or otherwise violated this policy, shall be considered guilty of sexual misconduct and, therefore, subject to any

disciplinary action, including, but not limited to, reprimand, demotion, change of assignment, suspension, and/or immediate termination of employment with University, in accordance with applicable Laws, Rules, Regulations, and University Policies.

- Any student who has sexually harassed another student or employee, retaliated against the complainant, or has withheld information or tampered with evidences pertaining to a sexual harassment case, regardless of whether or not under investigation, or otherwise violated this policy, shall be considered guilty of sexual misconduct and, therefore, subject to any disciplinary action, including, but not limited to, reprimand, suspension, and/or immediate dismissal from the University, in accordance with the student Code of Conduct.
- Any non-employee or non-student, who has sexually harassed another student, employee, or other individual while in the University premises, shall be considered guilty of sexual misconduct and, therefore, be reported to the proper federal or state authorities for prosecution. Furthermore, a non-employee or non-student, who has been found guilty of violating this policy, will be forever denied from consideration for employment with BIU or admission to the University.

### **Retaliation in Cases of Sexual Harassment**

Retaliation against any member of BIU academic community, whether a student, an employee, an applicant for admission, an applicant for employment, or any other person interacting in any capacity with BIU, who in good faith reported a misconduct of a sexual nature or assisted the ODHGR in the investigation of a sexual harassment grievance, is illegal and, therefore, is prohibited and will not be tolerated by BIU. Any individual who is found to be guilty of retaliation, shall be considered in violation of this policy and, consequently, subject to appropriate disciplinary and other actions, in accordance with those described under **“DISCIPLINARY AND OTHER ACTIONS”**.

### **Filing of False Sexual Harassment Complaint**

Sexual harassment misconduct must be taken seriously due to the potential adverse implications for the parties involved. Consequently, knowingly reporting a misconduct of a sexual nature is prohibited and will not be tolerated. Any grievance of a sexual nature, that, after subjected to an investigation, regardless of whether informal or formal, is not found to be a violation of this policy and, therefore, dismissed as baseless, is not necessarily considered a false complaint. However, if a member of BIU academic community, whether a student, an employee, an applicant for admission, an applicant for employment, or any other person interacting in any capacity with BIU, who knowingly report a false sexual harassment grievance shall be considered in violation of this policy and, consequently, subject to appropriate disciplinary and other actions, in accordance with those described under **“DISCIPLINARY AND OTHER ACTIONS”**.

### **Anti-Hazing Policy**

According to the Hazing Statute stated in Section 1006.135 of the Florida Statutes, Hazing is defined as any action or situation that endangers the mental or physical health

or safety of a student at a school for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary Institution.

The definition of “Hazing” includes, but is not limited to:

- Pressuring, coercing, or forcing a student into
  - Violating state or federal law;
  - Consuming any food, liquor, drug, or other substance; or
  - Participating in physical activity that could adversely affect the health or safety of the student.
- Any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

It should be note that in the State of Florida, Hazing is a criminal offense. Specifically, a person who commits hazing could be charge with a **third degree felony** when he or she intentionally or recklessly commits any act of hazing upon another person who is a member of or an applicant to any type of student organization and the hazing results in serious bodily injury or death of such other person. On the other hand, a person who commits hazing could be charge with a **first degree misdemeanor** when he or she intentionally or recklessly commits any act of hazing upon another person who is a member of or an applicant to any type of student organization and the hazing creates a substantial risk of physical injury or death to such other person.

It is also important to note that, according to the Florida Statutes, it is not a defense to a charge of hazing that:

- Consent of the victim had been obtained;
- The conduct or activity that resulted in the death or injury of a person was not part of an official organizational event or was not otherwise sanctioned or approved by the organization; or
- The conduct or activity that resulted in death or injury of the person was not done as a condition of membership to an organization.

Consequently, as a matter of policy, Broward International University does not tolerate that any member of its academic community engages in any action or participates in any situation that could be construed as hazing, particularly, when such actions are considered unlawful by federally, the State of Florida, or local laws, or in violation of Broward International University’s policies. Therefore, hazing is absolutely prohibited in any form and the perpetrators will be subject to disciplinary actions.



## **Anti-Hazing Procedure**

To support BIU's full commitment to enforce this anti-hazing policy, any member of its academic community (Student, Faculty, or administrative Employee) who has witnessed, become aware of, or just become suspicious of the perpetration of any action that may be considered hazing, is expected to promptly report it to the proper authorities, including the Provost of the University. Any employee, including Vice-Presidents, Deans, Directors, Department Chairs, Unit Head, Supervisors, or Faculty, must take appropriate corrective actions promptly, if possible, in addition to report the alleged misconduct. Failure to execute such responsibilities is in itself considered a violation of this policy and, therefore, shall constitute a conduct subject to disciplinary actions.

Alleged violations of this anti-hazing policy shall be reported in writing to the Provost or designee. Upon receiving a report of an alleged violation of this policy, the Provost or designee may gather and review relevant information and interview the parties involved regarding the incident under investigation. Upon the conclusion of the inquiry, the Provost or designee will make a determination about the disciplinary actions to be imposed if any. In the event that the incident is found to be in violation of federal, state of Florida, or local laws, the proper authorities will be notified for further actions, regardless of the disciplinary action taken by the University.

Disciplinary actions may be in the form of a Disciplinary Sanction, which consists of an official written warning stating that the Student misconduct is in violation of Broward International University Anti-Hazing Policy. A Disciplinary action may also be in the form of a Disciplinary Probation, which represents a temporary status during which any additional violation of the policies of the University may result in temporary suspension or termination of enrollment at the University. In more severe cases, disciplinary actions may be in the form of a temporary Disciplinary Suspension. During this period, the affected student may not attend classes or participate in any related academic activities such as submit required assignment, participating in videoconferences, or any other synchrony or asynchrony interactions with faculty members or other students. Finally, in the most severe cases of misconduct, a Disciplinary Termination may be imposed. In this case, the Student's enrollment with Broward International University is permanently terminated without opportunity to graduate or re-enroll at the University at any time in the future.

## **Access and Release of Student Education Records Policy**

To comply with Federal and the State of Florida requirements, Broward International University has an **Access to and Release of Student Education Records Policy** designed to protect the privacy of education records, both financial and academic, of currently or formerly enrolled University Student. To this effect, Broward International University will not permit access to or release educational (financial and academic) records or personally identifiable information kept on a currently or formerly enrolled University Student, except as otherwise allowed by law.

The Office of the University Registrar, which is the University designated custodian of education records, is responsible for ensuring that procedures required by federal law 34 CFR Part 99 (FERPA) and the Florida law, Sections 1002.225 and 1006.52 of the Florida Statutes, are implemented to control access to and disclosure of Student education records and personally identifiable information contained therein.

This policy covers all Students' education records and personally identifiable information under the custody of the University, which are collected through the Admission process, and generated during their periods of enrollment. Specific documents used to gather and retain education records include, but is not limited to, the Student Application for Admission, Student Enrollment Agreement, Copy of Degree(s) earned prior to enrollment, Student Transcripts from other Institutions of Higher Education, Student Schedule Change Request (Add/Drop) Form, Student Current Term Academic Load Form, cumulative academic records, Student Current Term Grade Report, Student Transcript, Student Scholarship and other sources of Financial Aid Requests, Student Resume, Student Placement Records, Student Disciplinary Records, Student Grievances and Resolution Reports, Student Academic and Personal Non-Academic Counseling Records, Law Enforcement Records, and any other source of information containing personally identifiable information.

Under the Family Educational Rights and Privacy Act (**FERPA**), 34 CFR Part 99, commonly referred to as the "Buckley Amendment", and the Florida law, Sections 1002.225 and 1006.52 of the Florida Statutes, the educational (financial and academic) records of a currently or formerly enrolled University Student could not be disclosed, in any form, to a third party unless there is a written consent signed by the Student. In accordance with FERPA, educational records that are related to a Student or contain the Student's personally identifiable information are confidential except for those records that such law authorizes disclosure without consent.

The **FERPA** grants currently or formerly enrolled University Students the following five (5) specific rights with respect to their educational records:

1. The right to inspect and review the Student's educational records that are formally maintained by the University.
2. The right to seek amendment of those Student's educational records that may be inaccurate, misleading, or otherwise in violation of the Student's privacy rights. In certain cases, the Student also has the right to append a statement to his/her records when it is deemed appropriate to further clarify a specific issue.
3. The right to consent to disclosure of the Student's educational records to third parties.
4. The right to be notified annually of the Student's privacy rights under FERPA.
5. The right to file a complaint with the FERPA Office of the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

For additional details pertaining to the specific rights outlined above, see the section

**“Annual Notice of Rights Under FERPA”** shown below in this Catalog.

For specific step by step information pertaining to the procedures related to this policy and other relevant information, please refer to the “ACCESS TO AND RELEASE OF STUDENT EDUCATION RECORDS POLICY AND PROCEDURES”, which is available at [lms.biu.us](http://lms.biu.us) under “Policies and Procedures”.

### **Annual Notice of Rights Under FERPA**

To comply with the Family Educational Rights and Privacy Act (FERPA), 34 CFR Part 99, commonly referred to as the "Buckley Amendment", specifically with the Annual Notification Requirement indicated in §99.6 of the said federal law, Broward International University provides this official notice to its Students in attendance of their rights to privacy as they pertain to their education records, the procedures to be followed in order to exercise such rights, the types of information entered and maintained in their education records, and the University's policy to support the law. Furthermore, to comply with the Public Notice Requirement indicated in §99.37 of the said federal law, Broward International University also uses this annual notice to inform its Students in attendance of the types of Personally Identifiable Information that the University has designated as Directory Information, the fact that each Student has the right to refuse to let the University designate any or all of those types of information about him/her as Directory Information, and the period of time within which a Student has to notify the University in writing that he/she does not want any or all of those types of information about him/her designated as Directory Information. This notification is annually updated and published in the University Catalog, the Student Handbook, and the University Policies and Procedures Manual, and posted at the University Platform (<http://lms.biu.us/>). In addition, a copy of this notification is also sent annually, via e-mail, to each Student in Attendance at the University during the fall academic term. The Office of the University Registrar, which is the University designated custodian of Education Records, is responsible for enforcing the University **Access to and Release of Student Education Records Policy**, which has been designed to protect the privacy of education (financial and academic) records of currently or formerly enrolled University Students, by controlling access to and disclosure of Students' Education Records and Personally Identifiable Information contained therein.

All Students' education records and personally identifiable information under the custody of the University are collected through the Admission process, and generated during their periods of enrollment. Specific documents used to gather and retain education records include, but is not limited to, the Student Application for Admission, Student Enrollment Agreement, Copy of Degree(s) earned prior to enrollment, Student Transcripts from other Institutions of Higher Education, Student Schedule Change Request (Add/Drop) Form, Student Current Term Academic Load Form, cumulative academic records, Student Current Term Grade Report, Student Transcript, Student Scholarship and other sources of Financial Aid Requests, Student Resume, Student Placement Records, Student Disciplinary Records, Student Grievances and Resolution Reports, Student Academic and Personal Non-Academic Counseling Records, Law

Enforcement Records, and any other source of information containing personally identifiable information.

### **Student's Rights under FERPA**

The **FERPA** grants currently or formerly enrolled University Students the following five (5) specific rights with respect to their educational records:

1. The right to inspect and review the Student's educational records that are formally maintained by the University. In the event that the records are maintained in a remote location, the University is required to provide copies of the said records. To this effect, the Student must submit to the Registrar a written request specifically identifying the record(s) he/she wishes to inspect.
2. The right to seek amendment of those Student's educational records that may be inaccurate, misleading, or otherwise in violation of the Student's privacy rights. In certain cases, the Student also has the right to append a statement to his/her records when it is deemed appropriate to further clarify a specific issue. To this effect, the Student must submit to the Registrar a written request specifically identifying the part(s) of a record he/she wishes to change and the reason(s) why he/she believes that such change is in order. Consistent with the fact that FERPA only requires educational institutions to conform to fair recordkeeping practices and not to override the accepted standards and procedure for making academic assessments, disciplinary rulings, or other regulated determinations, then, this law may be used to challenge facts that are inaccurately recorded but not to challenge grades, opinions, or decisions made by the University affecting the Student.
3. The right to consent to disclosure of the Student's educational records to third parties. According to the §99.30 of the FERPA regulations, a Student shall provide a signed and dated explicit written consent, herein identified as a **Student Consent to Release Personal Education Records Form**, to authorize the University to disclose personally identifiable information from the Student's education records. Prior to the date reflected in this consent form, the University is not allowed to disclose such information, except for those records that the FERPA regulations authorize disclosure without consent.

FERPA permits the disclosure of certain information from the Student's educational records, without consent of the Student, provided that such disclosure meet the conditions found in §99.31 of the FERPA regulations. In accordance with these regulations, the University may disclose personally identifiable information from an education record of a Student without the consent required by the §99.30 of the FERPA regulations, if the information is disclosed to Faculty members, Administrators, Staff, or other University Officials within the University whom the University has determined to have Legitimate Educational Interests. Furthermore, a contractor, consultant, volunteer, or other party to whom the University has outsourced institutional services or functions may be considered a University Official and may have access to personally identifiable information, without the student's prior consent, provided that the outside party perform an institutional service or function for which the

University would otherwise use Employees, that the institutional service or function is performed under the direct control of the University with respect to the use and maintenance of education records, that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the Student, and that the officers, employees, and agents of the party to whom the information is disclosed may use the information, but only for the purposes for which the disclosure was made.

Furthermore, FERPA also permits to non-consensually disclose personally identifiable information from a Student's education records when such information, consisting of items not considered educational records, has been appropriately designated as Directory Information. Under FERPA, however, the University may disclose Directory Information only if it has issued a public notice to Students in attendance at the University, which includes the types of information it has designated as Directory Information, the Student's right to restrict the disclosure of such information, and the period of time within which Student has to notify the University that he or she does not want any or all of those types of information designated as Directory Information. Also, FERPA does not require the University to notify Students individually. Rather, the University may disseminate such notice by any conspicuous mass communication means commonly used to inform Students. It should be understood that while FERPA and state law protect the privacy of educational records, directory information is not treated as confidential and may be disclosed by the university without student consent unless the Student notifies the Office of the University Registrar in writing within the time provided in the annual Notice of Rights that he/she has decided to prevent access to or release of directory information related to him/her. Moreover, if a Student's social security number or other non-directory information is used along or combined with other data elements, considered to be directory information, to identify or help to identify the Student or the Student's education record, the University may not disclose or confirm directory information without meeting the written consent requirement indicated in §99.30.

Directory information includes, but is not limited to, the student's name; mailing address; telephone number; E-mail address, Photographic Images; Date and Place of Birth; Major Field of Study; Degree Pursued; Dates of Attendance; Anticipated Graduation Date; Degrees, Honors, and Awards Received, Grade level or year (such as freshman or junior); Student Classification; Enrollment Status (full-time or part-time); The most recent previous attended educational institution; and Student ID number, User ID, or other unique Personal Identifier used to communicate in electronic systems or that is displayed on a student badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user. It should be underscored that a Student's Social Security Number is considered to be non-directory information.

For the purpose of clarification, a **University Official** is a person employed by the University in an administrative, supervisory, academic, research, or support staff position. In addition, if a University Official requires personally identifiable information

from the Student's education records to fulfill University-related responsibilities, that official is said to have **Legitimate Educational Interest**. Finally, the term **Directory Information** is used to represent information available from the education records of a Student that would not generally be considered harmful or an invasion of privacy if disclosed.

4. The right to be notified annually of the Student's privacy rights under FERPA. To this effect, the University provides an official notice to its Students in attendance of their rights to privacy as they pertain to their education records, including the right to file complaints, the procedures to be followed in order to exercise such rights, the types of information entered in their education records maintained by the University, and the University's policy to support the law. Such notification, known as the **Annual Notice of Rights under FERPA**, is annually updated and published in the University Catalog, the Student Handbook, and the University Policies and Procedures Manual, and posted at the University Website (<http://www.biu.us/>). A copy of this notification is also sent annually, via e-mail, to each Student in Attendance at the University during the **fall academic term**.
5. The right to file a complaint with the FERPA Office of the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

FERPA, on the other hand, does not grant the above rights to deceased Students or Students who have submitted an enrollment application but have not attended any classes.

The text containing the procedures related to the "ACCESS TO AND RELEASE OF STUDENT EDUCATION RECORDS POLICY AND PROCEDURES" is also available in the full version of the "**ANNUAL NOTICE OF RIGHTS UNDER FERPA**" which is also accessible at <http://lms.biu.us/> under "Policies and Procedures".

### **Student Grade Grievance Policy**

Broward International University recognizes that its Faculty members have the complete authority to determine and assign grades to Students enrolled in the courses they teach. However, even though the process of assigning a final course grade is assumed to be the result of a consistent application of unambiguously pre-established standards of progress that is utterly unbiased, free from inaccuracies in its calculation, and free from recording errors, it is understood that events not consistent with these expectations could sporadically occur. Consequently, the University also recognizes that a Student could raise legitimate concerns about an assigned course grade. Therefore, in order to address situations of this nature, Broward International University has a **Student Grade Grievance Policy** designed to provide fair and impartial means for Students to appeal



assigned course grades.

Any Student who believes that he/she was unfairly graded is encouraged to attempt to resolve his/her grievance by following the procedures described below. However, a Student who is seriously considering exercising his/her right in this matter must understand that he/she is obligated to attempt to resolve the grade issue directly with the Professor who assigned the disputed course grade. A third party intervention in this matter is only possible if the Student has compelling evidence of discriminatory biases or procedural inconsistencies. A simple disagreement with the final course grade is not a valid argument for appealing the Professor decision.

Under this policy, a recording inaccuracy, an error in the calculation of an assigned grade due to a simple mathematical mistake or the fact that a portion of the Student's gradable coursework was not factored in the calculation, the application of arbitrary standards of progress due to missing guidelines in the course syllabus, inconsistencies in the application of the standards of progress pre-established in the course syllabus, and discriminatory biases, are considered valid arguments for disputing an assigned final course grade provided that tangible evidences to supporting the Student's arguments are available.

### **Student Grade Grievance Procedures**

As stated before, a Professor has the utter authority and responsibility of calculating and assigning grades. Thus, a Student who believes that he/she was inaccurately graded is compelled to first address his/her grievance directly with the Professor who assigned the disputed course grade. This informal procedure must be followed first regardless of the grade-related issue contested. Furthermore, in instances not related to a final course grade, the informal procedure is the only option available.

#### **Informal Procedure:**

Specifically, when a grade grievance does not involve a final course grade, or when the final course grade is disputed due to a recording error, a mathematical error in the calculation, or the fact that a portion of the gradable coursework was not factored in the calculation, then:

- The Student must initiate the informal grievance procedure by contacting the Professor who assigned the disputed grade in order to discuss the basis for his/her decision.
- The Professor will consider the Student concerns and review his/her grade calculation to verify whether or not a transcribing error or a miscalculation of the disputed grade occurred.
  - If an error is verified, the Professor involved will recalculate the grade, follow the "CORRECTION OR CHANGE OF GRADE" Policy and Procedures, and notify the Student, in writing (by e-mail, if available, or by certified U.S. mail), of the findings and new grade no later than **five (5) business days** after the Student communicated his/her grievance to the Professor involved. The Professor must also send the completed "FACULTY CORRECTION OR CHANGE OF GRADES

FORM” and a signed copy of the notification sent to the grieving Student to the Office of the University Registrar at the same time the Student is notified.

- If, on the contrary, no error is detected, the Professor involved will notify the Student, in writing (by e-mail, if available, or by certified U.S. mail), that no irregularities in the calculation of the grade were found and that the disputed grade stands as originally issued. The Student shall be notified of this decision no later than **five (5) business days** after the Student communicated his/her grievance to the Professor involved. The Professor involved must also send a signed copy of the notification sent to the grieving Student to the Office of the University Registrar at the same time the Student is notified.

In these cases, regardless of the Professor decision to uphold or recalculate the originally assigned final course grade, the same becomes final.

### **Formal Procedure:**

If, after an unsuccessful attempt to resolve a final course grade grievance directly with the Professor who assigned the contested grade, the grieving Student still believe that assigned grade was the result of an unfair evaluation or a discriminatory bias, and wishes to escalate his/her grievance to a higher level of authority, then, he/she must follow the formal procedure described below:

- The Student must initiate the formal grievance procedure by filing a written complaint with the Office of the **Department Chair** office using a “STUDENT GRADE GRIEVANCE FORM (DEPARTMENT CHAIR LEVEL)”. A signed and dated “STUDENT GRADE GRIEVANCE FORM (DEPARTMENT CHAIR LEVEL)”, in addition to any supporting documents, must be filed within **ten (10) business days** of the date the informal resolution procedure ended. Failure to submit the said documentation within the timeframe allowed will be considered a withdrawal of the grievance and, therefore, no further action will be permissible. After receiving the formal complaint, the **Department Chair** will review the grievance and, in particular, the supporting evidences to determine if there is compelling proof that the disputed final course grade is the result of discriminatory biases or procedural inconsistencies. The **Department Chair** will complete this assessment within **ten (10) business days** of the date the formal complaint was initiated.
- To validate or disprove his/her preliminary assessment, the **Department Chair** will schedule a meeting with the grieving Student within **ten (10) business days** of the date the preliminary assessment was completed in order to further discuss the basis of the grievance. The Student will be notified, in writing, of the date and time designated for the formal e-meeting. In order to balance the investigation, the **Department Chair** will also schedule, within **ten (10) business days** of meeting with the Student, a meeting with the Professor involved. The Professor involved will be notified, in writing, of the date and time designated for the formal e-meeting. Within **fifteen (15) business days** of this meeting, the **Department Chair** will reevaluate his/her preliminary assessment, make an advisory recommendation, and notify both parties, in writing (by e-mail, if available, and by certified U.S. mail), of his/her findings, conclusions, and recommendation. To



this effect, the **Department Chair** will complete, sign, and date the portion of the “STUDENT GRADE GRIEVANCE FORM (DEPARTMENT CHAIR LEVEL)” reserved to be used by his/her Office, which includes details of the grievance dispute and his/her recommendation.

The Office of the **Department Chair** must also e-mail (registrar@biu.us) a copy of the completed, signed, and dated “STUDENT GRADE GRIEVANCE FORM (DEPARTMENT CHAIR LEVEL)”, in addition to the supporting documents provided, to the Office of the University Registrar to be filed in both, the Student and Faculty academic files.

- The Professor involved in the grade dispute will then review the **Department Chair** recommendation, make his decision, and notify the Student, in writing, of such decision no later than **five (5) business days** after receiving the **Department Chair** recommendation.

Concurrently, the Professor involved must send a copy of his/her second notification letter must be sent to the Office of the University Registrar. This notification will also to be filed in both, the Student and Faculty academic files.

- If the complainant is not satisfied with the decision because he/she still believes that the process of assigning a final course grade was influenced by discriminatory biases or procedural inconsistencies, the Student may submit his/her grievance to the **College or School Dean** with administrative responsibility over the Department offering the related course. To this effect, the Student must submit to the Office of the **College or School Dean**, within **ten (10) business days** of the date the Professor notified the grieving Student for the second time, a signed and dated “STUDENT GRADE GRIEVANCE FORM (SCHOOL DEAN LEVEL)”, a copy of the original signed and dated “STUDENT GRADE GRIEVANCE FORM (DEPARTMENT CHAIR LEVEL)”, copies of the supporting documents including any additional material that could support the grievance, and copies of the first and second notification letters issued by the Professor involved. Failure to submit the said documentation within the timeframe allowed will be considered a withdrawal of the grievance and, therefore, no further action will be permissible. The **College or School Dean** will review the submitted documentation and complete his/her assessment within **ten (10) business days** of the date the formal complaint was initiated.
- To validate or disprove his/her preliminary assessment, the **College or School Dean** will schedule a meeting with the grieving Student within **ten (10) business days** of the date the preliminary assessment was completed in order to advance the discuss about the basis of the grievance. The Student will be notified, in writing, of the date and time designated for the formal e-meeting. The **College or School Dean** will also schedule, within **ten (10) business days** of meeting with the Student, a meeting with the **Department Chair** and the Professor involved. The **Department Chair** and the Professor involved will be notified, in writing, of the date and time designated for the formal e-meeting Within **fifteen (15) business days** of this meeting, the **College or School Dean** will reevaluate his/her preliminary assessment, make an advisory recommendation, and notify

the Student and the Professor involved, in writing (by e-mail, if available, and by certified U.S. mail), of his/her findings, conclusions, and recommendation. To this effect, the **College or School Dean** will complete, sign, and date the portion of the “STUDENT GRADE GRIEVANCE FORM (SCHOOL DEAN LEVEL)” reserved to be used by his/her Office, which includes details of the grievance dispute and his/her recommendation.

The Office of the **School Dean** must also e-mail (registrar@biu.us) a copy of the completed, signed, and dated “STUDENT GRADE GRIEVANCE FORM (SCHOOL DEAN LEVEL)”, in addition to any additional supporting documents provided, to the Office of the University Registrar to be filed in both, the Student and Faculty academic files.

- The Professor involved in the grade dispute will then review the **College or School Dean** recommendation, make his decision, and notify the Student, in writing, of such decision no later than **five (5) business days** after receiving the **College or School Dean** recommendation.

Concurrently, the Professor involved must send a copy of his/her third notification letter to the Office of the University Registrar. This notification will also to be filed in both, the Student and Faculty academic files.

- If the complainant is not satisfied with the decision because he/she still believes that the process of assigning a final course grade was influenced by discriminatory biases or procedural inconsistencies, the Student may submit his/her grievance to the **Academic Dean**. To this effect, the Student must submit to the Office of the **Academic Dean**, within **ten (10) business days** of the date the Professor notified the grieving Student for the third time, a signed and dated “STUDENT GRADE GRIEVANCE FORM (ACADEMIC DEAN LEVEL)”, a copy of the original signed and dated “STUDENT GRADE GRIEVANCE FORM (SCHOOL DEAN LEVEL)”, a copy of the original signed and dated “STUDENT GRADE GRIEVANCE FORM (DEPARTMENT CHAIR LEVEL)”, copies of the supporting documents including any additional material that could support the grievance, and copies of the first, second, and third notification letters issued by the Professor involved. Failure to submit the said documentation within the timeframe allowed will be considered a withdrawal of the grievance and, therefore, no further action will be permissible. The **Academic Dean** will review the submitted documentation and complete his/her assessment within **ten (10) business days** of the date the formal complaint was initiated.
- To validate or disprove his/her preliminary assessment, the **Academic Dean** will schedule a meeting with the grieving Student within **ten (10) business days** of the date the preliminary assessment was completed in order to discuss about the basis of the grievance. The Student will be notified, in writing, of the date and time designated for the formal e-meeting. The **Academic Dean** will also schedule, within **ten (10) business days** of meeting with the Student, a meeting with the **College or School Dean, Department Chair**, and the Professor involved. The **College or School Dean, Department Chair**, and the Professor involved will be notified, in writing, of the date and time designated for the formal e-meeting. Within **fifteen (15) business days** of this meeting, the

**Academic Dean** will reevaluate his/her preliminary assessment, make an advisory recommendation, and notify the Student and the Professor involved, in writing (by e-mail, if available, and by certified U.S. mail), of his/her findings, conclusions, and recommendation. To this effect, the **Academic Dean** will complete, sign, and date the portion of the “STUDENT GRADE GRIEVANCE FORM (ACADEMIC DEAN LEVEL)” reserved to be used by his/her Office, which includes details of the grievance dispute and his/her recommendation.

The Office of the **Academic Dean** must also e-mail (registrar@biu.us) a copy of the completed, signed, and dated “STUDENT GRADE GRIEVANCE FORM (ACADEMIC DEAN LEVEL)”, in addition to any additional supporting documents provided, to the Office of the University Registrar to be filed in both, the Student and Faculty academic files.

- The Professor involved in the grade dispute will then review the **Academic Dean** recommendation, make his decision, and notify the Student, in writing, of such decision no later than **five (5) business days** after receiving the **Academic Dean** recommendation.

Concurrently, the Professor involved must send a copy of his/her fourth notification letter must be sent to the Office of the University Registrar. This notification will also to be filed in both, the Student and Faculty academic files.

The **Academic Dean** is the final appellate entity for grade grievances. Therefore, no further action could be pursued beyond this level of authority. Note that the recommendations made by the **Academic Dean, College or School Dean, and the Department Chair** are strictly educated opinions, but are not meant to force the Professor involved to change his/her decision about a disputed final course grade.

Upon the conclusion of the grade grievance process, the last decision made by the Professor involved in regard to the disputed final course grade is considered final and cannot be appealed any further.

In the event that a conflict of interest with one of authorities is observed, another authority with similar responsibility or a supervisor of that authority will be appointed.

### **Student Academic Grievance Policy**

To comply with Federal and State requirements, Broward International University (BIU) has a **Student Academic Grievance Policy** designed to provide fair and impartial means for students to seek investigation and possible resolution of academic or administrative issues and complaints in a just and swift manner. BIU recognizes that addressing and satisfactory resolving these issues are vital actions to ensure that the quality of the education provided is not adversely affected. Consequently, BIU strongly encourage students who are dissatisfied with any academic or administrative dispute to follow the proper procedure(s) immediately after a disagreement develops.

Grievances may often develop as a result of misunderstandings between students and a faculty member or an advisor regarding expectations for academic performance or personal behavior. Although students are responsible for getting thoroughly acquainted

with academic and professional expectations, faculty and advisors are required to emphasize those expectations and ensure that students are fully aware of them. Ultimately, students must accept and observe the policies, rules, and regulations of the University, their respective college or school, and department.

This Policy and related procedures are limited to address grievances by students in which the complaint involves arbitrary awarding of grades for coursework, comprehensive examination, thesis, or dissertation; unprofessional conduct by the professor that may adversely affect the student's ability to satisfy academic expectation and/or his/her academic performance; inappropriate academic advising concerning requirements not published in official University documents; arbitrary dismissal from a course or program except in cases where such action is caused by a violation of the professional code of conduct; and irregularities in the implementation of the academic grievance procedures.

This Policy and related procedures are not designed to address issues related to research misconduct, violations of the professional code of conduct, grading issues other than arbitrary awarding of grades, and issues related to sexual harassment, or discrimination based on age, sex, sexual orientation, religion, race, marital status, national origin or disability.

## **Student Academic Grievance Procedures**

### **Informal Procedure**

Since grievances within the scope of this policy are often settled informally between the parties (a grieving student and a faculty or an advisor) involved, BIU strongly encourages students to first attempt this approach as soon as possible after the disagreements develop. To this effect, a student seeking satisfactory resolution of his/her grievance(s) must initiate this procedure by contacting the professor or advisor involved in the alleged controversy no later than **five (5) business days** after the objection arose, or the grievance will be considered untimely and, therefore, dismissed against the student. The student must arrange for an informal meeting with the faculty or advisor involved in order to state his/her grievance and factually argue against the issue(s) triggering the complaint. If the issue cannot be satisfactorily resolved, or the faculty or advisor cannot be reached, then, the student must meet the Department Chair in order to present his/her case within **ten (10) business days** after the objection arose. This informal grievance procedure is terminated at this level unless the Department Chair is the subject of the complaint. If this is the case, the student must proceed to meet the College or School Dean. Any mutually acceptable resolution to the grievance, achieved at any level through this informal procedure, shall be officially formalized by inserting a report in the student file, which must include a detailed description of the student grievance(s) and the rationale for the resolution, and must be signed by the student and the faculty or advisor, or the academic authority (Department Chair, or College or School Dean) involved in the final decision. If the disagreement is not satisfactorily resolved, the University representative involved must issue a report describing in detail the rationale for his/her decision in the matter. Such document must, upon issued, be inserted in the student and faculty or advisor files.

## Formal Procedure

Sometimes, however, a disagreement may develop and persist despite the best effort to satisfactorily resolve the impasse by following the informal procedure described above. In the event that this is the case, the formal grievance procedure is initiated by filing a written complaint with the **Provost** office using a "STUDENT GRIEVANCE FORM". The grievance, in addition to any supporting documents, must be filled within **fifteen (15) business days** of the date the informal resolution procedure ends. After receiving the formal complaint, the **Provost**, in consultation with the **College or School Dean**, will review the grievance to determine whether it is covered by the scope of this policy and, if so, whether a formal hearing is justified. Otherwise, the student shall be notified in writing of this inference and advised about the proper channels for the grievance to be addressed.

If a hearing is granted, the same shall be scheduled as soon as possible within **thirty (30) business days** after the receipt of the complaint. Both, the grieving student and the faculty or advisor associated with the case shall be notified by the Provost, in writing, of the date and time designated for the formal hearing. In addition, an Academic Grievance Committee will be assembled and notified, in writing, of the same information. The Academic Grievance Committee will be composed of three (3) members consisting of the related College or School Dean, the related Department Chair, and a related Program Faculty or an Advisor. The Grievance Committee will be responsible for conducting a fair and balance hearing ensuring that both sides of the dispute are thoroughly presented. At the conclusion of the hearing, the committee will meet along to review and deliberate the dispute based solely on the verbal narrative presented during the hearing, which shall be recorded, along with any additional written document submitted by the grieving student, which must include relevant facts and rationale pertaining his/her grievance, a copy of the report issued by the faculty or advisor involved in the case describing in detail the rationale for his/her decision in the matter, and any other applicable supporting document. If the Grievance Committee is not able to make an educated judgment due to insufficient information, then, additional information will be required from the grieving student and/or the faculty or advisor involved and the hearing may be rescheduled as deemed necessary. Otherwise, the Grievance Committee must then decide the case by majority vote, and finally prepare a written report stating all the facts as presented to them, and their conclusions and recommendations. Such report, along with all the material gathered for the case, must be forwarded to the Provost, who shall issue a written decision within **fifteen (15) business days** of receipt of the Committees report. A copy of the Provost's determination shall be placed in the student academic file as well as the faculty academic or advisor administrative file. A copy of such document will be also sent to both parties of the dispute by E-mail, if available, and by certified U.S. mail. Within the authority of the University, The Provost's decision shall be considered final and binding upon both parties. Therefore, such decision cannot be appealed. The Provost's must issue a report describing in detail the rationale for his/her decision in the matter. Such document must, upon issued, be inserted in the student and faculty or advisor files.

In the event that a conflict of interest with one of authorities is observed, another authority with similar responsibility or a supervisor of that authority will be appointed.

In the event that the grievance cannot be resolve to the satisfaction of the student after following the University's grievance procedures described above, then, the grieving student may, at his/her sole discretion, file a formal complaint with the Florida Commission for Independent Education at the following address:

Commission for Independent Education  
325 West Gaines Street Suite 1414  
Tallahassee, FL 32399-0400, Tel.: 1 (888) 224-6684

Students should research diligently the University official documents to become acquainted with the information therein provided, and be aware that faculty members enjoy the privilege of having academic discretion. Before filing a complaint, a grieving student should ensure that his/her disagreement is due to a violation of the BIU policies, rules, and regulations. Following this advice will help minimize potential misunderstandings between students and faculty or advisor. Respectfully requesting clarification from a faculty member or an advisor further reduces the possible adverse impact that a dispute may have over the learning environment.

## **Student Conduct**

In addition to the Student Conduct Code, all students at the Broward International University are also subject to the University's Discrimination, Harassment, Sexual Misconduct, Stalking, and Retaliation policy and accompanying Discrimination Grievance Procedures, ("Discrimination and Harassment policy"), which are separate from the Student Conduct Code standards and procedures. The University's Discrimination and Harassment policy covers behaviors related to discrimination, sexual harassment, sexual assault, inducing incapacitation for sexual purposes, sexual exploitation, relationship violence, stalking, and retaliation. In cases where the provisions in the Student Conduct Code and the provisions in the Discrimination and Harassment policy and accompanying Discrimination Grievance Procedures are different or inconsistent, the Discrimination and Harassment policy and Discrimination Grievance Procedures supersede. Therefore, all students are expected read the Discrimination and Harassment policy and Discrimination Grievance Procedures, as well as the Student Conduct Code, to gain a thorough understanding of the expectations and procedures set forth in both processes and the differences between the two. Differences include, but are not limited to, the evidentiary standard used to determine whether a violation has occurred ("preponderance of the evidence" in the Discrimination Grievance Procedures and "clear and convincing evidence" in the Student Conduct Code), and the procedures for appeal.

When a student has been found in violation of the Discrimination and Harassment policy, the Dean of Students is charged with imposing disciplinary sanctions. Possible sanctions that may be applied are the same as those described in the Student Conduct Code for "General Conduct,"

Disciplinary records for Discrimination and Harassment violations are maintained in the same manner as other disciplinary records under the Student Conduct Code

## **STUDENT RIGHTS**

In all University disciplinary proceedings under the Student Conduct Code, including cases involving general misconduct and academic misconduct, students have the following rights to confidentiality and due process.

### **Rights to Confidentiality**

Broward International University students involved in a university disciplinary proceeding, has the following rights related to privacy and confidentiality:

- All disciplinary proceedings are closed to the public.
- The University, except as required by law, will not disclose information to anyone not connected with the proceeding. The fact that there is or has been a disciplinary proceeding concerning the incident may be disclosed; however, the identity (ies) of individual students involved in the proceedings will not be disclosed.
- The University, including individuals involved in a disciplinary proceeding, will disclose the results of the proceeding, including sanctions imposed, only to those who need to know for purposes of record keeping, enforcement of the sanctions, further proceedings, eligibility for participation in certain University activities, or compliance with federal or state laws. The fact that a disciplinary proceeding has been concluded and appropriate action has been taken may be disclosed.

### **Rights to due Process**

1. Respondent: A student accused of violating the Student Conduct Code (the "respondent") has certain rights. These include the right to:
  - a. Be advised that a complaint is being investigated and be advised of the nature of the complaint.
  - b. Be advised of the charges under the Student Conduct Code that are being filed.
  - c. Submit a written account relating to the alleged incident and/or charges.
  - d. Have a person of choice, including an attorney, present throughout any meeting(s) related to the disciplinary proceeding.
  - e. Know the identity of individuals who will be present at meetings or hearings related to the proceeding.
  - f. Present relevant evidence and/or witnesses.
  - g. Review any evidence reasonably likely to be used in the proceeding.
  - h. Hear and question any witnesses who participate in the proceeding.
  - i. Have a reasonable period of time to prepare for a hearing.
  - j. Request a delay of a hearing for exceptional circumstances.

- j. Decline to make statements.
  - k. Expedient adjudication and resolution of the case.
2. Complainant: A student who brings a complaint against another student under the Student Conduct Code (the “complainant”) also has certain rights. These include the right to:
- a. Meet with the designated administrative official to discuss the disciplinary process.
  - b. Submit a written account of the incident and a statement describing the effect of the alleged misconduct.
  - c. Have a person of choice, including an attorney, present throughout any and all of the proceedings.
  - d. Be informed of the date, time, and location of any meetings related to the disciplinary proceedings.
  - e. Be informed immediately of the outcome of each step of the disciplinary proceeding.
  - f. Have past conduct that is irrelevant to the case not discussed during the proceedings.

## **ACADEMIC CONDUCT**

### **Standards of Academic Conduct**

Students at the Broward International University are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice President for Academic Affairs. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. Plagiarism: Representing another person's words, ideas, data, or materials as one's own.
2. Misconduct during an examination or academic exercise: Consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
3. Submitting work previously presented in another course: Knowingly making such submission in violation of stated course requirements.
4. Improperly influencing conduct: Acting in a manner to influence an instructor to assign a grade other than the grade actually earned.
5. Facilitating academic dishonesty: Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or



other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **Penalties for Academic Misconduct**

Depending on the severity of the academic misconduct, a student may incur one or more of the following penalties:

1. Academic Penalty (ies) by the Course Instructor: The student may receive a failing or reduced grade in an academic exercise, examination, or course, and/or be assigned additional work which may include re-examination.
2. University Sanction(s): The University may also impose a sanction that exceeds the academic penalty. Sanctions (c) through (f) require administrative review and approval by the Provost and Vice President for Academic Affairs:
  - a. Disciplinary Warning: The student is warned that further misconduct may result in more severe disciplinary sanctions.
  - b. Disciplinary Probation: The student is warned that further misconduct may result in suspension or expulsion. Conditions may be placed on continued enrollment for a specified period of time.
  - c. Suspension: The student is separated from the University for a specified period of time and may also be excluded from participation in any University-sponsored activity.
  - d. Expulsion: The student is permanently separated from the University and may also be excluded from any University-owned and/or -controlled property or events.
  - e. Denial of a Degree: A degree is not awarded.
  - f. Revocation of a Degree: A previously awarded degree is rescinded.

## **STUDENT SERVICES**

### **Library**

Students, Professors, and Staff AT Broward International University have access to a series of reputable electronic resources **Ebsco Host, Business Searching Interface, ProQuest, E-book, Encyclopedia Planeta, eBook 7-24, E-Libro and McGraw-Hill, Virtual Library PEARSON**, and other to promote rigorous academic activity and research.

### **Academic Advising**

Broward International University offers a continuum of services and resources to support students from the time you become a student until the time you graduate and beyond. These services provide you with the opportunity for development by helping you explore your career and personal goals and by facilitating a smooth and supportive progression into anyone of our academic programs.

## **Labor advising**

Broward International University reserves the right to assist in the placement of graduates with employment opportunities as they become available. This is done through preparation, advising, submitting grade transcripts, and, when needed, recommendation letters written by professors willingly.

Broward International University does not and cannot guarantee job placement.

## **Technical Support**

There are tools available to students to learn how to navigate through Broward International University's online platform, such as:

1. Free, non-credit informational courses: Courses designed to guide students through the functionality of the online platform.
2. Support Forum: A dedicated medium for the posting of platform-related questions, comments, or concerns (Please allow up to 24 hours for responses to posts).
3. Chats: The University offers a Skype-supported, free online voice/chat platform for real-time support issues.
4. Frequently Asked Questions (FAQs), demos, and manuals.
5. Any changes to student contact information will be processed through Information technology (IT) Support at [support@mybiu.us](mailto:support@mybiu.us) using the Change of Status Form.

# **PROGRAMS OF INSTRUCTION**

## **Course Numbering System**

The course numbering system at Broward International University is composed of three letters and three numbers. The letters indicate the area of study:

**CSE – Computer Software Engineering**

**BUS – Business**

**VED – Virtual Education**

**RES – Research**

**POS – Program Orientation Seminar**

The numbers are three digits, the first one indicates the level of the program, the second indicates the academic period where the course is located and the third one indicates the sequence of the courses. We established the 600's for master's degrees and the 700's for doctoral degrees. For example, the code VED633 is for the third course in the third academic period of the master's degree in Virtual Education.

## Degree Offering

Broward International University offers three (3) master's degree programs and three (3) doctoral degree programs. These programs are grouped under three (3) schools: The School of Business, the School of Education, and the School of Engineering.

SCHOOL	PROGRAM (DEGREE)	CREDIT HOURS
School of Business	Business Administration (M.B.A.)	36
	Business Administration (D.B.A.)	60
School of Education	Virtual Education (M.S.)	36
	Virtual Education (Ed.D.)	60
School of Engineering	Computer Software Engineering (M.S.)	36
	Computer Software Engineering (Ph.D.)	60

### Business Administration (M.B.A.)

#### Program Objective

The objective of the Master of Business Administration (MBA) program, under the administrative responsibility of the School of Business, is to balance theory, practice, techniques, and concepts that facilitate understanding of diverse business challenges. This is accomplished through the student's exposure to our curriculum and a professional faculty with academic credentials and corporate experience. Our goal is for graduates to develop foundational skills in problem analysis, oral communication, and decision-making.

#### Program Description

The MBA is designed for working professionals who desire an academic program focused on technical, human, and conceptual skills encompassing key business functional areas. The program allows the student to develop a strong managerial foundation and a broad management perspective, as well as the analytical and interpersonal skills needed to succeed in business.

## Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	C/H
1	<b>BUS611</b>	Finance	3
	<b>BUS612</b>	Accounting	3
2	<b>RES613</b>	Research Methodology	3
	<b>BUS621</b>	Leadership and Organizational Behavior	3
3	<b>BUS622</b>	Marketing	3
	<b>BUS623</b>	Management	3
4	<b>BUS631</b>	Business, Government, International Economy, Business Policy, and Strategy	3
	<b>BUS632</b>	Strategic Management	3
5	<b>BUS633</b>	The Entrepreneurial Manager	3
	<b>BUS641</b>	Information Systems and Technology	3
6	<b>BUS642</b>	Operations and Project Management	3
	<b>RES643</b>	Master Project	3
		<b>Total</b>	<b>36</b>

## **Business Administration (D.B.A.)**

### **Program Objectives**

The DBA program, under the administrative responsibility of the School of Business, encourages innovative thinking and research. It provides an opportunity to integrate theory, practice, and decision-making that can be utilized in complex organizational environments. It enables students to evaluate the efficacy of recently developed business models in a rigorous research and ethical environment.

### **Program Description**

The DBA program transforms learners into practicing academics. Doctoral candidates learn practical business techniques and develop the necessary research and writing skills that accompany high-level academic work and ethical business behavior. It prepares graduates to understand the underlying forces of dynamic environments and propose solutions grounded in solid theory and research.

### **Program Structure**

The Doctor of Business Administration (DBA) program has research as a critical component of its curricular program with global management supporting its theoretical development. The research component is satisfied by two research courses, three doctoral seminars and one thesis dissertation. The seminars will guide students in the application of research and the development of their doctoral dissertation. An approved dissertation is the last step necessary to confer the terminal degree. The theoretical component includes business courses that nourish leadership, global statesmanship, and long term sustainability. The students are presented with foundational knowledge as well as the latest research in these areas. Our Doctoral Program Orientation Seminar introduces the program and the University's online learning platform.

### **Dissertation**

A dissertation represents the highest level of accomplishment in the student's doctoral curriculum. It requires highly developed research skills developed and guided through the doctoral program. The dissertation process requires a formal proposal, IRB approval, data collection, and a defense of research findings to a three-member dissertation committee. The defense of the Doctoral dissertation will be performed via video conference at the time specified by the dissertation committee.

## Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	C/H
1	<b>POS711</b>	Doctoral Program Orientation Seminar	0
	<b>BUS712</b>	Financial Statement Analysis	3
	<b>BUS713</b>	Managerial Economics	3
2	<b>RES721</b>	Research Methodology I	6
3	<b>RES731</b>	Research Methodology II	6
4	<b>BUS722</b>	Organizational Development and Design	3
	<b>BUS732</b>	Leadership, Ethics, and Corporate Governance	3
5	<b>BUS741</b>	Informational Technology for Managers	3
	<b>BUS742</b>	Consumer Behavior	3
6	<b>RES751</b>	Doctoral Seminar I	6
7	<b>BUS752</b>	Management Finance and Control	3
	<b>BUS762</b>	Global Business Strategic Management	3
8	<b>RES761</b>	Doctoral Seminar II	6
9	<b>RES771</b>	Doctoral Seminar III	6
10	<b>BUS772</b>	Managing, Organizing, and Negotiating for Value	3
	<b>BUS781</b>	Coordinating and Managing Supply Chains	3
11	<b>RES782</b>	Dissertation	6
		<b>TOTAL</b>	<b>60</b>

## **Virtual Education (M.S.)**

### **Program Objective**

The Master of Science in Virtual Education is program, under the administrative responsibility of the School of Education, is committed to provide knowledge on both the opportunities and the challenges presented by the evolving virtual teaching-learning world. Students will embrace the appropriate use of technology as a learning tool and actively work to shape its use for the enhancement of students' educational opportunities and performance. They will improve their knowledge and skills in virtual education, instructional media, instructional design, virtual learning platforms, cloud learning environments, and virtual learning tools.

### **Program Description**

The program focuses on the role of new technologies in developing and revolutionizing virtual educational theory and practice globally in the 21st century. Students will learn how to build web sites and construct online assessments, how to formulate an institutional strategy for e-learning, and how to nurture online study skills in students. They will also get the opportunity to investigate a range of conceptual issues. For example, how the digital environment changes the way we construct knowledge, the politics of e-learning and the digital era, and the ways in which video-gaming might affect post-school education and training.

The primary audience for this degree is practicing professionals with backgrounds in teaching, administration, media specialist, information specialist, trainers (government, corporate, managers, and supervisors), instructional technologists, curriculum developers, staff development specialists, and distance education program coordinators with basic experience in the use of instructional technology or virtual education.

## Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	C/H
1	VED611	Philosophy, Origins, and Development of Virtual Education	3
	VED612	Presence, Identity, and Learning	3
2	RES613	Research Methodology	3
	VED621	Virtual Education and E-Learning	3
3	VED622	Virtual Education and Technology	3
	VED623	Learning Environment and Diversity	3
4	VED631	Virtual Learning Platforms	3
	VED632	Curriculum Design for Virtual Education	3
5	VED633	Web 2.0 Distance Learning	3
	VED641	The Ecosystem of Innovation and Knowledge	3
6	VED642	Cloud Learning Environment, and Comparative Study	3
	RES643	Master Project	3
		<b>Total</b>	<b>36</b>



## **VIRTUAL EDUCATION (Ed.D.)**

### **Program Objective**

The Doctor of Virtual Education program, under the administrative responsibility of the School of Education, is committed to prepare individuals who are interested in advancing their knowledge of contemporaneous issues in virtual education and developing the practical application of this knowledge for professional practice with an emphasis on socially responsible practice, and integrate a multicultural awareness of human diversity. The overall goal is to investigate the theory and practice of virtual education and its application for the new century.

### **Program Description**

One of the most astonishing aspects of this century is the overwhelming advancement of Information and Communication Technologies (ICT). This ICT revolution is acknowledged by modern societies as a persistent force that is continually remodeling their lifestyles. All predictions suggest that this pace of change is not going to slow down, but will expand to include most nations of the world. Education, in general, and virtual education, in particular, has been dramatically affected by this transformation, which, at the same time, offers a striking opportunity to expand its geographical reach.

The University recognizes the ongoing need in society for experts in the field of virtual education. Our doctoral program in virtual education offers an understanding of the theoretical principles in the virtual practice of education and develops students' ability to utilize their knowledge in specific educational situations. Relevant theory, research, and field experiences are integrated toward the development of competent and ethical professionals who are respectful of individual and cultural differences in the provision of educational services. Our Doctoral Program Orientation Seminar will offer an introduction to the program and the University's online learning platform.

### **Program Structure**

The Doctor of Virtual Education program has research as a cross axis. This component will be satisfied through two research courses, three doctoral seminars and one thesis dissertation. Research courses will include the methodologies found in different types of research. The seminars will guide students in the application of research and the development of their doctoral thesis. The thesis dissertation document will be the last step for completion and where the doctoral thesis will be presented and published.

### **Dissertation**

Students will send the final version of their Electronic Dissertation to three members of the Dissertation Committee. They will evaluate it and recommend either the defense of the Dissertation or provide corrections that will need to be made prior to scheduling the defend their doctoral thesis.

Once the Dissertation Committee has approved the dissertation, students must reserve the date for their video conference to present their Dissertation.

## Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	C/H
1	<b>POS711</b>	Doctoral Program Orientation Seminar	0
	<b>VED712</b>	E-Literacy and E-Learning	3
	<b>VED713</b>	Sustainability and Assessment of Virtual Learning Resources	3
2	<b>RES721</b>	Research Methodology I	6
3	<b>VED722</b>	Teacher's Challenges and Trends: Teacher or Coach?	3
	<b>VED732</b>	Global Curriculum Design	3
4	<b>RES731</b>	Research Methodology II	6
5	<b>VED741</b>	Accessibility of Virtual Education	3
	<b>VED742</b>	Cloud Computing in Education	3
6	<b>RES751</b>	Doctoral Seminar I	6
7	<b>VED752</b>	Copyrights and Ethics in Virtual Education	3
	<b>VED762</b>	International Teams – Institutions Strategic Agreements	3
8	<b>VED772</b>	Evaluation in Virtual Education	3
	<b>VED781</b>	Perspectives in Instructional Technology and Distance Education	3
9	<b>RES761</b>	Doctoral Seminar II	6
10	<b>RES771</b>	Doctoral Seminar III	6
11	<b>RES782</b>	Dissertation	6
		<b>TOTAL</b>	<b>60</b>

## Computer Software Engineering (M.S.)

### Program Objective

The Master of Science in Computer Software Engineering program, under the administrative responsibility of the School of Engineering, offers full coverage of the theory and practice of software design and development in a project-based environment. It provides an understanding of the development process, including concept, design, testing, quality assurance (QA) and execution. The Computer Software Engineering graduate program implements the University's mission by facilitating personal and professional growth of its students so that they can become effective contributors to the engineering profession and to society as a whole.

### Program Description

The program offers students the opportunities to gain their own personal global view of the latest ideas, technologies and methodologies. Collaborative work in a project-based environment allows students to share responsibilities across boundaries and cultures and reflect on real-world development process. Before entering the program, students receive an introduction to the program and the University's online learning platform. The program takes, on average, 18 months to complete.

### Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	C/H
1	<b>CSE611</b>	Computer Structures	3
	<b>CSE612</b>	Professional Issues in Computing	3
2	<b>CSE613</b>	Software Engineering	3
	<b>CSE621</b>	Systems Analysis and Design	3
3	<b>CSE622</b>	IT Project Management	3
	<b>CSE623</b>	Management of QA and Software Testing	3
4	<b>CSE631</b>	Object-Oriented Programming	3
	<b>CSE632</b>	Programming the Internet	3
5	<b>CSE633</b>	Databases	3
	<b>CSE641</b>	Web XML Applications	3
6	<b>CSE642</b>	Human-Computer Interaction, and Digital Citizenship	3
	<b>RES643</b>	Master Project	3
		<b>Total</b>	<b>36</b>

## **Computer Software Engineering (Ph.D.)**

### **Program Objective**

The Ph.D. in Computer Software Engineering (CSE) program, under the administrative responsibility of the School of Engineering, leads to the highest degree offered by Broward International University. It is designed to provide students an opportunity to obtain expertise in the CSE field through intensive research, as well as analytical and/or experimental activities. The combination of specialized courses and a research dissertation, under the supervision of an experienced researcher, form the main component of the doctoral program. The objective of the doctoral program is to help students develop skills that will enable them to design, develop, integrate, validate, and maintain practical, large-scale, high-quality software-intensive systems and, at the same time, be able to develop a global understanding of the rapid changes occurring in both software technology and society.

### **Program Description**

Graduates will be prepared for positions in the software engineering area, for research positions in industrial laboratories, and for leadership positions in software development at both computer industry and application shops. In addition to research skills that will allow them to advance in the field, graduates will have knowledge about practical issues of software design and development from requirements acquisition through system maintenance. They will be prepared to enter into research activities or advanced development positions in application areas, distributed networks, embedded/critical systems, and other specialties, as well as conventional software system development. They will know about managing projects and about the software industry. Our Doctoral Program Orientation Seminar will provide an introduction to the program and the University's online learning platform.

### **Program Structure**

The Doctor of Software Engineering program has research as a cross axis. This component is satisfied through two research courses, three doctoral seminars and one thesis dissertation. Research courses include the methodologies found in different types of research. The seminars will guide students in the application of research and the development of their doctoral thesis. The thesis dissertation is the last step necessary to finish and is where the doctoral thesis is presented and published.

### **Dissertation**

Students will submit the final version of their Electronic Dissertation to three members of the Dissertation Committee. They will evaluate it and recommend either the defense of the thesis or the corrections that will need to be made in order to defend their doctoral dissertation.

Once the Dissertation Committee has approved the thesis for dissertation, students must reserve the date. The defense of the Doctoral dissertation will be performed via video conference at the time specified by the dissertation committee.

### Curriculum

ACADEMIC PERIOD	CODE	COURSE NAME	C/H
1	<b>POS711</b>	Doctoral Program Orientation Seminar	0
	<b>CSE712</b>	Computation, Organizations, and Society	3
	<b>CSE713</b>	Globalization of Software Engineering	3
2	<b>CSE721</b>	Research Methodology I	6
3	<b>CSE722</b>	Knowledge Management for E-Business	3
	<b>CSE732</b>	Multimedia and Networking	3
4	<b>CSE731</b>	Research Methodology II	6
5	<b>CSE741</b>	Mobile Computing	3
	<b>CSE742</b>	Systems Security	3
6	<b>CSE751</b>	Doctoral Seminar I	6
7	<b>CES761</b>	Doctoral Seminar II	6
8	<b>CSE752</b>	Advanced Design Approaches	3
	<b>CSE762</b>	Advanced Operating Systems and Distributed Systems	3
9	<b>CES771</b>	Doctoral Seminar III	6
10	<b>CSE772</b>	Advanced Artificial Intelligence	3
	<b>CSE781</b>	Data Intensive and Cloud Computing / Storage	3
11	<b>CES791</b>	Dissertation	6
		<b>Total</b>	<b>60</b>

# **COURSE DESCRIPTIONS**

## **Business Administration (M.B.A.)**

### **BUS611 Finance (3 Credits)**

This course covers many financial concepts, including a survey of the financial structure of a firm, its demand for funds to finance the acquisition of assets, and the sources available to satisfy this demand. Analysis of a firm's capital structure and alternative financing sources and techniques will also be covered. Major attention will be on the capital budgeting, the investment, and dividend decisions of a corporation. The course also studies the structure of the financial system, with emphasis on the supply and demand for lendable funds and the term structure of interest rates.

### **BUS612 Accounting (3 Credits)**

This course is a study of the use of accounting information in planning, control, and special decision-making. It involves the uses of accounting data internally by managers in directing the affairs of business and non-business organizations. It focuses on the needs of the manager for financial information and timely reports on the firm's operations in order to make sound managerial decisions.

### **RES613 Research Methodology (3 Credits)**

The focus of this course is on statistical methods applicable to business research and decision-making. It includes major probability distributions (binomial, normal, T, F and Chi square), tests of hypotheses for means, regression and correlation techniques, time series analysis, and index number methods.

### **BUS621 Leadership and Organizational Behavior (3 Credits)**

This course focuses on how managers become effective leaders. It addresses the human side of enterprise. Students will examine teams, individuals, and networks in the context of: the determinants of group culture, managing the performance of individual subordinates, and establishing productive relationships with peers and seniors over whom the manager has no formal authority. Also, students will look at successful leaders in action to see how they develop a vision of the future, align the organization behind a vision, motivates people to achieve the vision, and design effective organizations and change them to achieve superior performance.

### **BUS622 Marketing (3 Credits)**

The objectives of this course is to understand the role of marketing, explore the relationship between marketing and other functions, and to show how effective marketing builds upon n understanding of buyer behavior to create value for customers. Students learn how to make marketing decisions in the context of general management, how to control the elements of the marketing mix (product policy, channels of distribution, communication, and pricing) to satisfy customer needs profitably, and how to use this knowledge in a brand management simulation. The course culminates with

the evolution of marketing, particularly focusing on opportunities presented by the Internet.

### **BUS623 Management (3 Credits)**

The focus of this course is on a survey of organizational theories, with particular emphasis on goal setting, assessing, achieving, and displacing. Topics include the relationship of authority, role responsibility, organizational structure, design, and culture. Students will diagnose organizational functions, analyze deficiencies, and determine ways of adapting organizational structure to realize goals.

### **BUS631 Business, Government, and the International Economy (3 Credits)**

This course introduces tools for studying the economic environment and help managers to understand the implications of decision-making for their companies. Students will learn the impact of national income and balance of payment accounting, exchange rate theory, and political regimes. An examination of both the gains and problems arising from regional global integration covers international trade, foreign direct investment, portfolio capital, and global environmental issues.

### **BUS632 Strategic Management (3 Credits)**

The objective of this course is to help students develop the necessary skills to formulate strategies. It provides an understanding of a firm's operative environment and how to sustain competitive advantage, how to generate superior value for customers by designing the optimum configuration of the product mix and functional activities, and how to balance the opportunities and risks associated with dynamic and uncertain changes in industry attractiveness and competitive position.

### **BUS633 The Entrepreneurial Manager (3 Credits)**

This course addresses the issues faced by managers who wish to turn opportunity into viable organizations that create value and empowers students to develop their own approaches, guidelines, and skills for being entrepreneurial managers. The course teaches students how to identify potentially valuable opportunities, obtain the resources necessary to pursue an opportunity and to create an entrepreneurial organization, manage the entrepreneurial organization once it has been established, grow the business into a sustainable enterprise, and create and harvest value for the organization's stakeholders.

### **BUS641 Information Systems and Technology (3 Credits)**

Students will gain a solid understanding of the core fundamentals of information systems (IS) today in this course. They will explore the key principles of IS with a captivating overview of the IS discipline and the rapidly changing role of today's IS professional. The focus of this course is to bring the latest IS topics and examples to the forefront, while new opening vignettes, cases, and special interest features clearly demonstrate the emphasis today's organizations place on innovation and speed. Students gain an understanding of cloud computing, forecasting, and some of the most recent developments affecting virtual communities, virtual teams, and work structures.

It's the concise IS overview students need to function more effectively as workers, managers, decision makers, and organizational leaders in business today.

### **BUS642 Operations and Project Management (3 Credits)**

This course enables students to develop the skills and concepts needed to ensure the ongoing contribution of a firm's operations to its competitive position. It helps them to understand the complex processes underlying the development and manufacture of products, as well as the creation and delivery of services.

### **RES643 Master Project (3 Credits)**

The master's project serves as a capstone to the entire program. The student must successfully complete this requirement with a B grade or higher in order to graduate. A satisfactory project starts with a well written proposal that is approved by the professor. Once the proposal is approved, the student conducts research to support his/her work. The project showcases the disciplinary competencies that the student gained throughout the entire program. At the end of the project, the student presents his/her findings to the professor. This final oral presentation is a part of the project. APA guidelines must be followed.

## **Business Administration (D.B.A.)**

### **POS711 Doctoral Program Orientation Seminar (no credit)**

This introductory self-paced course serves as an introduction to the doctoral program. It also serves as an introduction to the academic process from a researcher's perspective using the scientific method. This course allows the student to select his/her research track and clearly understand the dissertation process.

### **BUS712 Financial Statement Analysis (3 Credits)**

Financial statement analysis is one important step in business analysis. Business analysis is the process of evaluating a company's economic prospects and risks. This course includes analyzing a company's business environment, its strategies, its financial position, and performance. Business analysis is useful in a wide range of business decisions, such as investing in equity or debt securities, extending credit through short or long term loans, valuing a business in an initial public offering, and evaluating restructurings, including mergers, acquisitions, and divestitures. Special emphasis will be placed on how to incorporate environmental issues into financial statements in a way that supports an organization's stewardship role and enables users to make economic decisions regarding environmental and social impacts on assets, liabilities, income, and expenditure.

### **BUS713 Managerial Economics (3 Credits)**

This course provides a cross-functional framework for analyzing organizational problems, examining economic research, applying research inferences to decision making, and integrating the topics of strategy and organizational architecture to explore



the theory of business and environmental management. The course also focuses on investigating corporate policy, finance, accounting, marketing, information systems, operations, compensation, and human resources, and on the interrelationships and coordination needed to do business. Finally, students will explore the theoretical roots of competing policy options and assess implications of business decisions and various regulations, as they affect the productivity and overall performance of the private sector.

### **RES721 Research Methodology I (6 Credits)**

This research course provides students with core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry, fieldwork strategies and the nature of observation, theoretical approaches to qualitative research, the importance of quality assurance, and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. Students use software to code data and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. Project components include planning, research ethics and access, data collecting and analyzing, and research reporting.

### **BUS722 Organizational Development and Design (3 Credits)**

This course is about moving organizations forward, including planning, diagnosing, implementing, and evaluating organization development interventions. It summarizes the processes, approaches, and strategies of organizational development that work in managing organizational change. A close look is taken at managing layoffs, divestitures, closings, and mergers and acquisitions. Then, the course lets students get into research about sustainability through strategic organizational development.

### **RES731 Research Methodology II (6 Credits)**

This research course provides students with core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and ethical considerations and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.

### **BUS732 Leadership, Ethics, and Corporate Governance (3 Credits)**

This course will analyze the inextricably linked concepts of ethics and business, and in particular, focuses on sound value-framed leadership as the key to achieving competitive advantage and sustainability in contemporary organizations. Students will be required to critically engage with literature on authentic and spiritual leadership and the study of corporate responsibility within the local and global context. This course reflects the complex challenges facing contemporary leaders and how they successfully

manage these complexities within an ethical framework. The course recognizes the importance of inspiring employees to consistently apply a responsible and sustainable approach to business behavior.

### **BUS741 Informational Technology for Managers (3 Credits)**

This course has up-to-date coverage on how new technology is changing the way organizations operate and compete. High-profile topics are discussed, such as social networks, green IS, and business intelligence, and global examples span a wide range of subject matter. Students will explore IT governance, connectivity that blurs public and private lives, sustainability, enterprise social media, and viral and social marketing.

### **BUS742 Consumer Behavior, Theory, and Analysis (3 Credits)**

This course studies the behavioral processes involved in market exchange between buyers and sellers, with an emphasis on managerial perspectives. The intention is to work with selective topics in consumer behavior in their market applications. There will be updated and relevant topics and there will also be exercises that apply the content in a brief study. In addition to these exercises, methods of application in this course include, after each topic, working on cases that are based on relevant companies and networks.

### **RES751 Doctoral Seminar I (12 Credits)**

This course has two objectives: first, to expose the student to a close reading of some works which have had a significant impact on scholarship; second, reading and discussing these texts will serve as a vehicle to spark ideas to help them produce a draft of a dissertation. The selected texts serve as exemplars of scholarship and argumentation. Having them engage thoroughly with these texts will enable them to formulate their own (tentative) position and approach to their own field/object of study. It is expected that they will attempt to situate themselves within the broad intellectual context the course provides. The final product of this seminar will be the dissertation proposal.

### **BUS752 Management Finance and Control (3 Credits)**

This course provides an in-depth look at how organizations manage financial resources through capital generation, asset management, and asset planning. Complex accounting rules used to analyze and create the financial information used to evaluate a firm's financial standing will be studied. Topics included in this course are budgetary planning and controls, financial and risk analysis, and managerial decision making. Learners will develop an understanding of the external users of financial information, such as investors, customers, analysts, and the financial media.

### **RES761 Doctoral Seminar II (12 Credits)**

This course helps the student to advance in research methodologies, quantitative and qualitative, as well as expand on the literature review. The final product of this seminar will be a first attempt at the research methodologies will be expanded in the final dissertation.

### **BUS762 Global Business Strategic Management (3 Credits)**

This course integrates the classic industrial organization model with a resource-based view of the firm to give students a complete understanding of how businesses use strategic management concepts to establish a sustained competitive advantage. The course includes cutting-edge research and strategic management trends within a strong global focus, using examples from leading companies to prepare the students for the broad range of critical issues confronting managers today. Sustainable environmental stewardship plays a very important role in identifying how climate change might affect a business, so corporations may have strategy guidelines to manage the risk and seek opportunities.

### **RES771 Doctoral Seminar III (12 Credits)**

This course deals with both the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The purpose of the course is to assist students through the dissertation processes. The dissertation is expected to be an original piece of research that demonstrates the student's ability to conceive, plan, and carry out independent research under the direction of his/her supervisor and the dissertation committee. Issues of topic and methodology are addressed by the whole committee, but ultimately, it is the sole responsibility of the student to undertake and report on work that is deemed a valid contribution to knowledge in the field via a peer review process.

### **BUS772 Managing, Organizing, & Negotiating for Value (3 Credits)**

This course is about value creation. It focuses on techniques for improving the flexibility and originality of a manager's thinking and will explore approaches used by organizations to create and sustain high levels of innovation in negotiation. This course reinforces the theory and research on effective negotiating strategies and provides a powerful framework to create value through the negotiation process, with integrity. Students will also analyze the critical knowledge and skills global business negotiators need to be successful. The course explains fundamental aspects of international business negotiations and explores how culture-specific expectations and practices affect business interactions.

### **BUS781 Coordinating and Managing Supply Chains (3 Credits)**

This course is based on cases analysis and explores the issues and development of supply chains. The focus of this course is to get an overview of managing material and information flow across organizational boundaries and emphasizes the challenges of managing across both functional and firm boundaries. This course takes the integrative approach to product/information design, development, and delivery. It reviews the fundamentals, logistics, operational execution and incentive alignment of supply chain management.

### **RES782 Dissertation (12 Credits)**

The dissertation phase of the doctoral program allows doctoral students the opportunity to become an expert on a particular subject by making an original contribution to research.

## **Virtual Education (M.S.)**

### **VED611 Philosophy, Origins, and Development of Virtual Education (3 Credits)**

The central aim of this course is to present a framework of virtual education. Starting from its origins, students will be provided with an overview of virtual education had its impact on the teaching-learning process and they will see what is in the future ahead. All levels of the educational system are going to be studied, giving the students the opportunity to have a wide vision of the applications of virtual education.

### **VED612 Presence, Identity, and Learning (3 Credits)**

E-Learning in the 21st Century provides a coherent, comprehensive, and empirically-based framework for understanding instructional technology through a variety of electronic delivery systems. This course explores the technological, pedagogical, and organizational implications of presence in e-learning. Most importantly, it provides practical models that students can utilize in their professional endeavors. The course is designed for individuals who may be involved from pre-kindergarten through the university level.

### **RES613 Research Methodology (3 Credits)**

This course focuses on providing a comprehensive guide to conducting research using virtual information. The Research Methodology course is geared toward the social sciences. It covers the entire cycle of the research process, including conceptualization and ethics, design, measurement, analysis, and reporting. The course provides the coverage of experimental and quasi-experimental designs, and qualitative and mixed methods.

### **VED621 Virtual Education and E-Learning (3 Credits)**

Information and communication technologies and their impact on the world of learning in the last decade have profoundly changed the paradigms, scenarios and values at all levels of education. The professionalization of tools and practices, in addition to the consolidation of academic and practical knowledge, has been a major continuing issue throughout the past few years. This course presents the development in the field of open, distance, and e-learning through new technologies, methodologies, and tools, which have profoundly changed the paradigms, scenarios, and values at all levels of education over the last decade.

### **VED622 Virtual Education and Technology (3 Credits)**

Web technologies are having a tremendous impact on commerce, media, business, and education in general. Beginning with the “edublogosphere.” this course will cover the impact that web technologies are having on education. Students will explore the potential of blogs, media-sharing services, and other social software, which although not designed specifically for e-learning, can be used to empower students, create exciting new learning opportunities, and become far more personal, social, and flexible.

### **VED623 Learning Environment and Diversity (3 Credits)**

Equally grounded in the research and practical applications, this course shows how virtual learning environments could represent the future of education. As academics begin to use environments, such as Second Life to reach a broader student audience, this course offers a different, yet successful, approach to delivering content over the Internet through virtual learning environments that have the potential to transform education. Covering a broad spectrum of frameworks, from commercial multiplayer video games to online learning, the students will find how powerful these environments can be in the arena of education, and that data-driven practice will ensure almost universal take-up, even among those currently unwilling to use virtual learning.

### **VED631 Virtual Learning Platforms (3 Credits)**

The digital revolution has hit education with more and more classrooms plugged into the whole wired world. The knowledge revolution has transformed jobs, homes, lives, and therefore must also transform schools. To keep pace with a globalized technological culture, we must rethink how we educate the next generation or our schools will be left behind. This course reviews all the virtual learning platforms that are bringing schools into the digital age and promoting education beyond the schools. Students will have a vision for the future of education that goes well beyond the walls of the classroom to include online social networks, distance learning with anyone and anywhere access, digital home schooling models, video-game learning environments, and more.

### **VED632 Curriculum Design for Virtual Education (3 Credits)**

As virtual education spreads, both as a means of enhancing the learning experience and opportunities to reach out to new communities, it will be important to develop a curriculum that has innovations and quality. The need for both quality enhancement strategies, in the form of research, development and evaluation, as well as, quality assurance strategies that focus on regulations and guidance are discussed in depth. This course focuses on how to build a curriculum for virtual education that enhances learning.

### **VED633 Web 2.0 Distance Learning (3 Credits)**

This course is full of practical advice and information on using Web 2.0 tools, with the emphasis on student learning through collaboration. Students will see the importance of Web searches to find information on student behaviors and strategies for teachers. Students will also learn to use multimedia with a focus on collaboration and sharing, including charts, sidebars, screen shots, and student handouts. Step-by-step instructions will be provided for several tools and suggested action steps will be offered. A “Tool Chart” will provide the URLs for all the Web 2.0 tools that are introduced throughout the course.

### **VED641 The Ecosystem of Innovation and Knowledge (3 Credits)**

Context is the interactions between the learner and a set of inter-related resource elements that are not tied to a physical or virtual location. It is something that belongs to an individual and that is created through his or her interactions in the world. Students are going to analyze the learner-centric “Ecology of Resources” model of context as a

framework for designing technology-rich learning environments and the importance of matching available resources to each learner's particular needs. This interdisciplinary course will draw on a range of disciplines, including geography, anthropology, psychology, education, and computing to find the dynamics and potential of teacher-learner interaction within a learning continuum and across a variety of locations.

### **VED642 Cloud Learning Environment, and Comparative Study (3 Credits)**

In this course, students are going to review the development of virtual education around the world with the intent to compare the experiences and decide on their own point of view about the state of virtual education.

Starting with the definition of what cloud computing is, why it is, and its pros and cons, this course will provide students with a wide range of experiences. Students will explore all the features of the cloud platforms, infrastructure, services and applications, and security. They will assess the value of cloud computing, including licensing models, ROI, understand abstraction, partitioning, virtualization, capacity planning, and various programming solutions. There will be discussions on the use Google®, Amazon®, and Microsoft® Web services, explore cloud communication methods, such as IM, Twitter®, Google Buzz, and Facebook®, and discover how cloud services are changing mobile phones and vice versa.

### **RES643 Master Project (3 Credits)**

The Master Project serves as a capstone for the entire program. The student must successfully complete this requirement with a B grade or higher in order to graduate. A satisfactory project starts with a well written proposal that is approved by the professor. Once the proposal is approved, the student will conduct research to support his/her work. The project will showcase the disciplinary competencies that the student gained throughout the entire program. The student will present his/her findings to the professor via an oral presentation of the project. All written submissions must follow APA form and style guidelines.

## **Virtual Education (Ed.D.)**

### **POS711 Doctoral Program Orientation Seminar (no credit)**

This introductory self-paced course serves as an introduction to the doctoral program. It will offer the students an opportunity to expand their knowledge of the academic process from a researcher's perspective using the scientific method. This course will allow the student to select his/her research track and understand the theoretical concepts of the dissertation process.

### **VED712 E-Literacy and E-Learning (3 Credits)**

This course will discuss "media literacy," as an increasing source for information and values by critically evaluating aspects of film, television, the Internet, advertising, radio, and the print media. The methods are autobiographical, ideological, nonverbal, and mythic.

### **VED713 Sustainability and Assessment of Virtual Learning Resources (3 Credits)**

Students discuss the fundamentals of effective online assessment utilizing multiple designs and implementing creative practices tied directly to course activities to measure student learning and sustainability. The course will use done with case studies, authentic assessments based on real-life application of concepts, and collaborative activities that assess the quality of student learning, rather than relying on the traditional methods of measuring the amount of information retained. In the era of accountability, this course offers strategies to align assessment, program competencies, learning outcomes, and course activities that authentically engage learners and promote meaningful sustainability.

### **RES721 Research Methodology I (6 Credits)**

This research course will provide students with core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students will explore the nature of qualitative inquiry, fieldwork strategies and the nature of observation, theoretical approaches to qualitative research, the importance of quality assurance, and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. Project components include planning, research ethics and access, data collecting and analyzing, and research reporting.

### **VED722 Teacher's Challenges and Trends: Teacher or Coach? (3 Credits)**

There are so many challenges and trends for online teaching. Teachers need to integrate the latest research in cognitive processing and learning outcomes. The infusion of games, simulations, and virtual worlds into online learning can be a transforming experience for both the instructor and the student. This practical course shows students how to identify opportunities for building games, simulations, and virtual environments into the curriculum, how to successfully incorporate these interactive environments to enhance student learning, and how to measure the learning outcomes. It also discusses how to build institutional support for using and financing more complex simulations. The students will analyze frameworks, tips, case studies and other real examples, and resources.

### **RES731 Research Methodology II (6 Credits)**

This research course will provide students with core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students will explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students will learn to use statistical software to calculate statistics and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.



### **VED732 Global Curriculum Design (3 Credits)**

This course focuses on the initiatives that have been developed about global curriculum design in virtual education. Students will review and analyze the impact and continuity of programs. Special attention is given to the design of programs for special students. A model of global curriculum design will be made as a final project for this course.

### **VED741 Accessibility of Virtual Education (3 Credits)**

The virtual school community has an obligation to ensure that their programs are accessible and the educational opportunities are equitable. Virtual education programs need to pay attention to these issues to ensure that they will have the greatest benefit to the largest number of students. This course is a review of the accessibility of virtual education.

### **VED742 Cloud Computing in Education (3 Credits)**

Cloud computing is an emergent field that has attracted academia and industry over the last few years. Cloud-based distributed systems such as Facebook®, Gmail®, Amazon®, and others play an increasingly important role in society. Students need to understand the principles that underlie them, in order to build the Internet of tomorrow. Many schools and enterprises are doing computing in the clouds and a critical understanding of cloud computing organization is essential to leverage the opportunities and benefits that this new computing paradigm offers to education. This course provides a comprehensive overview of cloud computing concepts, technologies, models, strategies, and applications.

### **VED751 Doctoral Seminar I (12 Credits)**

This course has two objectives: first, to provide students with a research foundation that have had a significant impact on scholarship; second, reading and discussing these texts will serve as a vehicle to spark ideas to help them produce a concept thesis draft of a dissertation. The selected texts serve as exemplars of scholarship and argumentation. It is expected that students will situate themselves within the broad intellectual context that the course provides. The final product of this seminar will be the dissertation proposal.

### **VED752 Copyrights and Ethics in Virtual Education (3 Credits)**

Virtual education is a new form of educational system designed to overcome the problems associated with current education systems in order to meet the needs of society and individuals in the 21st century. There are many problems in developing a set of ethics of virtual education, but it is possible to adopt pragmatic solutions. One of the main concerns is the extent to which current ethical guidelines are appropriate for educational research conducted in virtual worlds. This course is an attempt to examine some of the ethical issues that arise from the potential use of virtual reality systems in education, to analyze why it is so difficult to derive a clear ethical stance with respect to these issues, and, finally, to seek some ethical principles despite these difficulties.

### **RES761 Doctoral Seminar II (12 Credits)**

This course helps the student to advance in research methodologies, quantitative and qualitative, as well as expand on the literature review. The final product of this seminar will be a first attempt at the research methodologies will be expanded in the final dissertation.

### **VED762 International Teams – Institutions Strategic Agreements (3 Credits)**

There is a growing need for cooperation between educational institutions around the world. The World Wide Web has forced institutions to develop a new international culture that has affected the way education is delivered and has created “International Teams”. The purpose of this course is to analyze agreements between educational institutions around the world in order to identify what institutions are involved, the type of agreement they have, the common objective they have, the time they have been working together, and the results they already have or they want to have. Students can select any level of the education system.

### **RES771 Doctoral Seminar III (12 Credits)**

This course deals with both the theoretical and practical aspects of designing dissertation research and successfully defending the design at a proposal hearing. The purpose of the course is to assist students through the dissertation process. The thesis dissertation is expected to be an original piece of research that demonstrates the student’s ability to conceive, plan, and carry out independent research under the direction of his/her professor and the dissertation committee. Issues of topic and methodology are addressed by the whole committee, but ultimately, it is the sole responsibility of the student to undertake and report on work that is deemed a valid contribution to knowledge in the field via a peer review process.

### **VED772 Evaluation in Virtual Education (3 Credits)**

Virtual education is growing in an accelerated way. Every day, virtual technology is taking many steps forward and education cannot avoid any of the main issues that are involved in the whole process; one of them is evaluation. This course offers the opportunity to review literature and case studies related to state of the art evaluation in virtual education. Students will be involved in all levels and modalities of education in order to analyze how evaluation is being done in the virtual world. Students will evaluate learning strategies used in virtual education.

### **VED781 Perspectives in Instructional Technology and Distance Education (3 Credits)**

This course highlights the shifting and emergent features that represent life online, specifically in and around the territory of e-learning. “Cyber cultures” are studied as complex conglomerations of ideas, philosophies, concepts, and theories, some of which can be fiercely contradictory. As a construct, students are going to see that “Cyber cultures” are a result of sustained attempts by diverse groups of people to make sense of multifarious activities, linguistic codes, and practices in complicated and ever-changing settings. It is made up of people, machines, and stories in everyday life. Although students will get a mix of perspectives, they should detect some common

threads about the belief that e-learning is a vitally important component in the future of education.

### **VED782 Thesis Dissertation (12 Credits)**

All doctoral students are required to complete the Thesis Dissertation. There are three benchmarks that are required: the concept document, the thesis proposal, and the final thesis document that will incorporate all the research and conclusions. Thus, allowing each student the opportunity to become an expert in a particular area/subject by making an original contribution to research.

## **Computer Software Engineering (M.S.)**

### **CSE611 Computer Structures (3 Credits)**

The purpose of this course is to provide a comprehensive overview of core software and hardware technologies. It will give students a sound theoretical and practical grounding on which to build their understanding of future technical developments.

### **CSE612 Professional Issues in Computing (3 Credits)**

This course provides a broad understanding of the social and legal context in which information technology operates. Students will examine the relationship between IT, society, and the law. It helps develop an understanding of external matters affecting computer systems and organizations, provides an overview of professional and ethical issues, and develops the skills required to manage systems in a way that is both effective and sensitive to their operating environment.

### **CSE613 Software Engineering (3 Credits)**

The purpose of this course is to provide a firm theoretical foundation and practical skills in software engineering. This course encompasses the theoretical foundation and practice of the three key phases of problem definition, software development, and maintenance. Students will emerge equipped to lead a programming project and deliver products on time and within budget.

### **CSE621 Systems Analysis and Design (3 Credits)**

The purpose of this course is to help students develop the skills critical to understanding complex systems and problems and to create effective automated solutions. This course takes a modern object-oriented approach to modeling systems and producing designs for software packages that can automate those systems. It will provide the skills needed to master these techniques, as well as the ability to use the Unified Modeling Language (UML) to describe these models.

### **CSE622 IT Project Management (3 Credits)**

The purpose of this course is to provide a full understanding of the management roles, responsibilities and techniques needed in software technology projects. This course shows how technology project management adapts to the evolution of a computer system from concept to implementation.

### **CSE623 Management of QA and Software Testing (3 Credits)**

The purpose of this course is to provide an extensive understanding of how to guarantee software quality, including testing, maintenance, and effective management. This course provides the techniques needed to design and implement tests, conduct inspections, and employ release and maintenance procedures. It also addresses key management aspects of the quality assurance process.

### **CSE631 Object-Oriented Programming (3 Credits)**

This course provides a theoretical and practical understanding of object-oriented programming and design. Students will develop the essential problem-solving and programming skills needed to write well-structured object-oriented programs. They will also explore many other important techniques, such as modern distributed systems and component technology, based on the concepts that have made object-oriented programming today's predominant software development method.

### **CSE632 Programming the Internet (3 Credits)**

The purpose of this course is to give students the theoretical and practical tools necessary for building advanced, content-rich internet sites. On completion, students will be able to design and create an advanced website and will be equipped to undertake complex internet projects.

### **CSE633 Databases (3 Credits)**

The purpose of this course is to equip students with a thorough understanding of the fundamental principles of database construction and usage. As already dominant database technology develops even further, students will analyze how data is stored, manipulated, queried (with an emphasis on relational databases) and backed up. They will also become acquainted with various paradigms and technologies (parallel, as well as distributed) related to database design, implementation and maintenance.

### **CSE641 Web XML Applications (3 Credits)**

This course offers an overview of the uses of the XML language and its role in the next generation of e-business applications. This module provides an understanding of core XML technologies, the standardized development environment they provide, and their implications on future developments with internet applications.

### **CSE642 Human-Computer Interaction, and Digital Citizenship (3 Credits)**

The purpose of this course is to provide an understanding of the design, evaluation, and development of usable interactive application interfaces. This course provides a thorough grounding in human-computer interaction. This course was developed to also create awareness around the issue of creative content and to foster a better understanding of the rights connected with it. Ultimately, its goals are to instill in students an appreciation of the value that creative content has for the creator and to establish a personal respect for creative rights in a way that changes their behaviors and perceptions about digitally delivered content.

### **RES643 Master Project (3 Credits)**

The master's project serves as a capstone to the entire program. The student must successfully complete this requirement with a B grade or higher in order to graduate. A satisfactory project starts with a well written proposal that is approved by main professor. Once the proposal is approved, the student conducts research to support his/her work. The project showcases the disciplinary competencies that the student gained throughout the entire program. At the end of the project, the student presents

his/her findings to the main professor. This final oral presentation is a part of the project. APA guidelines must be followed.

## **Computer Software Engineering (Ph.D.)**

### **POS711 Doctoral Program Orientation Seminar (no credit)**

This introductory self-paced course serves as an introduction to the doctoral program. The academic process from a researcher's perspective using the scientific method is introduced. This course allows the student to start the selection of his/her research track and clearly understand the dissertation process.

### **CSE712 Computation, Organizations and Society (3 Credits)**

This course is a unique interdisciplinary program in designing, using, and evaluating computational technology to address complex social, political, legal, business, and organizational issues. The course prepares students to be qualified to design, construct, and assess software that will transform society, business, policy, and law, or be used to computationally reason about these complex socio-computational transformations.

### **CSE713 Globalization of Software Engineering (3 Credits)**

One of the most important aspects of globalization is the development of global software. The focus of this course is the concepts, issues, trends, and technologies in this emerging field. Students are going to analyze international research on software engineering and enterprise systems, getting a broad coverage of topics, such as agile software engineering, requirements traceability, and distributed software development.

### **CSE721 Research Methodology I (6 Credits)**

This first research course provides students with core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of quantitative inquiry, fieldwork strategies and the nature of observation, theoretical approaches to quantitative research, the importance of quality assurance, and the ethical, legal, and social change implications of conducting quantitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a quantitative research concept. Project components include an initial proposal for planning, research ethics and access, data collecting and analyzing, and research reporting.

### **CSE722 Knowledge Management for E-Business (3 Credits)**

This course addresses the issues involved in creating, managing and using knowledge in e-business applications. The course also addresses e-business models, ontologies, business rules, security, middleware, and Web services.

### **CSE731 Research Methodology II (6 Credits)**

This program covers methods to develop conclusions based on raw data review and statistical analysis. It presents formulas to calculate measures of central tendency,

assess dimensionality, examine mean comparison and interpret single factor and 2-way factorial designs. The syllabus also discusses ordinary least squares, multivariate regression analysis, structural equation modeling and component or confirmatory factor analysis. Attendees gain practical experience implementing methodologies, evaluating data and correlating material to software engineering situations. They demonstrate mastery of qualitative, quantitative and mixed-methods in research. They also learn the importance of objective evaluation, examine various stakeholders' roles and discuss political and ethical issues when reporting research results.

### **CSE732 Multimedia and Networking (3 Credits)**

The explosive growth and deployment of multimedia technologies poses many security challenges to networking professionals including network administrators and information systems managers. The purpose of this course is to identify the latest technological solutions, practices and principles on network security, while exposing possible security threats and vulnerabilities of contemporary software, hardware, and networked systems. This course is based on current research and practices in network security and administration and can be used as a reference by practitioners as well as academicians and trainers.

### **CSE741 Mobile Computing (3 Credits)**

Whether used for communication, entertainment, socio-economic growth, crowd-sourcing social and political events, monitoring vital signs in patients, helping to drive vehicles, or delivering education, mobile technology has been transformed from a mode to a medium. This course explores essential questions related to the cost, benefit, individual and social impact, and security risks associated with the rapid consumption of mobile technology. Research on the current state of mobile technologies and their use in various domains, including education, healthcare, government, entertainment, and emerging economic sectors is going to be reviewed.

### **CSE742 Systems Security (3 Credits)**

The purpose of this course is to review the research that has been done within the field of information security and privacy. Students will explore the changing roles of information technology and how this change will impact information security and privacy. The evolving nature of information security and privacy brings additional challenges and opportunities for all of us to carry into the future.

### **CSE751 Doctoral Seminar I (12 Credits)**

This course has two objectives: first, to expose the student to a close reading of some works which have had a significant impact on scholarship; second, reading and discussing these texts will serve as a vehicle to spark ideas to help them produce a draft of a dissertation. The selected texts serve as exemplars of scholarship and argumentation. Having them engage thoroughly with these texts will enable them to formulate their own (tentative) position and approach to their own field/object of study. It is expected that they will attempt to situate themselves within the broad intellectual

context the course provides. The final product of this seminar will be the dissertation concept paper.

### **CSE752 Advanced Design Approaches (3 Credits)**

This course provides relevant theoretical frameworks and the latest empirical research findings in the area. It also will help students to clarify the present chaotic and confusing literature of the current state of the art and knowledge in the areas of the design and engineering of the many emerging software systems. This course also facilitates the exchange and evolution of software engineering advances among multiple disciplines, research, industry, and user communities.

### **CSE761 Doctoral Seminar II (12 Credits)**

This course helps the student to advance in research methodologies, quantitative and qualitative, as well as expand on the literature review and research methodology proposed. The final product of this seminar will be a research proposal which will be expanded in future seminar courses.

### **CSE762 Advanced Operating Systems and Distributed Systems (3 Credits)**

This course examines the design and analysis of selected aspects of operating systems and distribution systems. It covers topics, such as concurrency and distributed communication, fault-tolerance, availability, and persistence, and operating system structure. Lectures focus on the principles used in the design of operating systems and distributed systems and algorithms and data structures used in their implementation. Readings include case studies, seminal papers, and recent conference and journal articles.

### **CES771 Doctoral Seminar III (12 Credits)**

This course deals with both the theoretical and practical aspects of designing dissertation research and successfully be ready for defending the design in a proposal hearing. The purpose of the course is to assist students through the final dissertation process phase. The dissertation is expected to be an original piece of research that demonstrates the student's ability to conceive, plan, and carry out independent research under the direction of his/her main professor. Issues of topic, methodology, data collection and result analysis are addressed by the main professor and participant.

### **CSE772 Advanced Artificial Intelligence (3 Credits)**

This course will cover several advanced topics in Artificial Intelligence. These topics will extend existing knowledge about search, machine learning, reasoning, and communication. Motivation and applications for the topics discussed are an integral part of the course. Examples of applications can include agents, bioinformatics, biometrics, data mining, information, and knowledge management security. The goal of this course is to provide the student with sufficient breadth beyond principles and methods to act as a well-versed Artificial Intelligence researcher.

### **CSE781 Data-Intensive and Cloud Computing / Storage (3 Credits)**



Data-intensive computing and cloud computing have become important forms of computing, and both appear poised to grow into dominant roles. Data-intensive computing (DISC) refers to analysis and information extraction from large and sometimes dynamic data. Cloud computing refers to shared (multi-tenant) use of third-party computing and storage resources (and sometimes software setups) in place of dedicated resources. The use of cloud computing for data-intensive computing is both inevitable and critical. In this course, we will explore the state-of-the-art and research directions relating to data-intensive computing and cloud computing. Included in this scope will be case studies of existing systems, computer and storage architectures, programming models, middleware and building blocks, and administration/automation. In the discussions, the participants will explore various metrics of goodness for alternate approaches, including efficiency, performance, robustness, complexity, ease-of-use, and so on.

### **CSE782 Dissertation (12 Credits)**

The final dissertation phase of the doctoral program allows doctoral students the opportunity to become an expert on a particular subject by making an original contribution to research. The final dissertation must be presented and defended.

## ADMINISTRATIVE STAFF DIRECTORY

- **Conrado Rocha**, Presidente, Probos, Director, Registrar, Compliance, H.R., Bursar, Placement Advisor  
Ph.D. in Physical Oceanography, Florida State University, Tallahassee, Florida, USA; Master of Science Degree in Physical Oceanography, Florida State University, Tallahassee, Florida, USA; Licentiate in Physics, Central University of Venezuela, Caracas, Venezuela.
- **Jaime Rincon**, Administrative Vice-President  
MS in Business Administration, University of Miami, Miami FL; Specialist in Integral Systems of Measuring and Management University of Los Andes; Specialist in Business Administration and Specialist in Organizational Communication, University of La Sabana, Bogota, Colombia; BA in Social Communication, Los Libertadores University, Bogota, Colombia.
- **Yadira Ramirez**, Director of Admissions  
BA in Business Management, Konrad Lorenz University, Bogota, Colombia.
- **Tatiana Pinzon-Castilla**, Academic Advisor  
BA of Science in Commercial and Marketing Administration, UNAD Florida, Weston, FL.
- **Sandra Mendoza de Verde**, Academic Dean, Dean of the School of Education  
Ph.D. Adult Educational Science, Interamerican Educational University of Panama, Panama; MS Educational Administration, Universidad Pedagógica Experimental Libertador, Venezuela; BA Secondary Education specialization in Social Sciences, Universidad Pedagógica Experimental Libertador, Venezuela.

# ADJUNCT FACULTY DIRECTORY

## School of Business

- **Armando M. Aranda**

Ph.D in Entrepreneurial and Management Development, majoring in International and Interregional Business, Interamerican University, PR; Ph.D. (ABD) in International Business, University of Puerto Rico, Rio Piedra, PR; Master of Business Administration (MBA), majoring in Management, University of Phoenix, Guaynabo, PR; Bachelor in Business Administration Majoring in Accounting, Catholic University, Ponce, PR.

- **Carmen Astrid Milagros Bonilla Quianes**

Doctor in Business Administration, Pontifical Catholic University of Puerto Rico, Ponce, Puerto Rico; Certificate in Marketing, University of Phoenix, Guaynabo, Puerto Rico; Master in Public Administration, Puerto Rico University, Rio Piedras, Puerto Rico; Bachelor in Science of Business, Puerto Rico University, Rio Piedras, Puerto Rico.

- **Clara Sagarra-Roman**

Doctor in Business Administration (DBA); Pontifical Catholic University of Puerto Rico, Las Americas Avenue Ponce, PR; Master in Business Administration Pontifical Catholic University of Puerto Rico, Las Americas Avenue Ponce, PR; Bachelor in Secretarial Sciences Pontifical University of Puerto Rico, Ponce Campus Ponce, PR.

- **Hamilton Cruz Rosa**

Doctor in Business Administration (DBA), majoring in Management, Turabo University, Gurabo, PR; Master in Art in Economics, Puerto Rico University, Rio Piedras, PR.; Bachelor in Business Administration, Puerto Rico University Bayamon PR.

- **Magda N. Oquendo Santiago**

Doctorate Degree in Business Administration, Pontifical Catholic University of Puerto Rico, PR; Master Degree in Business Administration with a major in Marketing, Phoenix University, PR; Baccalaureate Degree in Business Administration with a major in Marketing, University of Puerto Rico, PR.

- **Mayve Muñoz**

Doctor of Education (EdD), Concentration in Organizational Leadership and Gerontology, Nova Southeastern University, Miami, FL.; Masters of Business Administration with Specializations in Marketing, Human Resources and International Marketing, Nova Southeastern University, Miami, FL.; Bachelors of Science with a Major in Computer Science, Florida International University, Miami, FL.

- **Ninoska Rivas de Rojas**

Doctor of Education (EdD) with a minor in Educational Research, University of Pittsburgh, PA; Master in Education, University of Pittsburgh, PA; Bachelor in Experimental Science (Bachelor of Art in Biology and Chemistry), Universidad Pedagógica Experimental Libertador, Venezuela.

- **Sandra Mendoza de Verde**

Ph.D. Adult Educational Science, Interamerican Educational University of Panama, Panama; Master of Science in Educational Administration, Universidad Pedagógica Experimental Libertador, Venezuela; BA Secondary Education, specialization in Social Sciences, Universidad Pedagógica Experimental Libertador, Venezuela.

## **School of Education**

- **Jessica Molina**

Educational Doctorate (EdD) in Instructional Technology and Distance Education, Nova Southeastern University, Fort Lauderdale, FL; Master of Arts in Commercial Education; Interamerican University, San Juan, PR; Bachelor of Arts in Office Systems, Interamerican University, Bayamon, PR.

- **José A. Medina Talavera**

Ed.D. Instructional Technology & Distance Education, Nova Southeastern University, Fort Lauderdale, FL; Master of Science in Chemical Engineering, University of Puerto Rico, Mayaguez Campus, Mayaguez, PR; Bachelor of Science in Chemical Engineering, University of Puerto Rico, Mayaguez Campus, Mayaguez, PR.

- **Mauro Hernandez**

Educational Doctorate (EdD) in Instructional Technology and Distance Education, Nova Southeastern University, Fort Lauderdale, Florida; Master of Science in Management Information Systems, Southern Illinois University at Edwardsville, IL; Bachelor of Science in Computer Science, Western Kentucky University at Edwardsville, IL.

- **Myriam Quintana-Alsina**

Educational Doctorate (EdD) in Instructional Technology and Distance Education, Nova Southeastern University, Fort Lauderdale, FL; Master of Science in Chemistry, Pontifical Catholic University of Puerto Rico, PR; Bachelor of Science in Chemistry, Pontifical Catholic University of Puerto Rico, PR.

- **Ninoska Rivas de Rojas**

Doctor of Education (EdD) with a minor in Educational Research, University of Pittsburgh, PA; Master in Education, University of Pittsburgh, PA; Bachelor in

Experimental Science (Biology and Chemistry), Universidad Pedagógica Experimental Libertador, Venezuela.

- **Pedro José Méndez Querecuto**

Educational Doctorate (EdD), Instructional Technology and Distance Education, Nova Southeastern University Fort Lauderdale, Florida; Master of Art in Educational Policy Design and Planning, Universidad Central de Venezuela, Caracas, Venezuela; Bachelor of Art in Education with a Major in Educational Planning, Universidad Central de Venezuela.

- **Sandra Mendoza de Verde**

Ph.D. Adult Educational Science, Interamerican Educational University of Panama, Panama; Master of Science in Educational Administration, Universidad Pedagógica Experimental Libertador, Venezuela; BA Secondary Education, specialization in Social Sciences, Universidad Pedagógica Experimental Libertador, Venezuela.

- **Sandra Vega**

Educational Doctorate (EdD) in Instructional Technology and Distance Education, Nova Southeastern University, Fort Lauderdale, FL; Master of Art in Educational Technology, Cambrige College, PR; Bachelor of Art in Pedagogy, American University of San German, PR.

# CONTINUING EDUCATION & PROFESSIONAL DEVELOPMENT

## Remedial English

For students whose mother tongue is other than English, and are in need of improving their English language skills, Broward International University offers Remedial English courses that have been designed to assist such students in learning English as a second language. It should be noted, however, that these Remedial English courses are offered to Students for “personal enrichment only” and, therefore, are not licensed by the “Commission for Independent Education”. Students who wish to enroll in these Remedial English courses are tested prior to the first day of classes. Based on test results, students are placed in one of four (4) levels of study available.

## Tuition a fees

The tuition rate applicable to Remedial English courses during the 2016-2017 academic years is currently **\$100.00 per course**. Currently, no application fee related to the enrollment in any of the Remedial English courses is currently charged to Students.

## English Course levels

Each course emphasizes in building vocabulary, improving grammar, and developing reading, writing, listening and pronunciation skills. It will take a student one (1) year to complete all four (4) Remedial English courses at a rate of one (1) course per academic term. However, depending on the student’s English proficiency, he or she may achieve his or her objectives by taking fewer courses. The following summarizes the content of the four (4) Remedial English courses:

### English Level I

Upon completion of this module, students will be able to understand and use everyday expressions and basic sentences for immediate needs. Students will be able to interact in a basic way as long as the other participants speak clearly and are willing to cooperate.

### English Level II

By the end of this module, students will be able to understand everyday sentences and expressions related to basic information about themselves, their families, shopping, places of interests, occupations, etc. Students will be able to perform simple tasks that require simple and direct information interchanges about familiar situations. Students will also talk about their past, their environment, and immediate needs.

### English Level III

Once this module is completed, students will be able to understand the main ideas in simple texts about familiar issues. Also, students will be able to communicate satisfactorily during trips, produce short and coherent texts about familiar situations, and describe experiences, events, wishes and expectations.

### English Level IV

Students will be able to understand the main ideas in complex texts about concrete and abstract matters, including technical documents from their particular discipline. Students will be able to communicate with native speakers fluently and naturally for communication to be effortless between speakers. Also, students will be able to produce clear and detailed texts about a wide range of topics, as well as defend their points of view by considering different perspectives.